Developing pupil competences through eTwinning

2014

Table of Contents

Introduction

What are competences?

Competence can be defined as *'a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world in a particular domain'* [1]. Being competent therefore means being able to effectively apply a combination of knowledge, skills and attitudes to successfully react to a situation or solve a problem in the real world. The term 'competence' was originally used in the professional context in France in the 1970s to refer to what employees need beyond qualifications to act effectively in a range of work situations[2]. In the 1980s, competence-based approaches started to be developed in various countries for vocational education and training. Since then, the concept of competence-based education has been extended to general education, as is explained further below.

Key competences can be expressed and understood in different ways, according to each national context[3]. Competences can be both subject-based as well as transversal in nature. In addition to national definitions and frameworks, various international competence frameworks exist, including the European Union's Recommendation on Key Competences for Lifelong Learning[4], the UNESCO framework[5], the OECD DESECO framework[6], Partnerships 21 framework[7], and the ATC21S[8] framework . While eTwinning recognises the availability of various international frameworks, as well as the richness of each national framework which is significantly bound to a country's context and culture, it uses the European Union's conception of Key Competences as a reference point for the projects highlighted in this book.

The European Framework of 8 Key Competences

The European Framework[9] includes the following 8 Key Competences, which are considered essential for the personal fulfillment and development, active citizenship, social inclusion and employment of all individuals.

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

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

The precise definition of each competence is given in the following sections of this book, and each time two or three exemplary eTwinning projects are showcased through videos and other means to highlight how teachers and learners have worked on developing a specific competence through their eTwinning work.

Why is competence-based education needed?

The need for students to develop competences at school has increasingly gained importance, and has recently become prominent in education systems worldwide thanks to social and economic motivations, as well as developments in educational research. The need to improve the quality and relevance of the competences which learners acquire before leaving formal education has been widely recognised, particularly in view of Europe's high youth unemployment. Knowledge and basic skills are necessary, but no longer sufficient to meet the complex requirements of today's social demands in an ever more competitive global economy. In an increasingly digital world where functional skills-based professions are in decline, competence oriented education has particular relevance. Educational research, such as John Dewey's *social perspective on learning and constructivist learning theories* also emphasise the importance of competence development within a social learning context, where learners are engaged in active learning in real life situations.

How are education systems responding to this need?

Most EU countries have introduced the concept of key competences and learning outcomes into their national curricula or official steering documents for compulsory education during the last decade. For example, recent reforms impacting on key competences development at a national level have taken place in Belgium, France, Finland, Sweden, Portugal and Malta[10]. In countries, such as Finland and Sweden, where a competence-based approach has in fact been in place since the mid-1990s, recent or current education reform is re-emphasizing the centrality of key competences in the new curricula and are to be introduced in the near future. However, interconnected approaches whereby teacher training, student assessment, learning resources and school organisation are all reformed accordingly are currently rather rare. The need for such a holistic and interrelated approach for the effective implementation of a competence-based education is clear.

Implementing key competences in schools involves not only specifying them in curricula, but also developing appropriate structures and teaching methods. Given their cross-curricular nature, this involves interdisciplinary, cross-subject teaching and therefore whole-school planning.

How can teachers develop students' key competences?

The main recommended approach to teaching key competences is through the provision of interactive learning environments in which learners can engage in practical, inquiry-based tasks. These learning environments, which promote collaborative and multidisciplinary learning, are increasingly technology enhanced. Project-based learning is a particularly well suited method for the development of pupils' competences, as several key competences can be addressed simultaneously in a cross-curricular manner. It is for this reason that eTwinning projects can be a successful channel for the development of pupils' competences, as is illustrated in this book. While project-based learning encourages pupils to be active and responsible for their own learning, activities need to be supported by scaffolding and by explicit instruction from the teacher where relevant. In particular, learners need support to develop their ability to learn independently; the so-called 'learning to learn' competence. Schools should consider learners' social and emotional wellbeing and allow learning to be more self-directed.

We hope the following examples illustrating how eTwinning projects have been effective in developing students' competences will inspire many more teachers to collaborate on projects to improve their students' learning.

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[1] Hoskins, B & Deakin Crick R., (2010) Competences for Learning to Learn and Active Citizenship: different currencies or two sides of the same coin? European Journal of Education, Vol. 45, Number 1, March.

[2] Legendre Marie-Françoise (2008). « La notion de compétence au coeur des réformes curriculaires : Effet de mode ou moteur de changements en profondeur ?

[3] For a detailed description of how countries across the European Union define and implement key competences in their education systems please refer to Eurydice's report Developing Key Competences at School in Europe and the KeyCoNet (the European Policy Network on the Key Competences in School Education) series of national reports and case studies.

[4] Available here: http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&from=EN

[5] Available here: http://www.unesco.org/education/pdf/15_62.pdf

[6] Available here: http://www.oecd.org/education/skills-beyond-schooldefinitionandselectionofcompetencies deseco.htm

[7] Available here: www.p21.org

[8] Available here: http://www.atc21s.org

[9] Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC), available here: http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&from=EN

[10] For a full list of the national education reforms see KeyCoNet's EU Mapping Report and respective country overviews available at http://keyconet.eun.org/project-results.
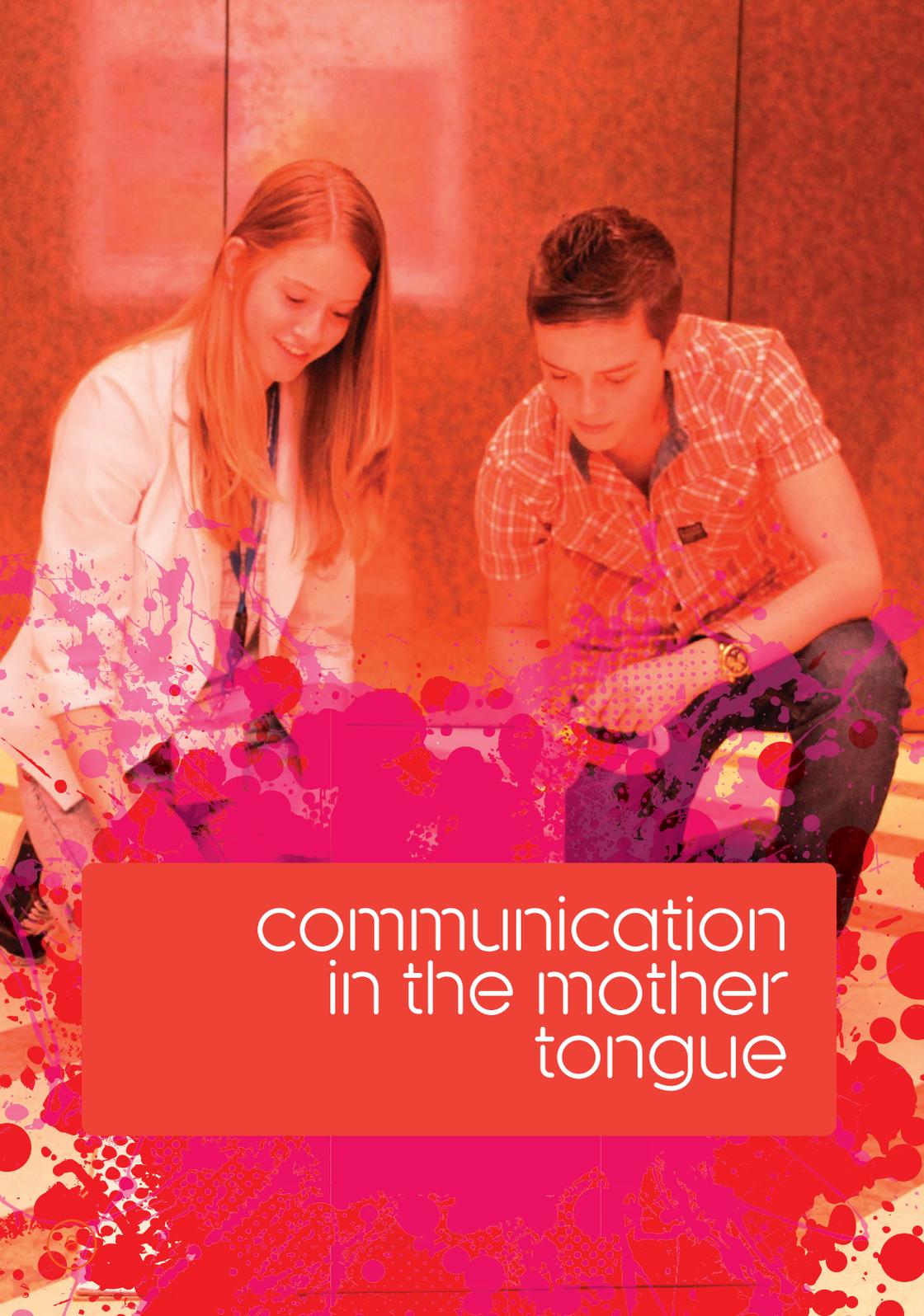
communication in the mother tongue

Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

Essential knowledge, skills and attitudes related to this competence:

Communicative competence results from the acquisition of the mother tongue, which is intrinsically linked to the development of an individual's cognitive ability to interpret the world and relate to others. Communication in the mother tongue requires an individual to have knowledge of vocabulary, functional grammar and the functions of language. It includes an awareness of the main types of verbal interaction, a range of literary and non-literary texts, the main features of different styles and registers of language, and the variability of language and communication in different contexts. Individuals should have the skills to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. A positive attitude towards communication in the mother tongue involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

FEATURED PROJECTS

Friends Fur-ever

The aim of the project is learn about dogs as friends of people in a funny and interesting way according to the *theory of multiply intelligence* by Howard Gardner.

Project Link: www.etwinning.net/profile/friends_fur_ever

Video about the project with interview of teachers and pupils:
http://youtu.be/LlVnLinmwk8 | http://youtu.be/YFZMiEJqgtk

Project Kit: www.etwinning.net/kit/friends_fur_ever

TwinSpace: www.etwinning.net/twinspace/friends_fur_ever

"I don't think I can name one activity that I liked best because I liked all the activities"
Andrei Ungureanu from Romania

"Pupils didn't realise they were learning in all subjects"
Maureen, primary teacher in UK

Twinnies around the world

"The project aims to create a story written by the pupils of all the partners' schools. Each school has to write a part of the story set in its own country, showing the main characters near famous landmarks and places, in particular towns, eating traditional dishes, playing traditional games and so on. The story has to be written in English"

Project Link: www.etwinning.net/profile/twinnies_around_the_world

Teacher interview: http://youtu.be/b61fi7UkLWc

Blog: http://twinnies2010.blogspot.be/be/

TwinSpace: www.etwinning.net/twinspace/twinnies_around_the_world

Project Kit: www.etwinning.net/kit/twinnies_around_the_world

Bookraft

"School librarians cooperate with teachers in Poland, Cyprus and Greece to enhance book enjoyment through crafts and creative activities."

Project Link: www.etwinning.net/profile/bookraft

Video about the project with interview of teachers and pupils: http://youtu.be/2z_CdUjOfBQ

Project Kit: www.etwinning.net/kit/bookraft

TwinSpace: www.etwinning.net/twinspace/bookraft

"we spent great time in school library, and we learn new modern and craft things"

Pupil from Poland

"The partnership and communication with our polish friends was excellent... we understood each other very well"

Cornelia Melcu, teacher from Romania

Expert talk

ANNE GILLERAN - SENIOR PEDAGOGICAL ADVISOR

Communication: the ability to interact, relate, explain and describe the world around us begins from the day we are born. As we grow and acquire language, our ability to understand our world increases; the better our vocabulary, the better able we are to express, in words, very complex and abstract thoughts and feelings, the better we can shape and control our world. This communication of course begins with the knowledge and understanding of our mother tongue, and of course is closely tied in with the concept of literacy in its widest sense.

This is why this competence is such an important on to develop, beginning at a very early age and continuing throughout and beyond the period of formal education. Wittgenstein, the great linguistic philosopher wrote "the limits of my language are the limits of my world" Logico-Tractatus Philosophicus   If I lack the words to express my thoughts and feelings then I limited in the way in which I can make sense of my world. This is all the more important now in a world of quick communication, surface analysis, the three-minute sound bite of information.

The three projects highlighted under this competence provide excellent examples of how the development of expression can be approached in a way that provides an exciting and relevant means to develop mother tongue learning. The two projects involving pupils at Primary level adopt very different subjects, but they have several points in common. Written and oral exercises in the mother tongue were very important; they both chose topics through class discussion and involvement, so the topics were close to pupils like. In particular in Friends Fur Ever, the teachers found that in writing about their pets, children could express ideas about their feelings in certain situations such as a family bereavement which was unlikely to occur to the same extent if the topic was approach directly. The eTwinnies Around the World project worked with very young pupils and stretched their mother tongue language acquisition skills through story-telling.

The final project in this section Bookraft was an inspired topic, which involved the pupils not only in reading classic texts, but also in interpreting them through drama, song and art. This project brought words, text and expression alive for them, deepened their understanding of the written word and the power of the spoken word.

It is fitting that this competence is placed number one on the list, as it underlies all other learning and knowledge acquisition. What is significant also is the degree to which, in addition to the way this competence addresses these projects, as well as the others in this section, is the way it also heightened other skills such as students' sense of creativity, critical analysis and teamwork.

An eTwinning project can provide a means to developing both competences and ancillary skills in a way that is both relevant and meaningful to the student.

communication
in foreign
languages

Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue. It is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.

Essential knowledge, skills and attitudes related to this competence:

Competence in foreign languages requires knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages is important. Essential skills for communication in foreign languages consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and produce texts appropriate to the individual' needs. Individuals should also be able to use aids appropriately, and also learn languages informally as part of lifelong learning. A positive attitude involves the appreciation of cultural diversity, and an interest and curiosity in languages and intercultural communication.

FEATURED PROJECTS

Euroguide

"Euroguide is a Multilateral Comenius Project aimed at the consolidation and development of both communicative and social skills of all the participants involved. With the establishment of a two-year partnership, we would like to give our students the opportunity of being involved in an international project where they can discover the variety and distinctiveness of European regions or cities by means of cooperation and the exchange of ideas. Since our main purpose is to get to know each culture and society better -from a respectful and stimulating approach - and to offer a variety of activities for young people to do."

Project Link: www.etwinning.net/profile/euroguide

Project Kit: www.etwinning.net/kit/euroguide

TwinSpace: www.etwinning.net/twinspace/euroguide

"I definitely improved my English skills"
Serena from Italy

Moi, toi, lettres à nous

This project focused on the creation of a digital epistolary novel, where pupils write their letters and replies to their European classmates' letters. Productions are based on topics chosen in that the pupils have in common. Autonomously, the written contents are illustrated through videos and photos.

Project Link: www.etwinning.net/profile/moi_toi_lettres_a_nous

Project Kit: www.etwinning.net/kit/moi_toi_lettres_a_nous

TwinSpace: www.etwinning.net/twinspace/moi_toi_lettres_a_nous

"eTwinning, it is an opportunity to meet new people and to improve your English (...) and obliges you to talk in English. I think that it is beautiful to meet new cultures and new people"

Xavier from Spain

Expert talk

ANNE GILLERAN - SENIOR PEDAGOGICAL ADVISOR

As the introduction to this section states, many of the same aspects of developing the competence in the mother tongue applies also to the gaining competency in a foreign language. In addition, of course, is the whole cultural dimension of trying to put yourself in the cultural shoes of another person, to understand their customs, habits, modes of behaviour and sense of humour, to say nothing of their art, literature and drama. Why should we be concerned about this? Because to understand another person's language and culture is to see them as they are, to strip away the stereotypic views and national prejudices that can often abound in certain circumstances; to make us more human, tolerant and generous.

Euroguide provides a perfect vehicle for doing just that as the pupils worked together to provide a guidebook with a difference, a guidebook written by young teenagers for young teenagers introducing the cultural and social aspects of their country that appeal to this age group. The pupils in this project had the good fortune to visit each other's schools and meet face-to-face, which added a special dimension to their work

The other project Moi, toi, lettres à nous started from a much more intimate base, the students paired off with their project partner in another country and began a series of letter writing to each other in the chosen foreign language which was in this case French. As the correspondence developed, the subject of the letters became more personal, expressing the hopes and aspirations of the young people concerned.

What both these project highlight for me in regard to the developing of foreign language competency, is the fact that there is a real authenticity in the learning. The language becomes a real thing, a real vehicle for real communication, not just a set of empty exercises in a book. Pupils' attitude towards foreign language learning does undergo a real change as they experience success in actually communicating with other young people on the topics of life that concern them.

mathematical competence and basic competences in science and technology

A. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

B. Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions.

Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

A. Necessary knowledge in mathematics includes a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers. An individual should have the skills to apply basic mathematical principles and processes in everyday contexts at home and work, and to follow and assess chains of arguments. An individual should be able to reason mathematically, understand mathematical proof and communicate in mathematical language, and to use appropriate aids.

B. For science and technology, essential knowledge comprises the basic principles of the natural world, fundamental scientific concepts, principles and methods, technology and technological products and processes, as well as an understanding of the impact of science and technology on the natural world. These competences should enable individuals to better understand the advances, limitations and risks of scientific theories, applications and technology in societies at large (in relation to decision-making, values, moral questions, culture etc). Skills include the ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion. Individuals should also be able to recognise the essential features of scientific inquiry and have the ability to communicate the conclusions and reasoning that led to them.

SOHO: Sunspots Online Helios Observatory

Astronomy project about sun spots observation in several places in Europe to get rid of bad weather and be able to make pictures as often as possible. Pupils will get knowledge about Sun as a star and as a center of our Solar System.

Project Link: www.etwinning.net/profile/soho

Video about the project: http://youtu.be/zdsW_pk_uCQ

TwinSpace: www.etwinning.net/twinspace/soho

"The project is well structured and clearly shows the process of common planning by the partners. Many other positive points could be added: possibility for self-reflection for the pupils, curricular integration, and promotion of the project through a project blog."
The European Jury

ATOM: A taste of maths

The project targets 12-16 years old students. The working language is English. The duration of the project is six months. The goal of the project is to increase students' motivation and interest for Mathematics, to stimulate their investigative spirit and curiosity by combining common mathematical contents of the curriculum with aspects of day-to-day life in different parts of Europe, using concrete objects as well as representations of mathematical concepts. It is also intended to facilitate mutual understanding through getting knowledge on the historical and cultural contexts partners live in.

Project Link: www.etwinning.net/profile/atom

Video about the project: http://youtu.be/a0irY9WP5ME

Project Kit: www.etwinning.net/kit/atom

Blog: http://atasteofmaths.blogspot.be/

"Its (project) priority was to show them maths is something more than a dull text-book and can be a world of creativity"
Maths t eacher from Italy

"We also learnt how to recognise maths on a tree, in a church"
Student from Italy

"I wish I had that kind of entertaining maths lesson when I went to school! A very creative way of looking at mathematical aspects relating them to real life subjects that at first might seem as far related to maths as cooking and lyric poetry." The European Jury

Expert talk

ANNE GILLERAN - SENIOR PEDAGOGICAL ADVISOR

These two competences are often the most resisted by students in formal educational settings, particularly by young women, but yet they form the basis of all our engineering, medical, technological, commercial and manufacturing developments. On a more mundane note, the inability to compute numbers is a severe restriction to coping with shopping, planning a simple budget, basic monetary management. The inability to understand basic scientific concepts also put one in a weaker position when it comes to understanding say how electricity works in your house, why water is such a precious resource etc. Developing these two competences helps students to have a deeper understanding of the natural environment they live in and the ways in which computation can impact on their daily lives.

Again I may stress the fact that the project examples for this section ground the learning of their students in situations where the learning becomes real and concrete. Take the project ATOM, A Taste of Maths, for example, which explores Mathematics in a myriad of ways from looking at Fibonacci numbers and creating poems based on the sequence to having a fraction hunt across the Web. They also looked at how Maths may be seen and understood in the objects and building around us, trees, churches, widows, patterns everywhere.

Likewise in the project SOHO, Sunspots Online – Helios Observatory, the students were involved in real activities, measuring sunspots trying to track the effect their appearance had on the local environment etc. In addition to these activities, this project brought the world of practising scientists into the classroom by setting up live video conferences with practising experts in the field, a rare opportunity for students to directly engage in an informal way with real scientists.

What I like most about these two projects is that they demystify two areas that students often develop a mental or attitudinal block about. The way in which these projects approach the topics is to allow the pupils to understand the reality of the subject and understand and enjoy the deepening of both their knowledge, observation and analytic skills as well as their competences

digital competence

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. Essential knowledge, skills and attitudes related to this competence:

Digital competence requires a sound understanding and knowledge of the nature, role and opportunities of IST in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities and potential risks of the Internet and communication via electronic media (e-mail, network tools) for work, leisure, information sharing and collaborative networking, learning and research. Individuals should also understand how IST can support creativity and innovation, and be aware of issues around the validity and reliability of information available and of the legal and ethical principles involved in the interactive use of IST.

Skills needed include the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access, search and use internet-based services. Individuals should also be able use IST to support critical thinking, creativity, and innovation.

Use of IST requires a critical and reflective attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional purposes also supports this competence.

FEATURED PROJECTS

Talking pictures

Our students get to know the similarities and differences between our cultures using pictures and creating a dialogue between the participating countries.

Project Link: www.etwinning.net/profile/talking_pictures

Project Kit: www.etwinning.net/kit/talking_pictures

"The chosen topics as well as the very collaborative and creative activities (ex. collaborative story using road signs from different countries; ICT usage) have been extremely well organised and planned according to the age of the pupils." **The European Jury**

Stories in history

Our project is mainly based on History. We focus our work on the experiences of young children during the WWII. Our students use English to communicate and the ICT tools to exchange and share documents, to write and talk to each other (chats, mails...) furthermore they'll think of creative ways of working together.

Project Link: www.etwinning.net/profile/stories_in_history

Project Kit: www.etwinning.net/kit/stories_in_history

TS TwinSpace: www.etwinning.net/twinspace/stories_in_history

"Stories in history" is a very good example of how to implement international project work to revive a seemingly dry subject!"
The European Jury

"I improved my computer skills"
Serena from Italy

Expert Talk

ANNE GILLERAN - SENIOR PEDAGOGICAL ADVISOR

It is, in a way, self-evident to say that we live is a truly digital, always switched on world. We get anxious if we cannot connect to check a news story, look for a nearby restaurant or merely look at our Facebook accounts. However, although we use all these digital resources all the time, how much do we actively reflect on how we use them, how trustworthy the information they give us is, how responsible should we be in posting comments or photographs concerning the social doings of our friend? The vision of the future is the Internet of Things, where all the systems that control our world currently will become interconnected so that information from one will control the reactions of another. At a recent presentation in Estonia given by Jürgo-Sören Preden, Head of the Research Laboratory for Proactive Technologies, Tallinn University of Technology, he gave the example of the coffee machine in my kitchen picking up my sensory signals, checking my medical database, processing the information and delivering a cup of coffee containing just the correct amount of caffeine for my health.

In such a world, young people certainly need to develop the competency not only to be able to interpret the digital information around them, but also to handle and manipulate digital material, to be critical about its application, be able to analyse its trustworthiness, and control it rather than be controlled by it.

This process should begin as early as possible in a child's experience and the project *Talking Pictures* did just that. Working with students in lower primary school, they used photographs as the language to communicate and interpret the tales they wished to tell; as well as modelling, stop motion animation and video. The young pupils learned that things are not always as they seem, photos can be manipulated to show different points of view. They learned to interpret signs and symbols and produced a video dictionary of popular words and phrases in their language.

The other project, *Stories in History,* examined life during World War 2, for the point of view of various witness accounts. This certainly allows the students to understand that information is variable, depending on the viewpoint or the intent of the person telling it, information can be used in various ways for various purposes.

learning to learn

'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Essential knowledge, skills and attitudes related to this competence:

Where learning is directed towards particular work or career goals, an individual should have knowledge of the competences, knowledge, skills and qualifications required. In all cases, learning to learn requires an individual to know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance and/or support available. Learning to learn skills require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning. Building on these skills, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's learning, career and work patterns, and, in particular, the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt. Individuals should be able to organise their own learning, evaluate their own work, and to seek advice, information and support when appropriate.

A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and change. The desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and apply learning in a variety of life contexts are essential elements of a positive attitude.

Reporting without borders

"The students cooperate to write an e-magazine: they select some topical issues they'd like to investigate, interview their European partners to know their views on this topic, then organise the information collected and write their articles."

Project Link: www.etwinning.net/profile/reporting_without_borders

Project Kit: www.etwinning.net/twinspace/reporting_without_borders

Video about the project: http://bit.ly/1sNSm9U

> *"what I prefer the most was working in a team (...)"*
> **Rebecca from Malta**
>
> *" it is more dynamic and we want to work more"*
> **Delphine from Belgium**
>
> *" The final product the emagazine is of high quality. Pupils had a clear overarching task to write journal articles, and all subtasks related to each other and the final goal, writing an eMagazine. Pupil groups were formed internationally, resulting in true collaboration between pupils from different countries. The eMagazine is a well-made and openly available final outcome that other schools can use as material."* **The European Jury**

LYPS

"The main aim of this project is to explore pupils' potential and discover their talents. Helping children to discover what they are good at promotes healthy self-esteem and is essential to their future success. The children need to try many things before they gravitate toward a set of skills that involve their own abilities; therefore we create opportunities for kids to explore different objects, activities and people. After a short introductory phase we announce a competition. Our pupils form international teams with members from all the partners, and work cooperatively with a vested interest in each other's learning as well as their own. The teams play games, carry out tasks, share their discoveries and champion each other, celebrate each other's successes, and learn to work together regardless of ethnic backgrounds. The Web 2.0 is at the heart of our communication and co-operation."

Project Link: www.etwinning.net/profile/lyps

Project Kit: www.etwinning.net/kit/lyps

Video about the project: http://youtu.be/o673QpF38rE

> *"Fakebook is one of the activities we worked on. It looks like Facebook but it describes the life of famous people"*
> **Polish pupil**
>
> *"The project revealed the passion and the talent of all pupils"*
> **Teacher from Greece**

Expert Talk

ANNE GILLERAN - SENIOR PEDAGOGICAL ADVISOR

In my opinion, this can one of the most difficult competencies to develop in a lasting way in our current formal education system, particularly in the upper secondary level, where the time of students is dominated by exams and all the curricular constraints and indeed pressures that this brings both to students and teachers. Students are often turned off learning, many of them to the extent of dropping out of formal education altogether often without the acquisition of basic literacy which in the corner stone of this competence. So hope do we engage students, how do we get them to acquire a love of discover and learning for its own sake and not because an exam has to passed?

Many of the projects in eTwinning address the challenge bearing in mind the concept of Multiple Intelligences developed by Howard Gardner The teachers worked on the principal that student work best and learn most effectively when they are following something that interests them and which is presented to them in a way that makes sense according to their learning style. So instead of a dense text on a page, the information contains images, colour, sound, objects to manipulate etc.

I think the project, *Let Your Passion Shine* (LYPS), has the ideal answer to development of this competency. It involved quite young students aged 9 – 11. As the title suggests, the work of the project permitted them to explore the subjects that interested them and allowed them to develop theirs skills and at the same time to feel deeply involved in the project. There was a wide variety of topics and tasks, presented in a fun, creative and innovative way.

If you look at the working space for this project, you will find the range of topics from Art and Music to History, Science and Maths. The students had to explore each subject, decide which area they like best and then work in an international team to set challenges for the whole group. During this process, the students learned how to develop their own ideas, work to their own strengths.

The other project, *Reporting without Borders*, also permitted the students to choose topics close to their hearts, which resulted in a lively and engaging online magazine which clearly shows the engagement of the students involved. Again this project demonstrates the 'soft skills' acquisition by these young students, editorial choice, creative expression and layout and of course the ability to work in teams.

social and civic competences

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation

Essential knowledge, skills and attitudes related to this competence:

A. Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture. Understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential.

The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres. The competence is based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise.

B. Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national,

European and international levels includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe. Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighborhood activities, as well as decision-making at all levels, from local to national and European level, in particular through voting.

Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

FEATURED PROJECTS

Getting closer

"A penpal project where the children get closer to each other, their daily life, countries and culture using email, chat, audio and video recordings, PowerPoint presentations and photo albums. Also, the children are divided in 5 mixed nationality groups who compete in different games during the whole school year. Each team is a mean of transport which travels - the Spanish half of the team starting in La Palma and the Finnish half starting from Finland- towards each other. The more points they get, the further they travel until they meet somewhere in Europe. The team that first meets is the winner."

Project Link: www.etwinning.net/profile/getting_closer

Project Kit: www.etwinning.net/kit/getting_closer

Video about the project with interview of teachers and pupils:
http://youtu.be/o0CmeNBRmuA

TwinSpace: www.etwinning.net/twinspace/getting_closer

"The greatest achievement was that being in contact with their partners became natural to them."
Finnish teacher

"My parents found eTwinning very interesting and saw that it offers a lot of opportunities"
Delphine from Belgium

"We learn a lot through understanding difference"
Pr. Bob Frier

http://youtu.be/BppZe5OTBow

Rainbow village

"A rainbow nation at peace with itself and the world" Nelson Mandela How about joining our "Rainbow village" where students from France, Greece, Italy, Poland, Romania, Turkey, Slovakia and the United Kingdom will learn to live together and share their experiences. The languages used is English and French. Through the etwinning platform, students first get to know each other, discuss everyday life topics and compare their customs with their European counterparts. This data will then be used to create a virtual village that is a "mixture" of cultures where students 1) assume new identities (physical description, character, likes and dislikes ...), 2) write a physical description of their ideal village, 3) decide upon an emblem, a national anthem and common laws. Events could take place in this village and the participants react to them and thus interact. Their creation is collected in a blog specially designed for the project. The students could communicate through either emails or videoconferencing. At the same time specially designed teaching material will be made available for the students (with a special focus on the teaching of cognitive and metacognitive strategies) on a learning platform at Nancy University or on the virtual etwinning space. Finally, the teachers and students share their impressions of the project."

Project Link: www.etwinning.net/profile/rainbow_village

Project Kit: www.etwinning.net/kit/rainbow_village

Video about the project with interview of teachers and pupils:
http://youtu.be/h5u8AYQlFiQ

TwinSpace: www.etwinning.net/twinspace/rainbow_village

"I learned how to present myself in the mayoral election, I learned to work in a group with my classmates "

French student

"It showed them that with little things you can achieve big things. It gave them a positive outlook on themselves and on their school"

French teacher

Health for life

"In humans health is the general condition of a person's mind, body and spirit, usually meaning to be free from illness, injury or pain. Health is not only maintained and improved through the advancement and application of health science, but also through the efforts and intelligent lifestyle choices of the individual and society. Lifestyles of teenagers today have changed a lot compared to 50 years ago, when teens were more interested in studies, sports, hobbies and day to day activities. But today, it has taken a whole new phase where teen life seems all about parties, drinking, smoking, drugs and sexual pleasure."

Project Link: www.etwinning.net/profile/health4life

Project Kit: www.etwinning.net/kit/health4life

Video about the project with interview of teachers and pupils:
http://youtu.be/GS-ZasD9zEw

TwinSpace: www.etwinning.net/twinspace/health4life

"Now I receive information and learning materials from all over Europe from different teachers"

Paulien, biology teacher, Netherlands

"When something went wrong we laughed about it together and it didn't matter"

Student from Netherlands

"Once I was sick and I was at home, but I still participated in the videoconference"

Student from Netherlands

"I like science because we learnt many things about nature and we had a lot of fun"

Maria from Romania

"I also very much liked the experiments we did because we had to translate them into English using technical terms which were more scientific and not just every-day language"

Student from Italy

"Here is the very well implemented eTwinning activities for exam preparations and hence their integration into the curriculum, making it fun without being noticed."

The European Jury

Expert Talk

ANNE GILLERAN - SENIOR PEDAGOGICAL ADVISOR

This is a very complex Key Competence which covers a myriad of different facets from developing understanding of health and wellbeing and the factors that promote healthy living, to the ability to understand the codes of conduct that allow us to live in our society in a productive and constructive fashion, making sure that the decisions we take as individuals and groups work for the benefit of all.

All of this is closely related to the idea of rights and responsibilities. There is a great deal of emphasis, in today's world, on people's rights, the right to vote, the right to good services, the right to a decent standard of living, etc. However, hand-in-hand with all rights comes the responsibility to use the right properly, not to abuse or take advantages of others in exercising those rights. This in turn is linked to how we feel about our place in society, whether we feel appreciated and affirmed or abused and downtrodden. It highlights the interlinking of the human chain reaction in terms of cause and effect; we are dependent on each other, we build a society together, we are all responsible for our actions, great and small, within that society.

Health for Life was a project that concentrated on developing an understanding of health and wellbeing and the factors that promote healthy living. In the project, the students were encouraged to consider the everyday behavior of young people in relation to such issues as smoking, drug taking, sexual practices, drinking alcohol in order to do this they carried out surveys among their peers and ran lab experiments on the effects of various substances on the body. This work is really well documented in the project TwinSpace and you get a real sense of just how much they learned in respect of how important it is to treat your body carefully. I think this is also good example of how a project can incorporate a few competences at the same time. For example this project also shows how both Maths and Science competence can be tackled in an authentic rather than theoretical way for students. Indeed, the project also fostered the sense of initiative and entrepreneurship competence, in the way if which it challenges the students to think for themselves and make their own judgments.

For me, the other project in this section The Rainbow Village project represents a perfect example of how to approach the task of developing an understanding of the complex nature of this social and civic competence in young people.

The project involved students from the lower secondary school level aged 12 – 15, who had to imagine they were living in a post Armageddon world, where everything they had known was destroyed. They had to set about rebuilding their life and society in their newly created Rainbow Village. The TwinSpace for this project highlights the myriad of tasks the students carried out, from deciding the best situation for their village, drawing up the rules of their society and holding real time elections. They were encouraged to think deeply on social and justice issues and reflect on both the rights and responsibilities of citizens and their rulers. They gave full reign to all their powers of creativity, analysis and judgement as well as learning how to present themselves in a public situation.

sense of
initiative and
entrepreneurship

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Essential knowledge, skills and attitudes related to this competence:

Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.

Skills relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential.

An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life as well as at work. It also includes motivation and determination to meet objectives, whether the same personal goals or aims held in common with others, including at work.

Photography as a pedagogical tool

This is a two-year Comenius/eTwinning project takes an action-oriented approach to learning. Students are required to take their cameras and go out and observe the world around them in order to look for links between the learning contents addressed in their classes and the surrounding reality. The camera and the photograph become a support of the learning process. Students put concepts and ideas into photos and create slideshows that are exchanged through the projects' eTwinning platform in order to be put into words by other partners. A magazine, a handbook and a website presenting pedagogical suggestions with practical examples and samples of results are published. In an additional sports tournament (Basketball, korfball, shotball, handball, football) among the partners, divided into teams formed randomly by students of the participating countries take place during the students' mobility's. The sports rules may vary according to the decision of the partners. A No win-lose gaming is promoted through this activity.

Project Link: www.etwinning.net/profile/photography_pedagogical_tool

Project Kit: www.etwinning.net/kit/photography_pedagogical_tool

Video about the project with interview of teachers and pupils:
http://youtu.be/WMnhQMeh_cM

" eTwinning helps me to perform better in my life, because it enables me to communicate with people from other countries " **Student from Lithuania**

" It is a fine example of close team work between teachers to produce a project that is both relevant pedagogically, but also engaging for their pupils. The project allowed the pupils to learn in a more motivating, engaging and creative way, producing at the same time many useful resources." **The European Jury**

BELL, business economic, language learning

"This project focuses on the teaching and learning of languages in connection with business and economics vocabulary comprising schools from Austria, the Czech Republic, Luxemburg, Spain, Germany and Iceland. It will serve as a platform for a Comenius project."

Project Link: www.etwinning.net/profile/bell

TwinSpace: www.etwinning.net/twinspace/bell

Expert Talk

ANNE GILLERAN - SENIOR PEDAGOGICAL ADVISOR

For me, this set of competences implies proactivity on the part of people and not passivity; to encourage proactivity we have to empower our young people to be analytic, curious, exploratory and analytical; to stand up and take responsibility for their lives and actions andto make life happen for them rather than to them.

The world we live in tends to promote passivity and superficiality more that proactivity. I have already referred to the three-minute sound bite of information, which provides a superficial account of situation without encouraging deeper reflection or analysis. Take popular forms of entertainment that abound, such as watching television or playing computer games, for example These tend to be by and large totally passive activities, which neither reflect reality nor do they promote reflection. The real world of the workplace and business is often far away from a student's experience in the traditional school environment, which does not always foster a proactive approach in their student life.

Thankfully there are always exceptions! In the project BELL, Business Economic, Language Learning, the students not only set out to improve their business English but to investigate the concept of Fair Trade in business and the workplace. During the project, they investigated such things as how fair trade works globally and locally; how money gains its value; how to produce goods and services in small companies; carry out research on business models and put them into practice. The learning became real for them when they set up a company and traded with each other in real goods. If you visit the TwinSpace http://new-twinspace.etwinning.net/web/p36261/welcome you will understand the depths this project achieved in promoting the principle of this Key Concept.

Our second exception is seen in the project the Piazza business across Europe. Here the task was set out to, not only investigate the origins of a dish that has become a staple food across the world, but to investigate the parameters of setting up a business to produce pizzas. The students developed business models, interviewed owners of pizza business and developed their own recipes based on market research with their peers. The whole project is an excellent example of how students develop a sense how practical business works and how they can develop an idea from their own initiative.

Teacher interview: https://www.youtube.com/watch?v=z_NiYi3U9HM

http://pizzacrosseuropetorneo.blogspot.ie/

http://www.pizzabusiness.altervista.org/

cultural
awareness and
expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including; music, performing arts, literature, and the visual arts.

Essential knowledge, skills and attitudes related to this competence:

Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life.

Skills relate to both appreciation and expression: the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media using one's innate capacities. Skills also include the ability to relate to one's own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts.

A solid understanding of one's own culture and a sense of identity can be the basis for an open attitude towards and respect for diversity of cultural expression. A positive attitude also covers creativityand the willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life.

Tandem

"What resources will be found in Antiquity? Students compare both ways in France and Spain to understand, to question, analyse and feel the ownership of "civilization clásica""

Project Link: www.etwinning.net/profile/tandem

Video about the project with interview of teachers and pupils:
https://www.youtube.com/watch?v=INSldTSQUD4

TwinSpace: www.etwinning.net/twinspace/tandem

"The experiences they have lived, that they have managed to talk with their partners, tried to understand them looked for resources is the most meaningful" **French teacher**

"It was great fun organising it all and dressing up and speaking Latin phrases, I enjoyed it a lot" **Spanish student**

"We used a real set and we created contrast between then and now" **French student**

PEK

"New exciting adventures for Pek, our tiny flea. More places to explore and share. A new generation of students are ready to collaborate in order to create funny and unique situations." Each story is invented by pupils from different countries. As a result, a lot of real objects and a book in several languages."

Project Link: www.etwinning.net/profile/pek

Video about the project with interview of teachers and pupils:
http://youtu.be/vDCPJDRDDt8

Project Kit: www.etwinning.net/kit/pek

TwinSpace: www.etwinning.net/twinspace/pek

" I was a script writer on Pek story" **French student**

"The most beautiful activity was when I sang because I like very much to sing"
Maria from Romania

"Thanks to its projects students can create something real and also open their eyes to the EU labour market" **Spanish teacher**

Expert Talk

ANNE GILLERAN - SENIOR PEDAGOGICAL ADVISOR

We have already touched on cultural awareness in relation to some of the other competences already discussed, which highlight for me just how interrelated all the Key Competencies are with each other. We have spoken about how necessary it is to deepen the understanding of another culture in order to view the world through the eyes of that culture. However Cultural Awareness covers not only the awareness and appreciation of other people's cultures but also a deepening in the understanding of our own cultural roots and heritage, our folklore and traditions. In addition it also covers an appreciation of the aesthetic expression of a culture; music, art literature, drama, dance, architecture…

The first project Tandem focused on this latter part of the Cultural Awareness competence by way of returning to the Latin roots of the two languages of the project, French and Spanish. The focus was on understanding how Latin worked as a language; to see what Latin words and expressions are still used as part of everyday speech. They also compared the customs of ancient Rome with the customs of today in terms of family life, institutions and urban management, to name but a few. They also looked at the aesthetic side of the culture of Rome, art and of course the patrimony of monuments and buildings.

Pek the traveller flea took a different approach. The students from the vocational school sector in France, Spain, Italy, Portugal Czech Republic and Turkey worked together to tell the story of their small character Pek, as he travelled across Europe, what he saw, heard, ate and learned about the people and countries he visited The story took the form of a digital comic strip., which also developed the both the digital competence and the foreign language competes of the students involved, as well as expanding their sense of creativity and planning.

So we have reached the end of our project examples highlighting how the Key Competencies, can be developed through the eTwinning project based approach of students from different countries working together. It is worth also stating that eTwinning project work is particularly good at fostering the development of these transversal, cross-cutting skills which teachers sometimes find difficult to develop in the teaching of their individual subject.

Conclusion

What do the project examples in this book illustrate?

The examples provided in this book clearly demonstrate that project-based learning is undoubtedly an excellent vehicle to develop a wide range of student competences. While the examples highlighted here have been particularly associated with the development of one specific key competence, it is also true that most of the projects also develop one or more of the other key competences, as well as the transversal skills which cut across all of them. These include: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings. This is what makes project-based learning so rich as it is able to address a wide range of competences, and most importantly, link these together in meaningful contexts grounded in real world issues. The interdisciplinary and authentic learning featured in some of these projects is also strengthened when professionals from outside of school are invited to collaborate with students and teachers on their projects.

Another key aspect which emerges from these project examples is the importance they give to allowing students to take responsibility for their own learning. This is achieved by ensuring that students have a say in the topics they focus on and the roles they will take on within the implementation of the project. In this way students are able to take active control of their learning and reflect on how they learn best. The examples illustrated in this book have also been successful in engaging students' motivation, often through the deep, exploratory, open-ended questions used to drive the project, as well as through the innovative use of technology to enhance learning. The importance of communication and collaboration between those effected by a project – students, teachers, outside professionals, parents, the wider community – whether within one country or across several – cannot be stressed enough. Collaboration, together with the other aspects mentioned above, is at the heart of all eTwinning projects. We very much hope that you will take inspiration from the projects in this book and start collaborating on more projects of your own.

How does eTwinning help teachers develop their competences?

The examples featured in this book have focused on how eTwinning projects have successfully developed students' competences. As we have seen, carrying out projects is extremely rewarding but is not without its challenges, and teachers therefore need to be supported to develop project-based learning and other related methods conducive to a competence-based approach, both through the re-orientation of initial teacher training frameworks and through continuous learning and peer-to-peer support. eTwinning is committed to doing precisely that, through the various professional development opportunities it offers to teachers, including Learning Events and Groups, as well as informal networking amongst teachers. These professional

development opportunities provide teachers with the time and space needed for them to benefit from expert input as well as share and exchange with one another, to develop pedagogical competences in a variety of areas and contexts, including technology enhanced teaching, CLIL, international collaboration and project-based learning. eTwinning encourages the formation of school teams in order to foster the development of projects involving collaborative teaching and a cross-curricular approach. Moreover, eTwinning Ambassadors and teachers regularly facilitate and engage in online peer-learning. Online tutoring has been one of the many successful training activities that continues to be much appreciated today.

eTwinning is committed to developing teachers' competences to ensure that they in turn can develop the knowledge, skills and attitudes young people need to lead a fulfilling professional and personal life. eTwinning looks forward to continuing to further teachers' competence development so that teachers are equipped to meet the pedagogical challenges which lie ahead.

national and european contact points

ETWINNING CENTRAL SUPPORT SERVICE

European Schoolnet

www.etwinning.net

info@etwinning.net

The Central Support Service runs a helpdesk to deal with any enquiry or difficulty schools may have in relation to eTwinning: helpdesk@etwinning.net.

For all inquiries, teachers are encouraged to contact their National Support Services directly.

NATIONAL SUPPORT SERVICE

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, M.Sc.

AUSTRIA

Österreichische Nationalagentur Lebenslanges Lernen

(Austrian National Agency for Lifelong Learning)

Contact: Ursula Panuschka, Martin Gradl, Marcela Alzin

National eTwinning website: www.etwinning.at

BELGIUM (FRENCH-SPEAKING COMMUNITY)

Ministère de la Communauté française

(Ministry of the French-speaking Community)

Contact: Cécile Gouzee

National eTwinning website: www.enseignement.be/etwinning

BELGIUM (DUTCH-SPEAKING COMMUNITY)

Ministerie van Onderwijs en Vorming, Departement Onderwijs en Vorming

(Ministry of Education and Training, Department of Education and Training)

Contact: Sara Gilissen

National eTwinning website: www.etwinning.be

BELGIUM (GERMAN-SPEAKING COMMUNITY)

eTwinning Koordinierungsstelle in der DG

Jugendbüro der DG

Contact: Michèle Pommé

National eTwinning website: http://www.jugendbuero.be/unsere-programme/erasmusplus/etwinning/

BOSNIA AND HERZEGOVINA

Agency for pre-primary, primary and secondary education

Contact: Zaneta Dzumhur (zaneta.dzumhur@aposo.gov.ba)

BULGARIA

Център за развитие на човешките ресурси

(Human Resource Development Centre)

Contact: Milena Karaangova

National eTwinning website: etwinning.hrdc.bg

CROATIA

Agencija za mobilnost i programe Europske unije

(Agency for mobility and EU programmes)

Contact: Tea Režek

National eTwinning website: http://www.etwinning.hr/

CZECH REPUBLIC

Dům zahraničních služeb – Národní agentura pro evropské vzdělávací programy

(Centre for International Services - National Agency for European Educational Programmes)

Contact: Barbora Grecnerova, Pavla Sabatkova

Contact email: etwinning@naep.cz

National eTwinning website: www.etwinning.cz

CYPRUS

Foundation for the Management of European Lifelong Learning Programmes

Contact person: Thekla Christodoulidou & Sylvia Solomonidou

National eTwinning website: www.llp.org.cy/etwinning

DENMARK

UNI-C

(Danish IT Centre for Education and Research)

Contact: Claus Berg, Ebbe Schultze

National eTwinning website: http://etwinning.emu.dk

ESTONIA

Hariduse Infotehnoloogia Sihtasutus

(Information Technology Foundation for Education)

Contact: Elo Allemann

National eTwinning website: www.tiigrihype.ee

FINLAND

Opetushallitus

(National Board of Education)

Contact: Yrjö Hyötyniemi

National eTwinning websites:

www.edu.fi/etwinning (Finnish)

www.edu.fi/etwinning/svenska (Swedish)

FRANCE

Scérén-Cndp

Bureau d'assistance national français (BAN)

Contact: Marie-Christine Clément-Bonhomme

National eTwinning website: 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

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

GERMANY

Pädagogischer Austauschdienst der Kultusministerkonferenz

Contact: Ellen Kammertöns (etwinning@kmk.org)

National eTwinning website: www.etwinning.de

GREECE

CTI "Diophantus" Computer technology institute & press

Ινστιτούτο Τεχνολογίας Υπολογιστών και Εκδόσεων (ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ)

Contact: eTwinning Team

National eTwinning website: www.etwinning.gr

HUNGARY

Educatio Társadalmi Szolgáltató Nonprofit Kft. - Digitális Pedagógia Osztály

(Educatio Public Services Non-profit LLC - Digital Education Department)

Contact: etwinning@educatio.hu

National eTwinning website: www.etwinning.hu

ICELAND

Rannis - Icelandic Centre for Research

Contact: Guðmundur Ingi Markússon

National eTwinning website: www.etwinning.is

IRELAND

Léargas, The Exchange Bureau

Contact: Kay O'Regan

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: www.etwinning.it

LATVIA

Valsts aģentūra "Jaunatnes starptautisko programmu aģentūra"

(Agency for International Program for Youth)

Contact: Santa Prancane, info@etwinning.lv

National eTwinning website: www.etwinning.lv

LITHUANIA

Švietimo mainų paramos fondas / Nacionalinė agentūra, atsakinga už Erasmus+

(Education Exchanges Support Foundation / National agency for Erasmus+)

Contact: Violeta Čiuplytė

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

LIECHTENSTEIN

Agentur für Internationale Bildungsangelegenheiten

Stefan Sohler (Stefan-aiba@llv.li)

LUXEMBOURG

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

Contact: Sacha Dublin

National eTwinning website: www.eTwinning.lu

MALTA

Directorate for Quality and Standards in Education

Curriculum Management and eLearning Department

Contact: Amanda Debattista, Jacqueline Frendo

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

NETHERLANDS

Europees Platform (European Platform)

Contact: Marjolein Mennes; etwinning@epf.nl

National eTwinning website: www.etwinning.nl

NORWAY

Senter for IKT i Utdanningen

(Norwegian Centre for ICT in Education)

Contact: Lisbeth Knutsdatter Gregersen

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

POLAND

Foundation for the Development of the Education System

Contact: Barbara Milewska; etwinning@frse.org.pl

National eTwinning website: www.etwinning.pl

PORTUGAL

Direção-Geral da Educação – Ministério da Educação e Ciência

(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: echipa@etwinning.ro

National eTwinning website: www.etwinning.ro

SERBIA

Foundation Tempus

Contact: Jenela Dragas (etwinning@tempus.ac.rs)

SLOVAKIA

University of Zilina

Contact: Lubica Sokolikova, Gabriela Podolanova

National eTwinning website: 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)

Contact: Maja Abramič

National eTwinning website: www.cmepius.si/etwinning.aspx

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 Bravo

National eTwinning website: www.etwinning.es

SWEDEN

Universitets- och högskolerådet.

(The Swedish Council for Higher Education)

Contact: Anders Brännstedt

National eTwinning website: www.utbyten.se

TURKEY

MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

(Ministry of National Education: General Directorate of Innovation and Educational Technologies)

Contact: Murat Yatağan

National eTwinning website: http://etwinning.meb.gov.tr

UNITED KINGDOM

British Council

Contact: eTwinning Team

National eTwinning website: www.britishcouncil.org/etwinning

Partner Support Agencies for eTwinning Plus

eTwinning Plus (plus.etwinning.net) provides a platform for schools in Europe's immediate neighbourhood, to link with schools participating in eTwinning.

The countries participating in eTwinning Plus include Azerbaijan, Armenia, Georgia, Moldova, Tunisia and Ukraine.

Each country involved in eTwinning Plus has appointed a Partner Support Agency or PSA. The role of the Partner Support Agency is to register teachers on eTwinning Plus, provide support and training for teachers on how to use the eTwinning Plus Desktop and to help teachers find suitable partner schools in eTwinning countries.

ARMENIA

The National Centre of Educational Technologies (NCET)

etwinningplus.armedu.am

Contact: Vahe Yeritsyan

AZERBAIJAN

Madad Azerbaijan

http://madad.az/etwinningplus/

Contact: Farida Abbasova

GEORGIA

The National Centre for Teachers' Professional Development (TPDC)

Contact: Teona Kupatadze

MOLDOVA

East Europe Foundation Moldova (EEF)

http://www.eef.md/

Contact: Dorina Andreev

TUNISIA

The National Centre for Technology in Education (CNTE)

www.cnte.tn

Contact: Radhi Maaoui

UKRAINE

NSBC « Ukrainskiy proriv »

www.etwinning.com.ua

Contact: Sergiy Teplov

Notes: