



GETTING TO KNOW ERASMUS+ (2014-2020)

K2 ACTIONS INSIDE THE EUROPEAN EDUCATIONAL SYSTEMS

PROJECT CONTRIBUTION AND COHERENCE WITH EDUCATION & TRAINING 2020 (ET2020)

DEVELOPING TEACHERS AND STUDENTS COMPETENCIES

Before beginning the joint venture in which our 10 countries became involved in 2013 through the platform e- Twinning, we were aware of the fact that each EU country is responsible for its own education and training systems, but also that EU policy is designed to support national action and help address common challenges. Aware of the fact that our project would be just a small contribution with which we could take over our commitment as teachers, trying to be coherent with **Education and Training 2020 (ET 2020)** became a real must.

Being ET 2020 the framework for cooperation in education and training, it conforms a forum for exchanges of best practices, mutual learning, gathering and dissemination of information and evidence of what works, as well as advice and support for policy reforms. Funding for policy support and innovative projects is available through Erasmus+ for [activities that promote learning and education](#) at all levels and for all age groups. In 2009, **ET 2020 set four common EU objectives to address challenges in education** and training systems by 2020: 1 Making lifelong learning and [mobility](#) a reality; 2 Improving the [quality and efficiency](#) of education and training; 3 Promoting [equity, social cohesion, and active citizenship](#); and 4 Enhancing creativity and innovation, including [entrepreneurship](#), at all levels of education and training...As it couldn't be in another way we adopted them as ours.

But let's try to make it easy to understand for a "new-comer" into these issues what a K2 Action Erasmus+ programme consists of:

Erasmus+ (2014-2016) brings together all previous EU schemes for education, training and youth whilst adding a new elements on 'sport', 'strategic partnerships', 'knowledge' and 'sector skills' alliances, and a loan guarantee scheme to help Master's degree students to finance their studies abroad. The program aims to improve the skills and employability of participants; and to encourage innovation



and quality improvements in involved organizations. The program is split into three 'Key Actions':

Key Action 1: 'Learning Mobility of Individuals'. This supports mobility projects, European Voluntary Service events, Joint Masters Degrees and the Masters student loan guarantee scheme.

Key Action 2: 'Cooperation for Innovation and the Exchange of Good Practices', which covers strategic partnerships, knowledge and sector skills alliances and youth capacity-building.

Key Action 3: 'Support for Policy Reform', entailing structured dialogues between young people and decision-makers. There are also two additional strands: the Jean Monnet activities and Sport.

The new **Erasmus+** programme aims to support actions in the fields of **Education, Training, Youth and Sport** for the period **2014-2020**. Erasmus+ replaces **seven programmes bringing together**

- The Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius, Grundtvig and Jean Monnet)
- The Youth in Action programme
- Five international cooperation programmes (Erasmus Mundus, Tempus, Alfa, Edulink, the programme for cooperation with industrialized countries)
- The new Sport Action.

Although working through National Agencies, at the end of this complex system lays **The Directorate General for Education and Culture**, or DG EAC, which is the branch of the European Commission charged with Education, Training, [Youth](#) , [Sport](#) , [Languages](#) , and [Culture](#) .Its activities, as concerns education and training, are framed by the [Education and Training 2020 strategy](#) (ET2020), a part of the [Europe 2020 strategy](#) , designed to **promote growth and jobs** in Europe, as well as **contributing to the development of skills** for the labor market. In the field of education and training, DG EAC, is responsible for the development of evidence-based policy and the management of initiatives in support of education and training across Europe, most notably the [Erasmus+ programme](#) . As the executive arm of the European Union, the European Commission is held accountable to the European Parliament, namely, in the case of DG EAC, the [Education and Culture Committee](#) .It is also responsible for developing policies and instruments for skills and qualifications supply and recognition, as well as supporting [international cooperation and policy dialogue](#) .D G EAC is also responsible for managing [education, training, and](#)



[research opportunities](#) under Erasmus+. Since 2010, with the approval of the Europe 2020 strategy, a variety of [flagship initiatives](#) have been launched.

[The European Commission, DG Education and Culture](#), is in charge of the policies related to the fields of Education, Training and Youth. The actions of the Erasmus + programme are divided into **decentralised actions** and **centralised actions**. The decentralised actions are managed in each programme country by **National Agencies** that are appointed by their national authorities and the centralized actions are managed at a European level by the **Education, Audiovisual and Culture Executive Agency (EACEA)** located in Brussels.

Both share the same goals :

1. Increase capacity and relevance of learning in education and training.
2. Provide and advise on key skills: basic skills, transferable skills, entrepreneurship, languages, digital knowledge, etc.
3. Strengthen links education / training and the workplace.
4. Boost innovative educational development (collaborative learning, critical thinking etc).
5. Promote inter-regional cooperation and inter-sectoral structured.
6. Encourage and foster the professional development of the educational world
7. Promote the educational venture to develop active citizenship, employability and creating new business network.

Our project has tried to meet the same aims , after being selected because of its relevance regarding European policies and objectives of the action , because it focused on specific objectives, its relevance of the proposal regarding the analysis of the needs of the participating institutions, due to its innovative aspects as well as its European added value.

Our commitment as teachers takes us to the task of trying to form competent students, being these chosen at a basis of equality and equity. Competency can be defined as ‘a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world in a particular domain’ The need for students to develop competences at school has increasingly gained importance, and has recently become prominent in education systems worldwide thanks to social and economic motivations, as well as developments in educational research. The need to improve the quality and relevance of the competences which learners acquire before leaving formal education has been widely recognized, particularly in view of Europe’s high youth



unemployment. Knowledge and basic skills are necessary, but no longer sufficient to meet the complex requirements of today's social demands in an ever more competitive global economy. In an increasingly digital world where functional skills-based professions are in decline, competence oriented education has particular relevance. Being English our communication tool, we are also working to develop The European Framework for Language Acquisition, in which 8 Key Competences are developed thanks to the contents and intellectual output production which is mainly in English.

The European Framework includes the following 8 Key Competencies, which are considered essential for the personal fulfillment and development, active citizenship, social inclusion and employment of all individuals.

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.