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Foreword

Tibor Navracsics

EU Commissioner for Education, Culture, Youth and Sport

It is a pleasure for me to present to you this inspiring book, collecting testimonials from former participants in eTwinning projects. As we celebrate the 10th anniversary of this online platform that connects teachers, pupils and schools across borders, their accounts of how their participation has influenced their lives illustrate just what an accomplishment eTwinning is.

Many of the interviewed young people consider eTwinning to be the most motivating and enjoyable way to learn. Their experiences with eTwinning have helped them to develop their language and ICT skills, as well as an understanding of different cultures, in line with the goals set out at the launch of the platform back in 2005. But there is much more to it.

The power of the experience is reflected in how these young people describe the changes which they feel taking part in eTwinning have brought to their lives. They recount how it helped them gain self-confidence and form a positive attitude to change, how it gave them a better idea of what Europe means and a new vision of the world, and how it contributed to developing their critical thinking, creativity, and the capacity to take responsibility, to become an open-minded person.

What they describe is the development of open and distinctive minds, which we can name the “eTwinning Generation”. Importantly, these individuals gain this experience while they are young. It thus shapes their lives.

But as the repeated terrorist attacks in the hearts of our cities have reminded us, projects like eTwinning have an impact that goes well beyond the individual. They are at the heart of our efforts to tackle the root causes of radicalisation. Bringing people from different backgrounds together and helping to create a sense of belonging, they will help us maintain an open society. And they will help us ensure that all our young people find their place in this society and nobody is left behind.

The response to these challenges begins in the classrooms. We need an inclusive school education system that gives every single child a chance to develop and become a self-confident, open and tolerant individual. An individual who can interact positively with others from diverse backgrounds, equipped with a critical mind, and who is well prepared to find a job.

This will not happen from one day to the other. We all need to join forces to achieve this long-term goal. This is the spirit of the Paris Declaration adopted by EU Education Ministers and myself in March 2015, which commits to promoting fundamental values, citizenship and non-discrimination, inclusive education, critical thinking and media literacy, as well as intercultural dialogue.

The stories in this book confirm that eTwinning is a fantastic tool that we can and should use to even greater effect in the future. I want to thank all the dedicated teachers who made the emergence of the eTwinning Generation possible. I wish them all success, and I know that they will inspire many more young people to open their minds and hearts.

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Introduction

A few years ago there was quite an active debate on the ‘Erasmus Generation’. Many of the readers of this book, including myself, benefitted from the Erasmus exchange programme which encouraged thousands of students every year to spend one or more semesters in a University abroad. As far as I am concerned, and I am sure I can speak of behalf of the majority of the lucky ones who travelled in the context of this programme, this was the first truly European experience of my life. It was 1992 and I spent a semester in Uppsala, in the oldest and probably most famous University of the whole Scandinavia. Not only did I learn about this strange new thing called ‘the internet’, I had my first email address, and I used to enrich my knowledge of humanities in the aisles of Carolina Rediviva, the library where the philosopher Michel Foucault spent most of his time. Not only did I study communication and social sciences with excellent professors, but I met young people from all over Europe. During those days in Uppsala, I learnt the difference between a Danish and a Swedish person, and I became aware of the contradictions of Belgium, where Flemish and Wallonians speak to each other in a third language and seem to come from different countries. Erasmus changed the lives of thousands of people, and, as Umberto Eco put it, “it has created the first generation of young Europeans”.

When eTwinning was launched in 2005 not many people would have laid a bet that, ten years later, we would be celebrating its tenth anniversary. When the first ‘school partnership’ was created, during the eTwinning Conference in 2005, it felt like a revolution. Now, after more than 44 000 projects registered, we can state that it was just the beginning of a success story which has involved more than 2 million pupils, driven by hundreds of thousands of teachers. eTwinning has developed over the years into what is now recognised as the biggest teachers’ network in the world.

But figures do not tell the whole story. eTwinning’s flexibility and adaptability, its lack of paperwork and bureaucracy, its capacity to renew itself and yet keep its spirit unaltered, made innovative and enthusiastic teachers jump on-board and start networking. What’s more interesting, many of them never left and continue being eTwinners. As some teachers claim, eTwinning has become a lifestyle, which cannot be measured with statistics and numbers as it moulds new cultural norms, more open to change, to innovation and diversity.

This book gives evidence to the diverse impact eTwinning has made to the lives of many, eTwinning permeates schools and the whole local community, and all social levels, with the dynamism of a network of teachers who do not physically travel to meet their partners, but use ICT to stay in touch on a daily basis.

We have read the stories of these teachers in previous editions of the eTwinning booklets, and many of you would agree that eTwinning did make a difference.

After ten years, we felt it was time to take stock and we were ready to forge the notion of the eTwinning Generation, a sort of “Erasmus Generation 2.0” where mobility has been replaced by ‘virtual mobility’. This relates not only to the thousands of teachers involved in the programme, but to the millions of pupils who have experienced being European without moving from home. A generation of young people who share the same attitude about common goals: improving education, feeling part of a community and, ultimately, being part of the same, united Europe. They remind their teachers that one can go beyond the limited horizon of their school’s walls, and this is how you really grow.

This book is about stories of some of the students and teachers who have been engaged in eTwinning in the past years. We wanted to hear directly from them and we made a call to the whole eTwinning community (incidentally, something which, for most educational programmes, simply does not exist), asking whether teachers could contact their former students to share with us their experience in eTwinning. As a result, for the first time, we hear from former students, now in the real world, how they were influenced.

We have been overwhelmed by the response and this publication can only give visibility to a tiny part of what we got: 44 students in 11 countries, who through their projects, have worked with students in over 34 countries. Clearly there is an eTwinning generation out there, and our role now is to make it emerge from the sea of memories, in order to inspire whoever is not (yet) engaged in eTwinning.

The book is structured into five chapters which reflect common themes that run through-out all the different testimonies. Each chapter takes one of the themes and draws together the specific comments from the students and their teachers linked to that particular theme, together with some small case studies where we dig into more details. The chapters are:

- 1 Valuing the diversity of European culture
- 2 Enjoying a different learning experience
- 3 Growing as a person
- 4 Developing new skills
- 5 Influencing future direction

They are all equally important but each of them tells eTwinning stories from a specific angle. Ranging from individual growth, to the learning experience in the context of their school, the people we interviewed share the same feeling, that eTwinning did have an impact on their lives. But also, that this change was systemic and affected them as part of a larger community.

The eTwinning generation believes in values like cultural awareness and tolerance, which are pillars in the definition of a multi-ethnic and multicultural society. Students involved in eTwinning learnt to speak in a different language than their own but especially they realised the importance of listening and understanding others' point of view. They see themselves as actors of change and their role as leaders of innovation probably derives from the work done in their eTwinning projects. On their side, teachers changed the way they teach but also their relationship with their students, going into the direction of becoming mentors and facilitators more than transmitters of knowledge, a role which is becoming obsolete in 21st century pedagogy. ICT is not seen by eTwinning teachers as a goal but rather as a means to develop more meaningful and engaging lessons, going beyond the confinement of the classroom and the curriculum.

The stories portrayed in this book are your stories: stories of your own current experience, if you are already an eTwinning member, or, if not, of your future involvement, if these stories will convince you that you should be part of the eTwinning Generation.

Enjoy the reading,

Santi Scimeca

Project Manager, eTwinning Central Support Service



CHAPTER

VALUING THE DIVERSITY
OF EUROPEAN CULTURE

In this first chapter, we hear from the students how, through sharing experiences while working together on eTwinning projects, they have come to value the diversity and richness of the European culture. This, they feel has helped make them more open-minded and adaptable to diverse environments. It has also brought new interest and enjoyment to their learning which we will read more about in the following chapters. Following the students, we then hear from their teachers, who feel the same, that eTwinning ‘builds a bridge’ to Europe and helps students become better prepared to face the challenges of real life.

We begin with a reflection from Mantvydas from Lithuania, who started his first eTwinning project in 2005 while at nursery school and is now in Secondary school. His experience has created an interest in different cuisines, which he hopes to take forward in future studies.



gives you a “taste of Europe”

Mantvydas Riskus (age:14)

Student: Kuršėnų Pavenčių mokykla, 9th form.

eTwinning project: Our Living Environment (2005).

Teacher: Rima Klenauskiene & Stasele Riskiene.

School: Kuršėnų Pavenčių Mokykla, Lithuania.

Countries: LV, LT, IT, DE, SK, FR, ES.

“I was involved in many eTwinning projects. I started in 2005 when I was only 5 years old.... Being involved in eTwinning projects helped me to learn a lot about different European countries and their cultures. I guess it even added to my interest in different cuisines and cooking different dishes. I think in future I am going to study cooking and maybe I will study in UK, Italy or France.”



develops cultural awareness at a very early stage

Pola Orłowska (age:21)

Student: Oxford University.

eTwinning project: Tolerance (2007).

Teacher: Anna Tobiacelli.

School: Zespół Szkół Ogólnokształcących Nr 1 Społecznego Towarzystwa Naukowego, Poland.

Countries: ES, PL.

“When I started, I was only 11 or 12 and yet able to connect with students from around the world to share my experience with them. It definitely opened my eyes on differences between education systems between the countries and as a side effect improved my written English.

Since the experience with eTwinning I have participated in many other projects that required great communication skills with international students. I attended many exchanges with various schools (Hungary, Italy, Spain, Australia and Germany), I participated in debates, model United Nations conferences.”



helps you become a European citizen

Arzu Nizam (age:18)

Student: Ortadoğu.

eTwinning project: Intercultural dialogue through fairy tales, drama and art (2011-12).

Teacher: K.Belgin Saka Üstünel.

School: Yeni Turan Primary School, Turkey.

Countries: TR, BG, AM, AT, HR, CY, CZ, UK, EE, FI, FR, GE, DE, GR, HU, IS, IE, IT, LV, LT, MT, NL, NO, PL, PT, RO, RU, RS, SI, SK, ES, SE, UA.

“We created a theatre play. Through Skype meetings, common lessons, and art works, we talked to our European friends and learned lots of things about them. In the project, I realised that people can reach the same aims by working together.

This project helped me to improve my self-confidence as our project won a quality label. It made me very happy. I improved my foreign language. I learned how to be a European citizen.”



helps you adapt to diverse environments

Justina Banytė (age:24)

Masters Student: Vilnius University and Bank teller, SEB Bank.

eTwinning project: Talking Images (2007-2008).

Teacher: Staselė Riškienė.

School: Kuršėnai Pavenčiai school Lithuania.

Countries: LT, IT,EG.

"I have developed cross-cultural skills, which enabled me to grow into an open-minded person with a positive attitude to changing environment. Not forgetting, the confidence I have gained in expressing myself in English language. Lastly, I have become a team player and understood the importance of collaboration between people which usually results in a positive synergy effect.

The cross-cultural skills I have gained earlier in my life definitely have helped me to adapt in this diverse environment, develop friendships with people from all over the world and enjoy my stay to the fullest. Furthermore, being able to work with others is one of the qualities that make me so good at what I do in my current workplace. Not only has it helped to reach common organisational goals, but also individual ones."



a joy to learn about different countries and cultures

Viola Barbisotti and Linda Bruschi (age:23)

Trainee Journalist (Viola), Social Worker (Linda).

eTwinning project: Sharing Culture (2008).

Teacher: Rossana Maglia.

School: Liceo delle Scienze Umane ed Economico sociale "S. Anguissola", Italy.

Countries: ES, SK, IT.

"In 2008 our teacher asked us to participate in an intercultural project. It involved us and students our own age from Catalonia and Slovakia. We started exchanging emails about ourselves, our lives, our cities and our traditions.

We found out new information about the other countries ..and learned to accept others traditions and thoughts. We improved our English and our communication skills.

eTwinning is an interesting project that lets you learn new things from different countries and different cultures. You meet new people and get to know all kinds of new information about a lot of different European countries."



breaks down barriers and makes you lifelong friendships

João Cardoso (age:28)

Technical Supervisor.

eTwinning: 2005/06.

Teacher: Miguela Fernandes.

School: Agrupamento de Escola da Batalha, Portugal.

Countries: PT, IT.

“eTwinning was my first experience abroad. For the first time, I had the opportunity to interact with people outside of my own country, breaking down language barriers and using English. Thanks to it I was able to exchange views with other students from different countries and it was fantastic: we got to know a reality that is different from ours, different customs, and share information and exchange views.

Looking back after 10 years, eTwinning is not only about conversation, it is much more and better. eTwinning has become a life experience which allows you to live and see more of the world, essential for a better personal development and ability to adapt to different realities.”



breaks down barriers and makes you lifelong friendships

João Silva (age:26)

Telecommunications Technician.

eTwinning: 2005/06.

Teacher: Miguela Fernandes.

School: Agrupamento de Escola da Batalha, Portugal.

Countries: PT, IT.

“As far as school projects go, eTwinning was the one that motivated and sparked my interest the most. The opportunity to interact with students of different schools and different realities is amazing.

For me, the project unfolded with students of an Italian school, there were exchanges of ideas and points of view that fostered a more permanent contact with foreign colleagues, even after finishing the project.

Keeping in touch is very important in the global world today, as we never know when we will need help from someone abroad. I know that, when I go to Italy, I'll have someone who will help me with what I need, and he knows that he can count on me as well.

I advise the students that are currently engaged in eTwinning projects to take advantage of what eTwinning offers. Establishing contacts is not easy, but the platform helps a great deal and you can make friends for life.”

encourage others to join eTwinning projects to realise what wonderful cultures we have



Gülüş İbrahim İzmirli Anatolian High School, Turkey.

eTwinning project: “What’s up in Europe?” (2013-2014).

Teacher: Elif Büyükuysal.

Countries: IT, BE, RO, TR, GR, PO, SE.

“The main goal about this project was introducing our own culture and obtaining information concerning other cultures..... Recording our voices and listening to other countries’ accents in English was really amazing and interesting.. It was useful for each person joining this project. After this project, I had a lot of friends from other countries and now I want to take part many projects rest of my life.”

“eTwinning project taught us many things. We learned a lot of information about the culture in different countries and developed our English. Thanks to this project, I have more self-confidence, and learned to take more responsibility. It is a wonderful experience.”



opens up your mind

Elisa Paolicelli (age:26)

Doctoral Student: Université Paris 7 Diderot and Université de Valenciennes et du Hainaut-Cambrésis, France.

eTwinning project: Europe, Éducation, École, Fête de l'Europe (2005-2008).

Teacher: Professor Raffaella Lodi.

School: Liceo Classico Statale L.A. Muratori, Modena , Italy.

Countries: DE, GR, IT, RO, CZ, SK, FR.

eTwinning: my intercultural experience

Introduction: As part of the eTwinning project, I participated as speaker and produced texts in Italian and French. The aim was to encourage intercultural dialogue among 7 European countries through discussion of themes such as European philosophy and literature.

Benefit of being involved in eTwinning: This experience allowed me to develop my critical thinking, my social and cross-cultural skills, as well as the ability to interact and cooperate in an interdisciplinary and international environment.

How you have used your experience: Thanks to eTwinning, and particularly the participation to the 2007 *Fête de l'Europe* in Rimini, **I discovered how interesting and challenging were team work and intercultural experiences.** I particularly appreciated the possibility offered by the project to attend live debates through videoconferences, prepare, develop and comment the themes presented. All this contributed to my following choice of getting involved in theatrical group projects at university and pursuing my studies abroad after my Bachelor's degree.

Advice to others to get involved: Getting involved with eTwinning **taught me the value and richness of the European culture.** I am happy to have been part of this experience and I think students and schools should be encouraged in taking part in it and seize each intercultural opportunity eTwinning offers.

Summing up eTwinning: Being involved in eTwinning is great because it opens up your mind.

And from the teachers themselves, we hear how they agree with the students that the experience of eTwinning helps to build bridges across Europe, supports debate amongst students, helps prepare them for life and importantly builds lasting friendships.



a 'Bridge to Europe' for students

Silvia Malegová

German, Biology, and Physical Education Teacher.

School: Základná škola, Ulica P. Dobšinského 746/5, 97101 Prievidza, Slovakia.

eTwinning member since 2006, running 11 projects involving 150+ students.

“This activity opened gates to Europe for my students, it gave them opportunity to communicate in foreign language, it provided them knowledge from various fields of science, culture and so on.

My students were looking forward to virtual contact with partners. They improved their foreign language knowledge level and use of ICT. They made new friends and learn a lot of new information on partnership countries. The most favourite were the Skype conferences, where they could get to know each other. We discovered new possibilities of cooperation in the course of time, we learnt to use external tools. Our work came to a head by gaining of finance in Comenius project, which enabled students to experience life in partnership families, they got to know thanks to eTwinning.”



'opens minds' and makes students better prepared for life

Teresa Lacerda

Biology and Geology Teacher.

School: Escola Secundário da Póvoa de Lanhoso, Portugal.

eTwinning member since 2006, running many projects with her students

"eTwinning has helped me to know teachers and students from different parts of Europe and work together. I tried to show my students different cultural and social aspects and the importance of interdisciplinary work to promote the European citizenship. I think my students have learnt the importance of media and ICT literacy and they have developed many communication skills. If we want we can learn and communicate in different languages. This way, students prepare their future life and their career.

eTwinning has promoted "open minds" and I think my students are better prepared to life because they have the possibility the communicate with different people around Europe, make friends and reflect about other visions of the world."



breaks down barriers and makes you lifelong friendships

Anna Tobiacelli

Librarian.

School: Zespół Szkół Ogólnokształcących Nr 1 Społecznego Towarzystwa Naukowego, Poland.

eTwinning member since 2006, running 40 projects involving over 200 students

"It allows you to work with friends all over Europe and makes your students happy and open to others."

The final word in this section is from Czeslaw, who has been involved in eTwinning since the beginning, co-founding 'Project Europe, Éducation, École' in 2005 with his colleague, Jean-Luc Gaffard. The project, which won 1st Prize for Education Innovation in 2006, has been running ever since. Each year students experience a unique opportunity to debate with each other problems of the world. Over the 10 years, an estimated 12,000 to 15,000 students have been connected together in the debates. Elsewhere in the book, we hear from some of the students involved in this project, inspired to go on to study Philosophy at University and inspired to stay involved in the project after leaving school to continue to enjoy the debate and sharing of views across Europe.

*encourages debate amongst students
of the problems of the world*



Czeslaw Michalewski

Associate Professor of Philosophy.

School: Lycée Jean-Pierre Vernant, Sèvres, France.

eTwinning member since 2005. Running weekly debate through project Europe, Éducation, École

“Since the beginning, participation of many French and other European high school students (Lithuania, Hungary, Italy, Slovakia, Czech Republic, Poland, Germany, Greece, Romania, Bulgaria, etc.) were encouraged in this project. We wanted to successfully interface the practices of teaching, reflection and interactive debate with the digital era, so as to consolidate as much as possible the interdisciplinary educational resources of the partnering high schools and favour as much as possible the creation of a free and cultivated insight, the learning of public expression and a direct sharing with entities of academic, cultural and political everyday life in Europe and around the world.

Project Europe, Education, School, to whom the European Commission gave the 1st Prize for Educational Innovation in 2006, has always been faithful to the initial spirit of the eTwinning movement, open to the creation of digital partnerships in Europe and around the world to allow teachers and students, firmly integrated in a videoconferencing teaching group, to confront their point of views with differentiated educational approaches, speaking out in public for everyone to understand and becoming more familiar more with the increasingly widespread work methods in higher education and professional training.

Inspired by the eTwinning movement, Project Europe, Education, School is a kind of prototype of a diversified educational community, of international scope, able to warrant the teaching of philosophy and general knowledge for those attending secondary education, and even higher education, on a national and European scale.”



CHAPTER

ENJOYING A DIFFERENT
LEARNING EXPERIENCE

In this chapter, we read how students have been inspired and motivated as a result of their experience in an eTwinning project. Both the students and the teachers share the belief that there is something in eTwinning for everyone.

In the cases of both Michele and Yulia, their project experience motivated them to learn more. For Michele, the experience helped him understand and work with different and older people. For Yulia, involvement in the project gave her new responsibilities, which motivated her to set new goals for herself and continue her learning.

We also hear how the different learning experience has affected the teachers themselves. How the experience of working more closely with their students on projects has motivated them to change their own teaching styles and involve more of their colleagues in their schools.



the practical aspects of the project are particularly motivating

Michele Larini (age:22)

Student, Università Cattolica del Sacro Cuore di Milano.

eTwinning project: 'Learning through generations' (2012).

Teacher: Liliana Rossetti.

School: : Istituto E. Fermi, Italy.

Countries: Poland, Italy, Germany, Spain.

"I think that this alternative way of learning finds a strictly practical applicability in the students, who are more motivated to learn. In the project, we developed social and cross-cultural skills. Instead of being the passive recipients of information like with the traditional learning format, students were encouraged to be more proactive in the activity and to participate in the discussions and debates. It provided me the chance to experience first hand what it is like to cooperate and collaborate with people with so much experience compared to me. I think this will be a key factor when I enter the job market."



there is something for everyone no matter what your grades are

Yulia Lyulchuk (age:18)

Student: Vehicle Maintenance.

eTwinning project: "Midas" (2011-12).

Teacher: Alison Allen.

School: Gloucestershire College, UK.

Countries: Turkey, Spain, Estonia, Italy and Poland.

"I found out about countries in Europe, made friends, and learned more about human rights through the project. This was very interesting for me, as my family is originally from the Ukraine and I follow the concerns of Eastern Europe and social problems

Lessons became more fun, we were give projects that took us out of the classroom. I became the student eTwinning ambassador which gave me responsibility. I made lots of new friends, some of whom I still keep in contact with now.

It made me want to study and learn more. I was expelled from school and spent some time in a pupil referral unit. I am now following my dreams and I will one day work for BMW!"



it's involving, motivating and inspiring for children of all ages

Roneta Chaliulina (age:22)

Doctoral student (Chemistry), University of Aberdeen, Scotland, UK.

eTwinning project: " Our Cities' legends" (2005-2007).

Teacher: Nomeda Vykertiene.

School: Tarailiai Progymnasium, (formerly known as Tarailiai Lower Secondary School) Lithuania.

Countries: Lithuania and Poland.

"eTwinning is a fun, involving way to learn and further develop your skills and knowledge of the English language; as well as to collaborate with other students of your age group, that may come from a different country.

It developed my teamwork, translation, and computer skills, as well as stimulating my imagination. It increased my English vocabulary; as well as my general knowledge and understanding of the English language. It motivated and encouraged me to learn languages."

a more enjoyable way to work and learn



Asier Soria Fernandez (age: 17)

Gabriel Perez (age: 14)

Oscar Perez (age: 17)

Javier Marco (age: 17)

CPEIP “San Babil” – Ablitas, Spain.

eTwinning project: various from 2007 onwards.

Teacher: Juan F.Penas Viso.

Countries: England, Poland, Spain, Portugal.

“My classmates and I took part in eTwinning projects over three years. We carried out projects about our villages and went more deeply into the relationship among members of different countries. The most outstanding skill that one acquires is getting along with people.” Javier Marco, Journalist, Spain



'classes + eTwinning = Happy students'

Miguela Fernandes

IT Teacher.

School: Agrupamento de Escola da Batalha, Portugal.

eTwinning member since 2005, running many projects involving over 400 students.

"eTwinning helps me to give a meaning to my students learning, contextualising their learning in many different subjects. It's much easier for them to share their knowledge. We learn with each other.

eTwinning is for all students, not only for students with greater grades or better in foreign languages. With this project all students are equal, each different skills are needed and this is something really different to achieve in other project. With eTwinning all the students have the opportunity to "travel" in the same way, which is great!

Most of my classes are students from professional and vocational education and I truly believe that eTwinning can help them to acquire self-esteem and help to reduce students dropout. Step-by-step eTwinning became an integrated project in my school. Now we have a bigger community of students, teachers and parents involved. eTwinning open our school to Europe."



All teachers agree..... the relationship with their students has changed and got better... making it more enjoyable for them as well.

Irina Vasilescu

Mathematics Teacher.

School: no. 195, Bucharest, Romania.

eTwinning member since: 2007. Number of eTwinning projects: 12 (c250 students).

"The relationship with my students changed, as they saw my subject as a friendlier one and we became "partners". They grew more curious, more responsible, they noticed Math's usefulness and its cultural aspects."



Zuzana Mészárosová

English and Civics Teacher.

School: Obchodná akadémia, Levice, Slovakia.

eTwinning member since 2005. Number of eTwinning projects: 26 (c500 students).

“The relationship between me as a teacher and my students involved in the eTwinning projects have become better, students are more enthusiastic and willing to do the work, to study new things and get information direct from their partners. They become more open in communication with me, which has broken down the traditional roles of teacher and pupil. eTwinning lessons are more enjoyable and relaxed than other lessons, with two-way communication and discussion as a group.”



Paola Arduini

Modern Foreign Languages Teacher.

School: IC via Ferraironi , Italy.

eTwinning member since 2007. Number of eTwinning projects: 15 (c150 students).

“Observing how those children were passionate about working with their friends in England and how they constantly thought during their school activities about the way they could use to share their experiences and their learning with their eTwinning partners made me realize that was the right way to go on, even though it is sometimes a bit “off the beaten tracks” of the standard curriculum.”



It's led to more involvement in the schools themselves

Anna Szczepaniak

English Teacher.

School: Szkoła Podstawowa nr 9 im. Mikołaja Kopernika, Dzierżoniów, Poland.

eTwinning member since 2005. Number of eTwinning projects: 20 (c600 students).

“Over the years more and more teachers take part in the projects and more and more teachers can see how much they can make their teacher work more interesting and valuable. Teachers have realised they can learn something new from partner schools.”



Alessandra Pallavicini

English Foreign Language Teacher.

School: , I.S.I.S. Galileo Galilei School, Italy.

eTwinning member since 2005 running many projects involving over 400 students.

“Working with eTwinning means to work with much larger classes than usual because you deal with your own students but also with all the students who are involved in a project from other countries and this is really exciting. Working with eTwinning means to learn how to share and work on project-based learning, which is so stimulating and motivating for students. Working with eTwinning means for the students to learn to work in groups and organize their work which gives them more meaning and sense to CLIL classes. In my school now more and more teachers seem to understand this and have registered on the site.”



Stasele Riskiene

English Teacher.

School: Kuršėnų Pavenčių mokykla, Lithuania.

eTwinning member since 2005. Number of eTwinning projects: 14 (c500 students).

“Due to eTwinning, several Comenius and later on Erasmus projects were born at our school. More and more teachers are getting involved in international activities as they clearly see the benefits and fun they bring to school life. Teachers’ interest in learning a foreign language is the best proof of this. Last year 26 teachers out of 48 at our school enrolled on the English language courses. Of course, all this wouldn’t be possible without the support of our school leaders! Every eTwinning initiative and international activity is welcomed with great enthusiasm not only from the school management team, but also from other teachers, pupils and parents. As the most important benefit of international cooperation I see the stronger relations among teachers at our own school, their willingness to learn from each other, to share and to create new initiatives together. This, of course, is later passed onto students so in the end everybody wins with eTwinning.”



CHAPTER

GROWING AS A PERSON

Involvement in eTwinning projects has many benefits. Here a number of the students tell how getting involved in the projects, helped develop their self-confidence and their ability to deal with different situations and people.

Read how Olivia and Louis, through their different eTwinning experiences, both gained in self-confidence. For Sofia it helped make her more adaptable. While for Marion, eTwinning is a once in a lifetime adventure. We start first with Martyna, who like Mantvydas from whom we heard in the first chapter, started her first eTwinning experience at nursery school in 2005-06.



gives you a lot of self-confidence and development opportunities.

Martyna Flieger (age:16)

Student

eTwinning project: "Playing and Learning" (2005-06).

Teacher: Ewa Matuszczak.

School: Gimnazjum nr 4 im. Polskich Odkrywców w Głogowie, Poland.

Countries: Spain and Poland.

"When I was in nursery school I took part in an eTwinning project. I liked the project very much because I learned a lot about the computer and the best was playing with the computer.

My involvement in eTwinning has given me a lot of experiences that are helpful till today. For example it helps me in school and making new friendships. It also taught me how to communicate and collaborate with other people."



helps you to think on your feet, gain the confidence and speak to an audience.

Lois Pape (age:22)

Student: University of Cambridge, UK.

eTwinning project: Europe, Éducation, École (2009-11).

Teacher: Czeslaw Michalewski.

School: Lycée de Sèvres/Jean-Pierre Vernant, France.

“During my last two years of high-school, I participated and attended philosophy conferences which were broadcast online. Usually, I would listen to a presentation and, if possible, do my best to formulate an opinion on an open philosophical question in front of an audience. One time, I attended a session at the Centre des Nouvelles Industries et Technologies at La Défense where I was asked to discuss the educational benefits of discussing philosophy with students from other countries.

As a rather shy person, this experience gave me the opportunity to learn how to think on my feet, gain the confidence to develop my own opinion, and speak to an audience.

Learning how to communicate in public or/and online are skills that are hard to develop elsewhere but which are ultimately required everywhere. It gives the chance to learn and think without being forced to.”



makes you more self-confident and eager to develop language skills

Tomasz Stasiński (age:21)

Student: Wrocław University of Technology.

eTwinning project: “Enjoy your meals and festivals” (2006-2008).

Teacher: Anna Szczepaniak.

School: Szkoła Podstawowa nr 9 im. Mikołaja Kopernika, Dzierżonów, Poland.

Countries: Poland, Portugal, Italy and UK.

“This project helped me to take my first steps in my way to reach a fluency in speaking English. It gave me also my first serious opportunity to meet people from other countries, who are at the same age and who share similar views

Thanks to eTwinning I think I became more self-confident, because I realised, that learning foreign languages is really useful. Such confidence made me even more eager to develop my language skills, so that I try to set myself different goals. The last one, which I managed to achieve, is awarding a positive grade in the Cambridge Certificate in Advanced English. eTwinning project definitely help me in it.”



helps shape you as an individual

Sofia Daniela Gonçalves da Silva (age:27)

Geriatric Nurse, Lar João Paulo II.

eTwinning project: “Dagli autoritarismi alla Democrazia europea” (2006).

Teacher: Maria da Luz Sampaio (principal coordinator), Teresa Lacerda (coordinator).

School: Escola Secundário da Póvoa de Lanhoso, Portugal.

“It’s been almost ten years, but I still remember this experience as if it were today.

Being part of the eTwinning project increased my ability to communicate and share information in order to adapt myself to all possible circumstances. The online sharing allowed me to develop and apply my critical thinking skills to the situations, and also increased my ability to deal with computer technology.

I continue to keep in contact with at least two Italian students via online. We share some ideas and question how is our life after all these years.”



Gil Fernandes de Sousa (age:25)

Football Coach, FC Tirsense.

eTwinning project: “ClimaSOS” (2007 to 2009).

Teacher: Teresa Lacerda.

School: Escola Secundário da Póvoa de Lanhoso, Portugal.

Countries: Cyprus, Hungary, Italy, Portugal, Spain, Sweden.

“I started developing competencies while working in multi-cultural group. I understood that what I see in life is very different and dependent on how you live, where you live and who you live with.

I felt I developed the skills and capacity to communicate and to discuss ideas. But more important that the skills, was the timing of the opportunity that I had for doing this. Its different when you are 15, 16, 17 years old, than when you are 30.

My experience resulted in me accepting better new adventures. Also to know that society is an open window. We can’t close doors or windows. We need to be able to live new experiences.”

eye opening, exciting and helps to build important bridges between our societies. It brings friendships and experiences for the future.

Jessie Lenton (age:19)

Student: University of Birmingham. **eTwinning project:** project 2010.

Teacher: Liz Willey. **School:** Hawley Place School, UK. **Countries:** UK, FR.

“One of the main benefits I experienced from my time with eTwinning was improving my language skills. I was able to achieve high grades that I needed, and I am sure that the greater confidence I gained while being put in the deep end helped limitlessly. Trying to follow a fast moving conversation between teenagers can be quite difficult- but once you can get a gist, it is quite satisfying!

The experience helped open my eyes to different kinds of people and cultures and has taught me how to relate to others of different backgrounds; because of this, I have had the pleasure of finding solid friendships in people from all over the world, from Hong Kong and Singapore to Poland and Russia! The language skills I have been able to develop over the years has also put me at an advantage when applying for jobs at and after university, as it is a desirable attribute for employers.

In my opinion, immersing yourself into different cultures and familiarising yourself with other languages is such a privilege, one that I am grateful for every day. It teaches you to have an open mind, and increases opportunities for your future; I recommend getting involved eTwinning one hundred per cent. Treasure the friendships you make and learn from them!”

builds self-confidence to talk in another language



Nisan Bal (age:17)

Student: Özel Bilim College

eTwinning project: “Intercultural dialogue through fairy-tales, drama and art” (2011-2012).

Teacher: K.Belgin Saka Üstünel.

School: Yeni Turan İlkokulu, Turkey.

Countries: TR, BG, AR, AT, HR, CY, CX, UK, EE, FI, FR, GE, DE, GR, HU, IS, IE, IT, LV, LT, MT, NL, NO, PO, PT, RO, RU, SI, SK, RS, ES, SE, UA.

“In the project, I communicated with friends from all around Europe. It definitely helped my self-confidence. Before eTwinning, I had grammar knowledge but I couldn’t talk fluently. I got over this difficulty by the help of eTwinning projects. The project is full of nice experiences. Our Skype meetings were at a set hour, and we were always impatient for our classes to begin.

Since the project, I follow youth projects and I try to improve my foreign language. In future, I want to travel to abroad. For me, the experience of eTwinning can be summed up as: Discover the best part of this small world.”

a challenge, a learning experience and a human adventure!



Marion Durand (age:25)

Doctoral student, University of Toronto, Canada.

eTwinning project: Europe, Éducation, École (2009-2010).

Teacher: Czeslaw Michalewski.

School: Lycée Jean-Pierre Vernant, Sèvres, France.

“Once a week, we would hold class conjointly with students across Europe, and regularly chat online or through video-conferencing to discuss philosophical texts or ideas which we had been studying.

Discussing philosophical ideas with individuals from different countries and cultural backgrounds was incredibly enriching. It forced me to consider difficult questions from different perspectives and through different approaches. The debates challenged my own views and often forced me not only to formulate them as clearly as possible but often to reconsider them entirely by pointing to issues or unjustified assumptions which my peers, in my own class, may have shared and therefore not questioned.

My experience in the Europe, Éducation, École project directly affects the way in which I approach my work as a researcher and teacher in philosophy. It constantly reminds me that there are different ways to do philosophy and different perspectives on any given subject, and that all can be valuable in their own right.

eTwinning is a really unique opportunity for students of any age to open themselves to a variety of learning and teaching styles and to others from communities which may significantly differ from theirs.

Make the most out of these invaluable exchanges and relationships. it is all at once a challenge, a learning experience and a human adventure.”



taking responsibility for your present and future life

Olimpia Copăcenu (age:22)

Master's Student: (Master of Geographic Information Systems) University of Bucharest – Faculty of Geography.

eTwinning project: “The Place We Live In” (2006-08).

Date of project involved in: Nov. 2006 – Oct. 2008.

Teacher: Irina Vasilescu.

School: Lower Secondary School no. 92, Romania.

Countries: Spain, Poland, France, Italy, Romania.

eTwinning today – open doors tomorrow

Introduction:

Our project's main goals were exploring the natural and cultural heritage of the towns or provinces we came from, promoting them through electronic and traditional tourist guides, pictures, publicity spots, a multilingual dictionary of essential communicative phrases, an online magazine, and highlighting the similarities and differences regarding each country's traditions. Our school was among the first ones in Bucharest which tried this method of informal learning. Being in the first group of pupils from my school to go on an exchange and also the youngest of them all, it was not clear for me what to expect and before going to Spain most of things I knew about eTwinning were theoretical, but soon things changed as I got more and more involved.

Benefit of being involved in eTwinning:

Looking back, I now realize how taking part in eTwinning allowed me to improve my personality by gaining self-confidence, responsibility and also flexibility when adapting to new conditions. Each experience was different and each visit brought something new and challenging for me, as every time I returned at home more independent and positive. Although at first I was rather shy, collaborating with people from different parts of Europe improved my social skills and made me understand how intercultural situations can have an impact on partnership and team work.

“Getting involved with eTwinning means responsibility towards your present and future life as you get you a new vision of the world. There are no disadvantages and you will remember the time spent in those projects for the rest of your life.”

How you have used your experience:

Being involved in eTwinning has had an enormous impact for me. First of all, eTwinning transforms both teaching and learning methods as it turns teachers and pupils into powerful and responsible European citizens. Since the project, I have been involved in many NGOs regarding the protection of the environment or promoting local tourist attractions or cultural heritage, thus being part of the decision-making process at a local scale. When it comes to language, besides the fact that I really improved my English knowledge and especially my oral skills, overcoming previous difficulties and gaining greater self-confidence, my visit to Spain and the fact that I stayed in touch with my exchange partner, helped me in my decision to learn Spanish language. Nowadays, I can realize how lucky I have been, as in 2016 I will be involved in a half-year Erasmus+ mobility at the University of Cordoba, where all the courses will be taught in Spanish. Moreover, all the articles I wrote for the project helped me improve both my IT and journalism skills, which were later used in my projects at University.

Advice to others to get involved:

Getting involved with eTwinning means responsibility towards your present and future life as you get you a new vision of the world. There are no disadvantages and you will remember the time spent in those projects for the rest of your life.

Summing up eTwinning:

Being involved in eTwinning is great as it broadens your horizons, it provides unforgettable memories and opens new doors for your future personal development.



CHAPTER

DEVELOPING NEW SKILLS

As well as growing as a person, eTwinning gives students and their teachers, the opportunity to enhance and develop new skills and competences. For more information on how eTwinning supports the development of 21st century skills and competences, please refer to the 2014 eTwinning book “Developing pupil competences through eTwinning.”

We have already seen reference to new skills and competences in the student testimonials featured in the previous chapters. In this chapter, we highlight some specific examples of how useful these new skills have proved valuable to both students and teachers, as they have moved forward in their lives and careers



Leadership skills invaluable for work

Margarida Gonçalves Fonseca (age:25)

Kindergarten Teacher

eTwinning project: “ClimaSOS” (2007-2009).

Teacher: Teresa Lacerda.

School: Escola Secundário da Póvoa de Lanhoso, Portugal.

Countries: Cyprus, Hungary, Italy, Portugal, Spain and Sweden.

“Throughout the project development, there were many skills developed, highlighting, in my view, communication skills, collaboration, leadership and responsibility.

Thanks to the tasks we had to do, we were exposed to completely different audiences, in formal settings, which forced us to use formal language and in the case of Sweden, a different language.

As there were four people working for the same purpose, it was necessary for someone to take the leading role (in our case, we were two), which defined work tasks and owners. **The skills of leadership and sharing the different responsibilities were the skills from this learning process that had the most impact on my work method.**”



Critical thinking skills helping with University

Federico Gallo (age:22)

Student: University of Udine.

eTwinning project: Pek, the Traveller Flea” (2011-12).

Teacher: Alessandra Pallavicini.

School: I.S.I.S. Galileo Galilei, Italy.

Countries: Spain, Portugal, France, Italy, Czech Republic, Bulgaria, Turkey.

“Being involved in this project increased my creativity and innovation, and also helped me with **problem solving and critical thinking, and this last thing is very important for my university studies!**

I used the experience of being involved in one eTwinning project for my studies, because it represented the opportunity to improve my English, and also it helped me with the capacity to co-working with other people

eTwinning is great because you can confront yourself - challenging your ideas and your assumptions with people from other parts of the world.”



Technical and presentation skills useful in University projects

Szymon Czerniawski (age:21)

Student: Uniwersytet Medyczny im. Piastów Śląskich we Wrocławiu.

eTwinning project: “Enjoy your Meals and Festivals” (06-08).

Teacher: Anna Szczepaniak.

School: Szkoła Podstawowa nr 9 im. Mikołaja Kopernika, Dzierżoniów, Poland.

Countries: Poland, Portugal, Italy and UK.

“Thanks to our project I found out how to make multimedia presentations of different types in a proper way. I also learnt the culture and customs of other European countries and I have become more open to meeting people from different parts of Europe

Participation in an eTwinning project helped me without a doubt to overcome language barrier in speaking with students and adults. During my participation in a student exchange in Portugal I learnt faster and easier to get to know other people. **It is thanks to eTwinning project that now at university I do not have any problems with making advanced multimedia presentations.**

Take part in eTwinning projects, because it develops your personality and skills that will help you in your future life.”



creativity skills useful in so many ways

Doğa KAMUTAY (age:14)

Student: İzmir Kız Lisesi.

eTwinning project: "All equal, all different, all European taking eco-friendly actions" (2014-15).

Teacher: Ceren TEZEL KELEŞ.

School: Kaymakam Özgür Azer Kurak Ortaokulu, Turkey.

Countries: PT, BE, PO, IT, FI, RO, HR, LT, TR.

"In the project, I created a lot of posters to hang on our school board. I made telephone conversations with my friends from the other countries. I created my own avatar using Voki tool. I prepared a short video to introduce my city.

This project was very important for me in terms of my creativity. I worked with Animato, Glogster, Voki, Prezi for my presentations. I've learnt a lot of web tools that I've never heard before. I made live conversations with my foreign friends using Skype and Viber.

At school, I introduced our Project and I gave information about eTwinning to the whole school members both for the teachers and the students. And now my teacher is making an interview with me about my eTwinning experience. After my university education I want to go abroad for my doctor's degree. So this Project's helped me improve my English and make a lot of friends from 9 different countries."

Confidence in public speaking proving so important in study and work



Samuel Pape (age:28)

Lawyer, UK.

eTwinning project: Europe, Éducation, École (2005 to present day).

Teacher: Czeslaw Michalewski.

School: Lycée Jean-Pierre Vernant, Sèvres, France.

Countries: various across Europe.

"I have been involved in the EEE project for the past 12 years, first as a student at the Lycee de Sevres and subsequently while a student at Oxford University and in legal practice in London. I have attended and participated in numerous conferences on various philosophical or European subjects, either in person or by videoconference.

The project has provided me with invaluable opportunities to speak publicly in front of a large international audience, from an early stage, in relation to topics about which I care deeply. For example, in 2005, I was invited to share some brief thoughts on the idea of European conscience. More recently, in 2013, I gave a lecture on law and morality by videoconference to an audience across Europe (which has since been posted on Dailymotion and viewed hundreds of times).

The project has allowed me to remain connected with a community of people with whom I share a passion for Europe and philosophical thinking. It has meant that I have continued to reflect on those subjects and gain exposure to a much wider variety of perspectives than I would otherwise have been subject to over the course of my studies and professional career so far."



Ria Bisba (age:21)

Chemistry Student, University of Ioannina.

eTwinning project: "SOHO: Sunspots Online, Helios Observatory" (2010-11).

Teachers: Eleni Kostopoulou, Miltiadis Leontakis.

School: 5th Lyceum of Veria, Greece.

Countries: France, Slovenia, Greece, Spain, Poland, Turkey.

"Being involved in this project was a great experience. Not only for the things we learned, as students, such as the sun and sunspots, astronomy generally, but also for the conversations we, the students, had during the implementation of the project. We came closer to each other and we found out common things interesting and fascinating to us.

The next year of the project I started my studies at university. My experience in eTwinning has helped me to have a better relationship and cooperation with my university mates during the chemistry lab projects. Also, I was familiar to ICT so I could use them in my new projects to present my work in a pleasant way. Don't be afraid to risk to do things different and get involved in eTwinning projects because you will get a lot of benefits which will be realized later in their future life and career."



Natália Patrícia Ribeiro Vieira (age:24)

Nurse, Santa Casa da Misericórdia da Póvoa de Lanhoso.

eTwinning project: "ClimaSOS" (2007-09).

Teacher: Teresa Lacerda.

School: Escola Secundário da Póvoa de Lanhoso, Portugal.

Countries: Cyprus, Hungary, Italy, Portugal, Spain and Sweden.

"Being involved in eTwinning gives you the ability to communicate in another language; to socialize with people from other countries and where everyone has a common goal

This project helped me to develop many skills such as the creativity and communication. It also opens doors to other projects, it makes us more useful and more prepared for working life."



Martina Karaková (age:20)

Faculty of Medicine, University of Ostrava.

eTwinning project: "Wir spielen Schauspieler" (2008-09).

Teacher: Mgr. Silvia Malegová.

School: : Základná škola, Ulica. P. Dobšinského, 746/5, Slovakia.

Countries: Slovakia, Poland and Greece.

"eTwinning helped me to improve my language skills and not to be afraid to speak to foreign students. It taught me how to respect different opinions and get on well with mates who I got to know. The most important thing is that I found out the language, the culture and the distance wasn't a barrier to make friends and learn something new.

Since eTwinning projects I have improved my knowledge of German and English. I regularly read German newspapers and magazines or watch German TV programmes. Thanks to that I am not afraid of communication with foreigners. I believe that I won't hesitate to join other interesting projects or Erasmus+ at university.

I think eTwinning supports idea of the European Union: "United in diversity." And advice for future participants: Try it, you won't regret it"



day-to-day useful skills such as project management

Zuzana Adámyová (age:28)

Project Manager, AT&T Slovakia.

eTwinning project: “Human Rights” (2005).

Teacher: Zuzana Mészárosová.

School: Obchodná akademia Levice, Slovakia.

Countries: Slovakia – Austria.

“The programme not only allowed me to meet new people and improve my English, it also taught me to deliver the ideas to group of complete strangers. I learned to respect different opinions without feeling the need to argue every single point. Now, I work as a project manager for an American company where I use most of my experience on a day-to-day basis: managing the team of people, assigning various tasks, mentoring, training, leading the projects.....these are all areas where I apply the experience I learned in eTwinning.”

What can eTwinning teach you:

Introduction: I was a part of eTwinning programme during my secondary school. We organized and took part in various activities in Human Rights. Work on project gave me not only new and deep knowledge about human rights but also I was given the opportunity to manage my classmates involved in the project and very close contact with project partners from Austria.

Benefit of being involved in eTwinning: The programme not only allowed me to meet new people and improve my English, it also taught me to deliver the ideas to group of complete strangers. I learned to respect different opinions without feeling the need to argue every single point.

How you have used your experience: After I finished my A levels I decided to carry on and widen my horizons in completing my master degree in International relations and diplomacy. At present I work as a project manager for American company where I **use most of my experience on day-to-day basis: managing the team of people, assigning various tasks, mentoring, training, leading the calls.....these are all areas where I apply the experience I learned in eTwinning.**

Advice to others to get involved: My advice to students would definitely be: BE ACTIVE! If you have an amazing teacher like I had who is willing to go “above & beyond” to show you and teach you more than school standards propose, appreciate the opportunity and the best out of it.



and for the teachers, eTwinning has similarly helped them develop their technical and collaborative skills.

Juan F. Peñas Viso

Primary Teacher – Spanish, Maths and Art.

School: CPEIP “San Babil” – Ablitas.

eTwinning member since 2005. Number of eTwinning projects since start: 12 (c200 students).

“I have learned to change my teaching style using less books and more creativity and collaborative work using ITC and web 2.0 tools.”



Palmira Ronchi

Mathematics and Computer Science Teacher

School: IISS Vivante-Pitagora BARI - Italy.

eTwinning member since 2005. Number of eTwinning projects since start: 14 (c500 students).

“the possibility to exchange teaching ideas and techniques with other European teachers of many subjects changed my approach to the use of I.C.T. tools.”



Rossana Maglia

Modern Foreign Languages Teacher

School: Liceo delle Scienze Umane ed Economico Sociale “S. Anguissola.

eTwinning member since 2005. Number of eTwinning projects since start: 12 (c300 students).

“eTwinning.... has affected positively the attitude my students have on studying, because they are more creative, they can use the language in a real environment and they can learn without getting bored.”



Eleni Kostopoulou

English Teacher.

School: 5th Lyceum of Veria, Greece.

eTwinning member since 2005.

Number of eTwinning projects since start: over 20 (c150 students).

“...you are not alone. There is a European teacher there to support you, to listen to you and willing to benefit from you.”



eTwinning is a real pedagogical joy!

Marina Marino

French teacher.

School: Liceo F. Cecioni, Italy.

eTwinning member since 2006. Number of eTwinning projects since start: 20 (c1,000 students).

“I have, in brief, taken on the role of facilitator, organizing spaces differently, proposing common themes and issues in which pupils set their own individual path, working in pairs, or in groups to then share with their peers and teachers.

We have chosen to use ICT to work creatively, at a distance (but distance makes us closer) and creating a true “virtual class”, an environment in which we can live our “pedagogical dream”.

Enthusiasm performs pedagogical miracles! Many pupils have changed their lives thanks to this experience: many now study abroad; others are looking for a job precisely in those countries, in those towns they had got acquainted with through eTwinning projects. Many have still close relationships with the “foreign” pupils but “class mates” with whom they have shared study and enthusiasm.

eTwinning has changed their lives, it has made them more “open minded” citizens of the world. eTwinning has changed me, both professionally and as a human being: I am no longer able to teach as I did before; each class of mine has an eTwinning project each year and eTwinning is my methodology and my curricular planning. I am now more open as a person and stronger; I work with the same joy with which I live because I have seen and I see that to believe in ideas it is not only possible but also necessary in a world which is increasingly more fraught and difficult.”



CHAPTER

INFLUENCING FUTURE
DIRECTION

In this last chapter, we hear from students who have been influenced in their future study and career choices by their eTwinning experience. Similar to the previous chapters, the richness of their experience comes through in their full testimonies. We highlight specific examples from students inspired by their projects in the choice and location of their future direction. We finish, appropriately, with the mini-case from Morgane, to show this richness and from that, the inspiration to become a teacher!



inspired to study languages

Riccardo Santini (age:24)

Sales Advisor, H&M. Hennes and Mauritz SAS, Master's Degree in Science of Language (Didactics of Modern Languages) at Ca' Foscari University of Venice.

eTwinning project: "Planète @dos" (2005-2010).

Teacher: Marina Marino.

School: Liceo F. Cecioni, Italy.

Countries: France, Austria, Belgium, Germany.

"I discovered a new world made by different cultures and points of view. Thanks to this experience I learned the real meaning of relativity and that diversity is a resource for our society. I also increased my fascination for French culture, literature and language, for linguistics and for translation.

I improved my French skills till I reached the C2 level. Thanks to that I have been accepted to the Advanced School of Modern Languages for Interpreters and Translators of the University of Trieste and I decided to take part to the Erasmus project in Paris during the academic year 2011-2012. Once I achieved the Bachelor's degree, I started studying Didactics of Modern Languages at Ca' Foscari University of Venice where I wrote my thesis entirely in French."



Cecilia Cicchetti (age:15)

Student:

eTwinning project: "Friendship-Amicizia" (2007-2010).

Teacher: Paola Arduini.

School: Elementary School Iqbal Masih, Italy.

Countries: Italy and UK.

"The eTwinning experience totally influenced my life: thanks to that project I love studying and speaking English, I love watching films in English and reading books in English. This experience helped me to start getting English certifications (this year I got the FCE and next year I'll try to pass the CAE exam). The eTwinning project also allowed me to communicate with many people in different situations, giving me the confidence to speak in English and to manage everyday experiences using my English."

inspired to study software engineering and programming



Edmundas Riskus (age:18)

Student: Vilnius Gediminas Technical University.

eTwinning project: various incl. Our Living Environment, Teddy Bear (2007 onwards).

Teacher: Stasele Riskiene.

School: Kuršėnų Pavenčių mokykla, Lithuania.

Countries: Lithuania, Germany, Slovenia.

"eTwinning was the main source of fun learning activities in my school. Our teachers were constantly trying to involve us in various projects and we got good memories and a huge amount of experience from them.

In addition to all social skills I developed, I also learnt a great deal about using computers and creating different media. I saw enormous opportunities computers open to people all over the world to communicate, present and exchange. I started wondering how all this works and that was a start of what I am doing now. I am studying software engineering in a university and this is a step towards my future."



Angelarita De Marzo (age:28)

Software Developer, Applicazioni di ingegneria ed informatica srl.

eTwinning project: "Crop Circles Challenge" (2005-06)

Teacher: Palmira Ronchit.

School: ITC VIVANTE BARI, Italy.

Countries: Italy, Belgium, Greece.

In our eTwinning project we had a challenge with a Belgium and a Greek class based on math and creativity. We reproduced crop circles forms using a very interesting open source software called GeoGebra and added them colours.

I started studying programming at high school and I liked this subject and went on to study it at university. I used the software (Geogebra) while I was studying for my first university math course: I practiced with "study of function" exercises and then checked the results comparing my graphs with the ones obtained with the software."

inspired to study philosophy



Elise Comte (age:20)

Student: Philosophy and German, La Sorbonne, Paris

eTwinning project: EEE (2011-12).

Teacher: Czeslaw Michalewski.

School: Lycée Jean-Pierre Vernant, Sèvres, France.

Countries: DE, GR, IT, RO, CZ, SK and FR.

"I was a student in my final year of literature at school and it was my first year taking philosophy. Being involved in this project through videoconferencing truly exposed me to this new universe, which turned out to be a lot more vivid and captivating than if I were directly confronted with the texts, for instance.

This project originated from an initial awakening to the world through philosophy; there I found a tangible diversity across several planes. In fact, with the conferences, not only was I interested in several areas (art, games, etc., as well as metaphysics, death), I also found people with different origins and sensibilities and from different cultures... All this helped me to understand that philosophy is a part of daily life, a type of daily reflection that is based on its depth, thanks to a certain spirit of subtlety (Pascal) and to the thoroughness that the literature demands from great philosophers, with whom we were also confronted."



inspired to become a teacher

Morgane Avellaneda (age:22)

Master's Degree in Literature, preparing for a teacher's diploma.

eTwinning project: Europe, Éducation, École (2009-10).

Teacher: Czeslaw Michalewski.

School: Lycée Jean-Pierre Vernant, Sèvres, France.

Countries: Germany, Greece, Italy, Romania, Czech Republic, Slovakia and France.

“my involvement in this project has boosted my studies, both by providing a rather unusual experience on a curriculum, and by training me to speak in front of crowds and cameras.”

Thank you eTwinning!

Introduction: Europe, Éducation, École focuses on exchanged knowledge and opinions, through videoconferences. Its first topic is philosophy, but it opens up to other subjects as well – languages, literature, history, education – and people from different countries are able to discover other views of the world.

Benefit of being involved in eTwinning: Throughout watching these lectures and discussions, asking questions, and later on participating as a lecturer, I have learnt a lot: from an academic perspective, but also more widely. Mainly, it has improved my capacity to critical thinking, and my confidence and ability to speak in public; while opening myself up to the world.

How you have used your experience: My first experience with the project was in 2007. I have then had the opportunity to be more and more involved, especially as a student in 2009-2010, but also since then: the experience of this project has, first and foremost, allowed me to stay involved. On that account, having the chance of proposing a lecture – together with a former teacher of mine – is probably the most remarkable example. **The E.E.E. project has also inspired me to become a teacher, and to enable my students to participate in such projects – seeing as I consider them extremely enriching.** Finally, in the shorter term, my involvement in this project has boosted my studies, both by providing a rather unusual experience on a curriculum, and by training me to speak in front of crowds and cameras.

Advice to others to get involved: To me, an eTwinning project is a great opportunity and I say: if you have a chance to get involved, do! It changes your vision of the world, your approach of knowledge. It will increase your curiosity of others, and I think it's an opportunity that you shouldn't miss.

Summing up eTwinning: Being involved in eTwinning is great because it's both about YOU and about knowing the rest of the WORLD.



Inspired to study abroad

Natalia Patkiewicz (age:21)

Student, Plymouth University.

eTwinning project: "Tolerance" (2007).

Teacher: Anna Tobiacelli.

School: Zespół Szkół Ogólnokształcących Nr 1 Społecznego Towarzystwa Oświatowego, Poland.

Countries: Spain and Poland.

"After 8 years I can't really recall the detail of what I did on my eTwinning project, but thanks to it I got a better understanding of other cultures. Also student exchanges were the eye opening experience that helped me to think more globally.

My experience of being involved with eTwinning definitely had a major impact on my study choices and helped me secure a place at a British University. I also managed to successfully gain a job as a Student Ambassador which requires contact with international students. The programme also helped me to be more open-minded person which was invaluable asset when moving to live in a different country as I was prepared for a cultural shock."

Conclusion

So our book comes to an end, but not so the story of eTwinning. These young people will have a mark to make on the emerging future of Europe. The future Europe will need the capacity of these young people to maintain the culture of understanding and tolerance, to continue to value the diversity of language and culture; to teach their children that a peaceful continent whose citizens have the right to freedom of many types, freedom to work, to travel, to be cared for is an ideal worth striving for and preserving.

eTwinning will continue to support the vision of Europe, will continue to support all of you who believe that collaborative project work brings out the best in you as educators, the best in your pupils, your school and your society. The eTwinning Community will continue to expand and provide the means for teachers and pupils to work together, learn together and build a vision of the future together.



About eTwinning

eTwinning – The Community for schools in Europe – is a vibrant community of teachers from all over Europe, where participants can involve themselves in many activities, from discussions with colleagues, to carrying out projects together, as well as taking the opportunity to become involved in a variety of professional development opportunities both online and face to face. eTwinning is funded by the European Commission under the Erasmus+ programme and over the 10 years since its launch more than 330000 people in 145000 schools have registered.

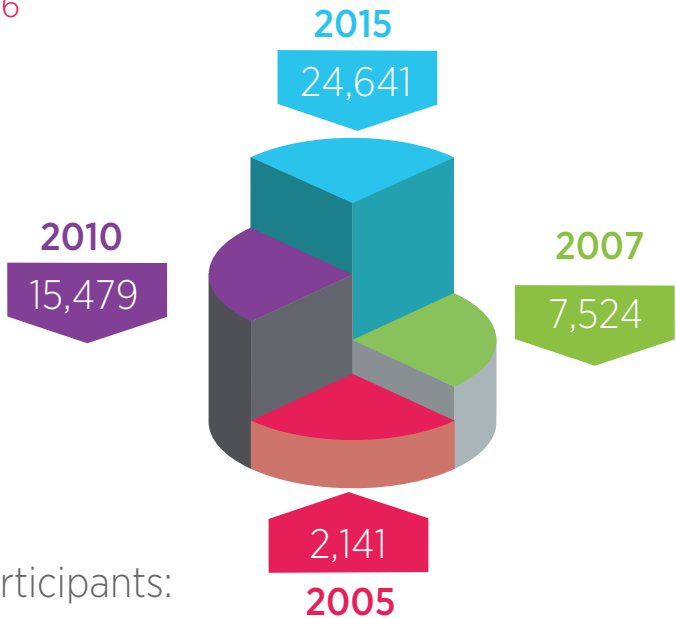
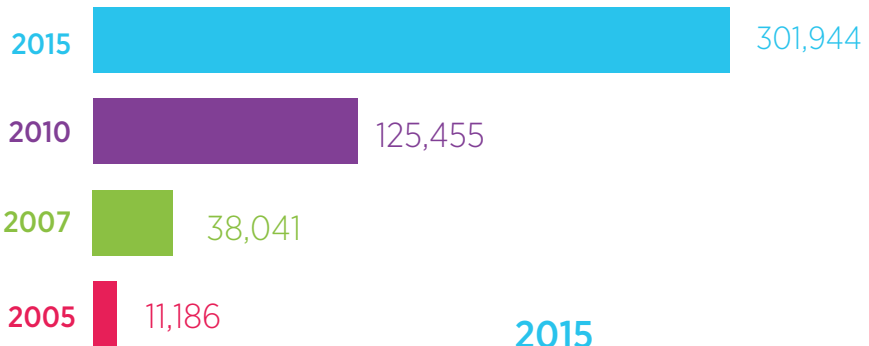
The heart of eTwinning lies in a sophisticated digital platform accessible at www.eTwinning.net and available in 28 languages. The public area is open to everyone and offers browsing visitors a range of information about how to become involved in eTwinning, explaining the benefits the action offers and providing inspiration for collaborative project work. Teachers and school staff can register to gain access to a restricted area called eTwinning Live. This is the individual teacher's entry point to the Community: it enables users to find each other through partner finding tools, to share resources, practice and ideas via its social networking features and to interact collaboratively in projects with their pupils and partners through a special tool called the TwinSpace. eTwinning Live also introduces people to the range of professional development activities described above.

eTwinning rewards teachers' efforts in activities and projects by a system of Quality Labels for project work and certification for involvement in professional development.

eTwinning offers a high level of support for its users. In each of participating countries (currently 36) a National Support Service (NSS) promotes the action, provides advice and guidance for end users and organises a range of activities at national level. At European level, eTwinning is coordinated by the Central Support Service (CSS) managed by European Schoolnet, a consortium of 31 Ministries of Education. This body liaises with the NSS and is responsible for the development of the platform, as well as offering a range of professional development opportunities and other activities such as an annual European Conference and a Prize Event which awards teachers and students for their involvement in outstanding projects.

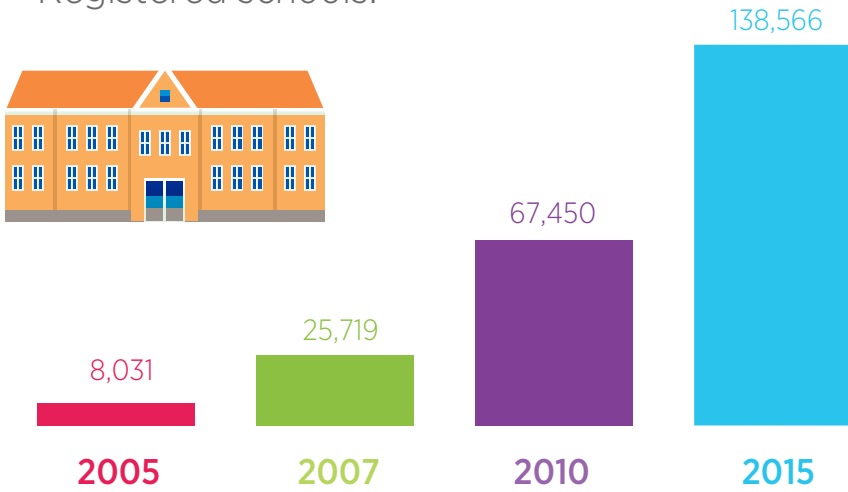
How much we have grown.

Registered users:

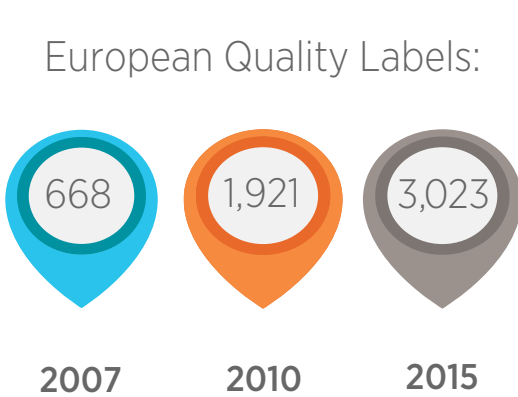


Project participants:

Registered schools:



European Quality Labels:



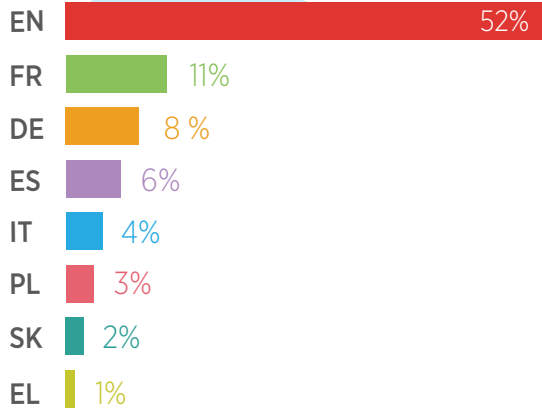
Where we are now.

Active Projects:



40,205

Language used for projects:

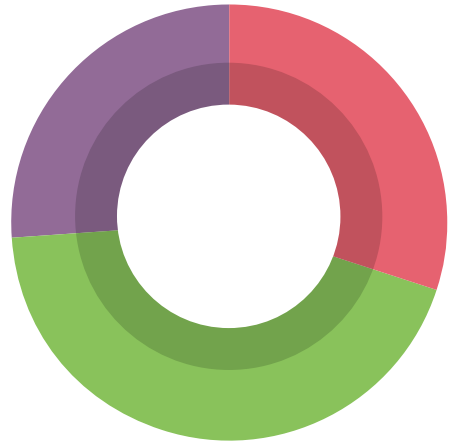


Participants per project:

Higher Education
26%

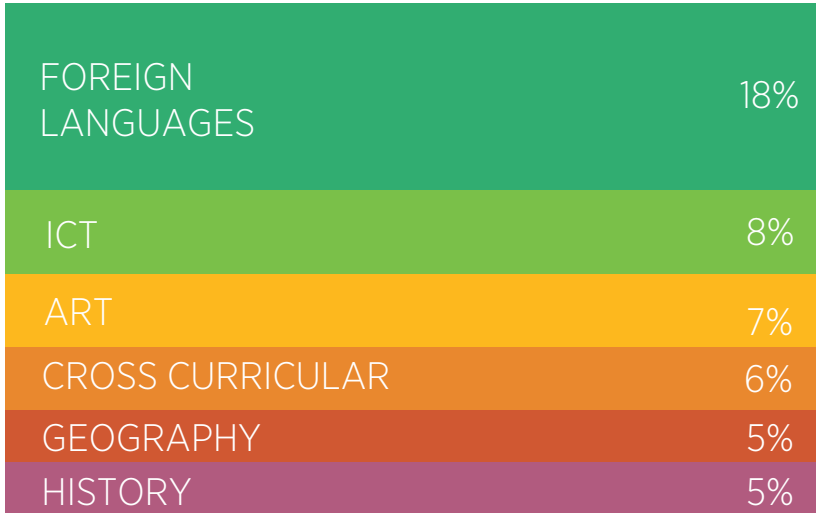
Pre/primary Education
30%

Secondary Education
44%

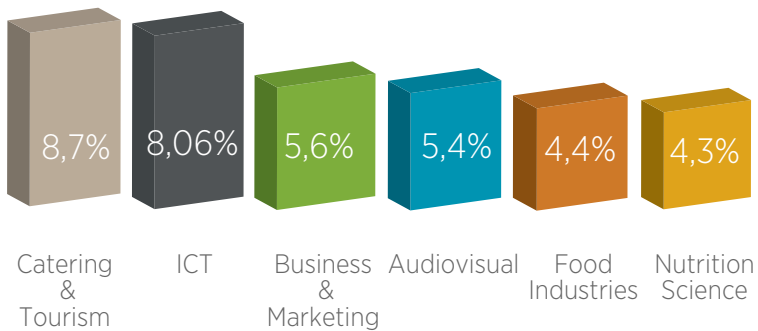


Popular Subjects:

Primary and secondary



Vocational cycles



Get help in your language

The National Support Services represent eTwinning in your country. You can contact them directly for support or training via the contact details below.

ALBANIA

Educational Technologies and Statistics Department
Ministry of Education and Sport of Albania
Contact: Ornela Koleka: okoleka@gmail.com

AUSTRIA

Österreichische Nationalagentur Lebenslanges Lernen
(Austrian National Agency for Lifelong Learning)
Contact: Ursula Panuschka: ursula.panuschka@oead.at, Martin Gradl: martin.gradl@oead.at, Marcela Alzin: marcela.alzin@oead.at
National eTwinning website: <http://www.etwinning.at>

BELGIUM (FRENCH-SPEAKING COMMUNITY)

Ministère de la Communauté française
(Ministry of the French-speaking Community)
Contact: Cécile Gouzee: cecile.gouzee@cfwb.be
National eTwinning website: <http://www.enseignement.be/etwinning>

BELGIUM (DUTCH-SPEAKING COMMUNITY)

EPOS vzw
Contact: Sara Gilissen: info@etwinning.be
National eTwinning website: <http://www.etwinning.be>

BELGIUM (GERMAN-SPEAKING COMMUNITY)

eTwinning Koordinierungsstelle in der DG
Jugendbüro der DG
Contact: Michèle Pommé: etwinning@jugendbuero.be
National eTwinning website: <http://www.jugendbuero.be/unsere-programme/erasmusplus/etwinning/>

BOSNIA AND HERZEGOVINA

Agencija za predškolsko, osnovno i srednje obrazovanje
Contact: Žaneta Džumhur: zaneta.dzumhur@aposo.gov.ba
National eTwinning website: <http://www.aposo.gov.ba>

BULGARIA

Център за развитие на човешките ресурси
(Human Resource Development Centre)
Contact: Milena Karaangova: mkaraangova@hrdc.bg
National eTwinning website: <http://etwinning.hrdc.bg>

CROATIA

Agencija za mobilnost i programe Europske unije
 (Agency for mobility and EU programmes)
 Contact: Tea Režek: etwinning@mobilnost.hr
 National eTwinning website: <http://www.etwinning.hr/>

CZECH REPUBLIC

Dům zahraniční spolupráce – Národní podpůrné středisko pro eTwinning, Národní agentura programu Erasmus+
 (Centre for International Cooperation in Education - National Support Service for eTwinning, National agency for Erasmus+)
 Contact: Martina Nebeska, Pavla Sabatkova
 Contact email: etwinning@naep.cz
 National eTwinning website: <http://www.etwinning.cz>

CYPRUS

Foundation for the Management of European Lifelong Learning Programmes
 Contact person: Thekla Christodoulidou: tchristodoulidou@llp.org.cy
 National eTwinning website: <http://www.etwinning.org.cy>

DENMARK

Styrelsen for It og Læring (Ministeriet for Børn, Undervisning og Ligestilling)
 Contact: Claus Berg & Ebbe Schultze, etwinning@stil.dk
 National eTwinning website: <http://etwinning.emu.dk>

ESTONIA

Hariduse Infotehnoloogia Sihtasutus
 (Information Technology Foundation for Education)
 Contact: Elo Allemann: elo.allemann@hitsa.ee
 National eTwinning website: <http://www.innovatsioonikeskus.ee/et/etwinning-1>

FINLAND

Opetushallitus
 (National Board of Education)
 Contact: Yrjö Hyötyniemi: yrjo.hyotyniemi@oph.fi
 National eTwinning websites: <http://www.edu.fi/etwinning> www.edu.fi/etwinning/svenska (Swedish)

FRANCE

Canopé
 Bureau d'assistance national français (BAN)
 Contact: Marie-Christine Clément-Bonhomme: contact@etwinning.fr
 National eTwinning website: <http://www.etwinning.fr>

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Национална агенција за европски образовни програми и мобилност
(National Agency for European Educational Programmes and Mobility)

Contact: Dejan Zlatkovski: dejan.zlatkovski@na.org.mk

National eTwinning website: <http://www.etwinning.mk>

GERMANY

Pädagogischer Austauschdienst des Sekretariats der Kultusministerkonferenz

Contact: Ellen Kammertöns: etwinning@kmk.org

Hotline: 0800- 3 89 46 64 64

National eTwinning website: <http://www.etwinning.de>

GREECE

CTI "Diophantus" Computer technology institute & press

Ινστιτούτο Τεχνολογίας Υπολογιστών και Εκδόσεων (ITYE - ΔΙΟΦΑΝΤΟΣ)

Contact: etwinning@sch.gr

National eTwinning website: <http://www.etwinning.gr>

Phone number (only from Greece): 801 11 38946

HUNGARY

Oktatási Hivatal – Pedagógiai-szakmai Szolgáltatások Koordinációs Főosztály

Contact: etwinning@oh.gov.hu

National eTwinning website: www.etwinning.hu

ICELAND

Rannis - Icelandic Centre for Research

Contact: Guðmundur Ingi Markússon: gim@rannis.is

National eTwinning website: <http://www.etwinning.is>

IRELAND

Léargas, The Exchange Bureau

Contact: Marie Heraughty: koregan@leargas.ie

National eTwinning website: www.etwinning.ie

ITALY

INDIRE - Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa
(National Institute of Documentation, Innovation and Educational Research)

Contact: etwinning@indire.it

Helpdesk: etwinning.helpdesk@indire.it

National eTwinning website: <http://www.etwinning.it>

LATVIA

Jaunatnes starptautisko programmu aģentūra

(Agency for International Program for Youth)

Contact: Santa Prancane: santa.prancane@jaunatne.gov.lv, info@etwinning.lv

National eTwinning website: <http://www.etwinning.lv>

LIECHTENSTEIN

Agentur für Internationale Bildungsangelegenheiten (AIBA)

Tel: +423 236 7222

Contact: clarissa-aiba@llv.li, info-aiba@llv.li

National eTwinning website: <http://www.erasmusplus.li>, <http://www.aiba.llv.li>

LITHUANIA

Švietimo mainų paramos fondas / Nacionalinė agentūra, atsakinga už Erasmus+ (Education Exchanges Support Foundation / National agency for Erasmus+)

Contact: Violeta Čiuplytė: violeta.ciuplyte@smpf.lt

National eTwinning website: <http://www.etwinning.lt>

LUXEMBOURG

ANEFORÉ asbl - Agence Nationale pour le programme européen d'éducation et de formation tout au long de la vie

Contact: Sacha Dublin: sachadublin@anefore.lu

National eTwinning website: <http://www.etwinning.lu>

MALTA

Directorate for Quality and Standards in Education

Department of eLearning

Contact: Amanda Debattista, Jacqueline Frendo: etwinning@ilearn.edu.mt

National eTwinning website: <http://etwinning.skola.edu.mt>

NETHERLANDS

EP-Nuffic

Contact: Marjolein Mennes: mmennes@epnuffic.nl, etwinning@epnuffic.nl

National eTwinning website: <http://www.etwinning.nl>

+31 (0)70- 426 02 60

NORWAY

Senter for IKT i Utdanningen

(Norwegian Centre for ICT in Education)

Contact: Lisbeth Knutsdatter Gregersen: lisbeth.gregersen@iktsenteret.no

National eTwinning website: <http://iktsenteret.no/prosjekter/etwinning>

POLAND

Foundation for the Development of the Education System

Contact: Barbara Milewska: barbara.milewska@frse.org.pl, etwinning@frse.org.pl

National eTwinning website: <http://www.etwinning.pl>

PORTUGAL

Direção-Geral da Educação – Ministério da Educação

(Directorate-General for Education – Ministry of Education and Science)

Equipa de Recursos e Tecnologias (ERTE)

(Resources and Educational Technologies Team)

Contact: etwinning@dge.mec.pt

National eTwinning website: <http://etwinning.dge.mec.pt/>

ROMANIA

Institutul de Stiinte ale Educatiei
(Institute for Education Sciences)
Contact: Simona Velea echipa@etwinning.ro
National eTwinning website: <http://www.etwinning.ro>

SERBIA

Foundation Tempus
Contact: etwinning@tempus.ac.rs
National eTwinning website: <http://erasmusplus.rs/>

SLOVAKIA

University of Zilina
Contact: Lubica Sokolikova, Gabriela Podolanova: lubica.sokolikova@uniza.sk
National eTwinning website: <http://www.etwinning.sk>

SLOVENIA

Center RS za mobilnost in evropske programe izobraževanja in usposabljanja -
CMEPIUS
(Centre of the Republic of Slovenia for Mobility and Educational Training
Programmes - CMEPIUS)
Contact: etwinning@cmepius.si
National eTwinning website: [http://www.cmepius.si/solsko-izobrazevanje/
etwinning/](http://www.cmepius.si/solsko-izobrazevanje/etwinning/)

SPAIN

Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado
Ministerio de Educación, Cultura y Deporte
(Ministry of Education, Culture and Sports)
Contact: Carlos J. Medina: asistencia@etwinning.es
National eTwinning website: <http://www.etwinning.es>

SWEDEN

Universitets- och högskolerådet.
(The Swedish Council for Higher Education)
Contact: Jenny Nordqvist: jenny.nordqvist@uhr.se
National eTwinning website: <http://www.utbyten.se>

TURKEY

MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü
(Ministry of National Education: General Directorate of Innovation and Education-
al Technologies)
Contact: Mehmet Fatih DÖĞER: mfatihdoger@hotmail.com
National eTwinning website: <http://etwinning.meb.gov.tr>

UNITED KINGDOM

British Council
Contact: eTwinning Team: etwinning@britishcouncil.org
National eTwinning website: <http://www.britishcouncil.org/etwinning>

