# **What does being a processor in Erasmus+ and European Solidarity Corps programmes mean for the beneficiary?**

1. **Acting on instructions**: you can only process the personal data fulfilling the purposes described in the privacy statement available at <https://ec.europa.eu/erasmus-esc-personal-data>. If you process the data for your purposes, you will step outside your role as a processor and become a controller for that processing. A description of the main actors is provided on the following pages of this document.
2. **Bound by a contract:** you have a grant agreement with the Erasmus+ or European Solidarity Corps National Agency which describes your obligations of a processor. This contract sets the legal framework for your role as a processor, in line with Regulation 2018/1725 explaining the obligations of the processor in Article 29.
3. **Use of sub-processors**: you must not engage another processor without prior written authorisation from the controller. Please contact the data controller for more information on this topic. You can find the controller's contact details in the privacy notice. Please keep your National Agency in copy of this communication.
4. **Applying data security**: you must implement technical and organisational measures that are appropriate to the risk of the processing to ensure the security of personal data, including protection against accidental or unlawful destruction or loss, alteration, unauthorised disclosure, or access. (See the security checklist below).(…)
5. **Restricting international transfers**: the data protection regulation sets very strict rules on transferring personal data to 3rd countries. You must ensure that the controller authorised any transfer outside the EU/EEA beyond the transfers defined in the grant agreement with the Erasmus+ or European Solidarity Corps National Agency and the transfer complies with the regulation provisions on international data transfers. This concerns situations when you directly transfer data without the support of the European Commission IT tools towards other organisations outside EU/EEA or when you give access to such organisations in the IT tools of the European Commission. Please contact the data controller for more information on this topic. You can find the controller's contact details in the privacy notice. Please keep your National Agency in copy of this communication.

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**Digital transformation**

Digital transformation rooted in the broader term of Industry 4.0 does not function in a vacuum. There is always a broader context that must be taken into consideration in order to get a full view on the processes that take place around us and which have a huge impact on how we work and live. The key phenomena affecting the life of modern societies are demographic change, globalization and technological advancement itself. This technological progress defines Industry 4.0 as automation and integration of all possible processes to an unprecedented level. This involves artificial intelligence, robotics, 3-D printing and blockchain, just to mention a few, and results in low - skilled jobs being automated and at the same time the high demand for high - skilled jobs created. Accordingly, unprecedented challenges are posed on the systems of education that need to rapidly equip students with competences relevant to live and work in the digitalized world are. These competences include technological skills, media literacy, creativity, social intelligence, critical analysis, virtual collaboration or intercultural skills.

The 4th industrial revolution, also called Industry 4.0, is very similar in its nature to the previous three industrial revolutions in that sense that it not only already brings substantial changes to the way we live and work but it brings the changes to the structure of work. The first industrial revolution called steam engine revolution released workers from using muscles in the place of work to a great extent and made production processes mechanized for the first time. The second industrial revolution, connected with the introduction of electricity, brought assembly lines and fostered mass production. The influence on society resulting from these two revolutions was painfully felt in the era of ‘fordism’ which is the concept named after Henry Ford, an American car manufacturer. This concept was based on such features as the strict division of labour and automation as well as an autocratic and highly disciplined style. The third industrial revolution is associated with full automation of working and production processes thanks to the implementation of computers on a wide scale. The fourth industrial revolution added the concept of processes integration to automation.

Figure D2: Qualifications required to work in schools providing CLIL type A instruction in primary and general secondary education (ISCED 1–3)

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|  | Normal qualifications of a fully qualified teacher only |
|  | Normal qualifications plus additional qualifications |
| NApplT | No CLIL type A provision |
|  | *Source:* Eurydice. |

|   | Type of additional qualifications required |
| --- | --- |
| BE fr | * Qualifications obtained in the target language; or
* Certificate (awarded based on an examination) proving thorough knowledge of the target language.
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| BE nl | Certificate showing proficiency in the target language at a minimum CEFR level of C1. |
| BG | Certificate showing proficiency in the target language at a minimum CEFR level of B2 (applies only to teachers who do not hold an academic degree in the target language). |
| CZ | Knowledge of the target language at a minimum CEFR level of C1 (applies only to teachers who do not hold an academic degree in the target language). |
| DK | * Bachelor’s degree in the target language; or
* Cambridge English certificate; or
* Proof of written and oral proficiency in the target language (e.g. completion of non-language studies at a British or American university).
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| DE | Proof of proficiency in the target language usually at a minimum CEFR level of C1 (applies only to teachers who do not hold an academic degree in the target language). |