



Erasmus+ Strategic Partnerships and Capacity Building projects and innovative student-centred learning

The Policy Context
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- At the high level: Europe 2020 and key targets
- http://ec.europa.eu/europe2020/index_en.htm
- 1. Employment
 - 75% of the 20-64 year-olds to be employed
- 4. Education
 - reducing the rates of early school leaving below 10%
 - at least 40% of 30-34-year-olds completing third level education
- 5. Fighting poverty and social exclusion
 - at least 20 million fewer people in or at risk of poverty and social exclusion



EUROPEAN
Higher Education Area



Erasmus+

- European Semester – Political Context
- http://ec.europa.eu/europe2020/making-it-happen/index_en.htm

- Annual Growth Survey
- Macroeconomic Imbalance Procedure
- Member State budgetary plans
- National Reform Programmes
- May – Country Specific Recommendations
- UK:
 - http://ec.europa.eu/europe2020/europe-2020-in-your-country/united-kingdom/country-specific-recommendations/index_en.htm
 - http://ec.europa.eu/europe2020/pdf/csr2015/csr2015_uk_en.pdf



- At the Education and Training level
- Open Method of Coordination
- http://ec.europa.eu/culture/policy/strategic-framework/european-coop_en.htm
- ET 2020 Strategy
- http://ec.europa.eu/education/policy/strategic-framework/index_en.htm
 - Making lifelong learning and mobility a reality;
 - Improving the quality and efficiency of education and training;
 - Promoting equity, social cohesion, and active citizenship;
 - Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.



- **ET 2020 Targets**

- At least 95% of children (from 4 to compulsory school age) should participate in early childhood education;
- Fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science;
- The rate of early leavers from education and training aged 18-24 should be below 10%;
- At least 40% of people aged 30-34 should have completed some form of higher education;
- At least 15% of adults should participate in lifelong learning;
- At least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad;
- The share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82%.



- The Paris Declaration 17 March 2015
- http://ec.europa.eu/education/news/2015/0316-paris-education_en.htm
- "The primary purpose of education is not only to develop knowledge, skills, competences and attitudes and to embed fundamental values, but also to help young people - in close cooperation with parents and families - to become active, responsible, open-minded members of society."
- Existing EU tools could be targeted to reinforce social cohesion and to promote active citizenship and intercultural dialogue across and within countries.



- The Paris Declaration 17 March 2015
- Protect freedom of expression, social inclusion and respect for others whilst tackling discrimination in all its forms
- Make sure education helps children become active, responsible, open-minded members of society
- Strengthen children's and young people's critical thinking, particularly online



- Education Council November 2015
- http://ec.europa.eu/education/news/2015/1120-radicalisation-eu-education-council-meeting_en.htm
- The new priorities for education and training are:
 - Relevant and high-quality skills and competences for employability, innovation, active citizenship
 - Inclusive education, equality, non-discrimination, civic competences
 - Open and innovative education and training, including by fully embracing the digital era
 - Strong support for educators
 - Transparency and recognition of skills and qualifications
 - Sustainable investment, performance and efficiency of education and training systems



- Commissioner – Tibor Navracsics
- “Beyond statements, we must take action. As security forces cooperate, education, culture, sports and youth sectors must do the same to eradicate the roots of terrorism: inequality, a lack of attachment to our common values, and social exclusion.”



- Policy Communications – Higher Education
- http://ec.europa.eu/education/policy/higher-education/index_en.htm
- Modernisation Agenda
 - 2011: “Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems”
 - <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52011DC0567>
 - Increasing the number of higher education graduates;
 - Improving the quality and relevance of teaching and learning;
 - Promoting mobility of students and staff and cross-border cooperation;
 - Strengthening the "knowledge triangle", linking education, research, and innovation;
 - Creating effective governance and funding mechanisms for higher education.



- Policy Communications – Higher Education
- http://ec.europa.eu/education/policy/higher-education/index_en.htm
- Modernisation Agenda
 - ECTS
 - Diploma Supplement
 - Increase the recognition of skills and qualifications
 - Provide better information about higher education in Europe.
 - Bologna Process
 - ET 2020 higher education working group
 - Erasmus+ programme (and European Structural and Investment Funds)
 - Supporting international cooperation initiatives in higher education with countries outside the EU



- Policy Communications – Higher Education
- Reinventing Education
 - 2013: Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources
 - <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1389115469384&uri=CELEX:52013DC0654>
 - ICTs and innovative learning
 - Open Education Europa <http://openeducationeuropa.eu/>
 - Open access publishing



- Mobility of people, recognition of learning and qualifications across borders
- http://ec.europa.eu/education/policy/higher-education/mobility-cbc_en.htm
- Use the transparency tools
- http://ec.europa.eu/education/policy/higher-education/tools_en.htm
- Importance of HE-Business cooperation (Knowledge Alliances). Yearly University-Business forum
- http://ec.europa.eu/education/tools/university-business_en.htm



- And, focus clearly on the specific requirements of each Call for Proposal. They are not generic invitations to ask for money.
- http://ec.europa.eu/education/opportunities/higher-education/index_en.htm
- http://ec.europa.eu/education/calls/index_en.htm
- Erasmus+ Calls for Proposals 2016
- http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2015.347.01.0007.01.ENG
- Programme Guide
- http://ec.europa.eu/programmes/erasmus-plus/discover/guide/index_en.htm



- Programme Guide
- General Objectives (p.9 and following)
 - The objectives of the Europe 2020 Strategy, including the headline education target
 - The objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;
 - The sustainable development of Partner Countries in the field of higher education;
 - The overall objectives of the renewed framework for European cooperation in the youth field (2010-2018);
 - The objective of developing the European dimension in sport, in particular grassroots sport, in line with the EU work plan for sport;
 - The promotion of European values in accordance with Article 2 of the Treaty on the European Union



- Programme Guide. Linguistic diversity(p.10)
- Focus clearly on projects that will achieve the intended outcomes (close the loop!). For example, Key Action 1 (p,30)
- Improved competences, linked to their professional profiles (teaching, training, youth work, etc.);
- Broader understanding of practices, policies and systems in education, training or youth across countries;
- Increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations;
- Greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively;
- Better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners, young people and volunteers;
- Greater understanding and responsiveness to social, linguistic and cultural diversity;
- Increased ability to address the needs of the disadvantaged;
- Increased support for and promotion of mobility activities for learners;
- Increased opportunities for professional and career development;
- Improved foreign language competences;
- Increased motivation and satisfaction in their daily work.



- Addressing underachievement in the basic skills of maths, science and literacy through more effective, innovative teaching methods.
- In particular, through projects focused on student-centred and problem-based active learning using multidisciplinary and inter-disciplinary approaches and through fostering critical thinking skills by addressing cultural and/or environmental context in teaching science; developing innovative didactical materials to increase motivation for reading of all pupils; addressing multilingual classrooms through methods building on diverse language skills alongside the main language of instruction



- In summary
- Understand and acknowledge the policy context
- Be 'European' and international in your scope
- Be inter-institutional and inter-disciplinary
- Be inventive and creative
- But, above all, show that proposals are 'joined up' and coherent.