



HOW TO DEVELOP THE EUROPEAN AND INTERNATIONAL DIMENSION OF YOUR SCHOOL

*eTwinning,
Erasmus + staff training mobility
Erasmus + school exchange partnerships*





EDITORIAL

In its youth initiative, announced on 30 May 2017, the European Commission identifies three priority areas for action in school education for improving the quality and effectiveness of education systems in Europe:

- improving the quality of schools and inclusion within them
- maintaining teacher and head teacher excellence
- improving the governance of school education systems.

The Commission recalls that the opportunities provided by the Erasmus + programme for physical or virtual mobility for staff and pupils, school mobility partnerships and the exchange of best practice among teachers and/or head teachers make it one way of responding to the challenges facing schools in the 21st century.

Erasmus+/ Education Training Agency in France handles the funding of the Erasmus + programme actions for schools. The Canopé Network runs and coordinates eTwinning, the digital platform for schools funded by Erasmus +. This volume, “How to broaden the European and international dimension of your school”, is in the Agency’s collection and is the result of a close collaboration between the two organisations and contributions from teachers and head teachers who share their experience.

It shines a spotlight on all the opportunities offered by Erasmus +, from nursery school up to high school, for pupils, teachers, staff and head teachers in the field of general, technical or vocational education. The various factsheets contain a description of the actions, examples of best practice, case studies and first-hand accounts for developing a school strategy for international relations.

EDITORIAL

This guide is being published on the 30th anniversary of Erasmus, a perfect opportunity for reminding people that the programme is open to a very broad range of audiences. Since it was created in 1987, the Erasmus programme, which went on to become Erasmus + (2014-2020), has benefited 9 million European learners, 1 million of whom are French. For school education in France, that represents around 111,300 physical mobilities involving pupils, teachers and staff. As regards virtual mobility on eTwinning, 480,000 teachers and 180,000 European establishments have registered on the platform since 2005, which is over 50% of schools in Europe.

We hope this guide caters for your needs and we are confident that it will inspire you to go one step further and take part in this wonderful adventure of the European integration of schools and high schools!

Laure COUDRET-LAUT

Director of the Erasmus+ France / Education Training National Agency



Gilles LASPLACETTES

Acting Managing Director of the Canopé Network





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WHAT IS IT?

eTwinning est une communauté en ligne d'enseignants en Europe (470 000 en mai 2017) qui permet d'échanger entre pairs, se former à des nouvelles pratiques pédagogiques et numériques et mener des projets pédagogiques avec d'autres classes à distance via la plateforme eTwinning Live.

A network of eTwinning national support services and local contact people support the teachers and schools involved.

WHO FOR?

For contract staff in public and private schools, from nursery schools up to high schools, in all disciplines:

- > teachers
- > teacher-librarians
- > managerial staff
- > ...

Schools abroad following the French education system (AEFE/MLF) can also register as French schools



WHAT IS IT FOR?

Activities involving the exchange of practice and professional training among teachers as well as remote activities with your pupils as part of a European project with or without mobility.

When you register on eTwinning, you can:

- > look for teachers from all of the participating countries
- > design and register educational projects with a partner
- > work with your pupils in a secure project area
- > participate in online and face-to-face training programmes
- > participate in forum discussions
- > organise video conference meetings
- > get advice on your project and, in some cases, recognition (quality label, national or European award).

WHAT ADDED VALUE DOES IT OFFER?

The eTwinning platform is a vibrant community of European teachers with an innovative approach to education. You can use it for “virtual mobility” projects with very few restrictions.

eTwinning offers teachers and schools free services and tools:

- > personal guidance in project management from national support services and a local network of ‘ambassador’ teachers and academic contacts (Canopé)
- > secure digital tools (document exchange, forums, video conferencing, etc.)
- > project valorisation (competitions, labels, publication)
- > online and face-to-face training in the use of digital tools and in project-based teaching.

eTwinning does not provide funding, but acts as a support for teachers and schools applying for Erasmus + funding.

WHAT IS THE TIMEFRAME?

- Teachers may register at any time of the year.
- Online projects may be registered by the partner teachers at any time of the year and conducted for as long as they choose.
- Online and face-to-face training programmes are on offer throughout the year and may be organised in schools upon request.

WHERE DO I REGISTER?

Any teacher can register via the European website www.etwinning.net, with the e-mail address of his/her choice. It can also be accessed through the French website www.etwinning.fr.



HOW DOES IT WORK?

There are two areas on the eTwinning platform.

• eTwinning Live

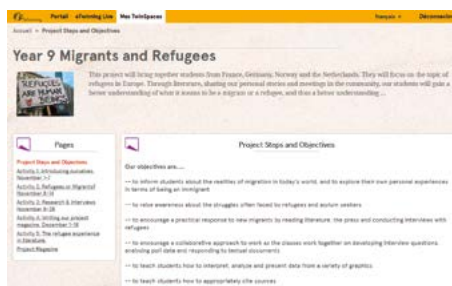
On eTwinning Live, you can meet teachers from over 40 countries, all motivated and interested in professional exchanges, professional training and setting up remote collaborative projects, in French, English, Spanish, German, etc.

You can therefore:

- > look for partners for Erasmus + mobility projects and remote eTwinning projects
- > talk to other teachers in the “Groups” pane, in the language or languages of your choice
- > enrol on online courses
- > use the video conferencing service integrated in the “Events” pane.

• The TwinSpace

The TwinSpace is the open collaborative working area for each new project registered by partner teachers on eTwinning.



The TwinSpace for the eTwinning project “Migrants and Refugees” presented later on in this publication.

The TwinSpace provides a variety of features.

- > **Sharing:** photos, texts, presentations, videos, multimedia productions made with various ICTE tools.
- > **Communication:** forums, video conferencing, messaging or chat incorporated in the TwinSpace.
- > **Publication:** creation of private or public pages for organising pupils' work or publishing the project's results.
- > **Compatibility with external tools:** possibility of using different tools on the Internet and integrating them into the TwinSpace pages.
- > **Security:** project-leader teachers deal with pupil and partner invitations, content visibility, pupil passwords, etc.

You can invite other teachers to join the project, your pupils obviously, but also parents, the head teacher, external partners and even teachers from any country in the world.



BEST PRACTICE

- Continue to look for partners proactively on the eTwinning platform: contact other teachers via the forums, their profiles or their messaging systems. Don't wait for someone to contact you first!
- Start off with a straightforward, short project (one month) to get to know your partners and try out this new way of working.
- Ask for advice from the national support services: contact@etwinning.fr



FOCUS ON: THE ETWINNING QUALITY LABELS

The quality label is a facility within the eTwinning platform for evaluating and recognising high quality projects based on criteria shared by all of the participating countries.

The quality label provides:

- > labelling for projects meeting certain quality criteria
- > an assessment of the finished project by the national support service and an assessment panel group
- > qualitative feedback for each quality label application with customised advice
- > the possibility of a local awards ceremony.

Several levels: the quality label provides access to the national competition, the European label and the European competition.



FOR FURTHER INFORMATION

- www.etwinning.fr is the eTwinning support website in France. Here you will find numerous examples of projects, a methodological guide, suggested tools and contacts for personal guidance.

- Academic contacts: find out who your academic contact and local eTwinning ambassadors are.

www.etwinning.fr/nous-contacter/contacts-academiques.html

- National Support Services: contact@etwinning.fr

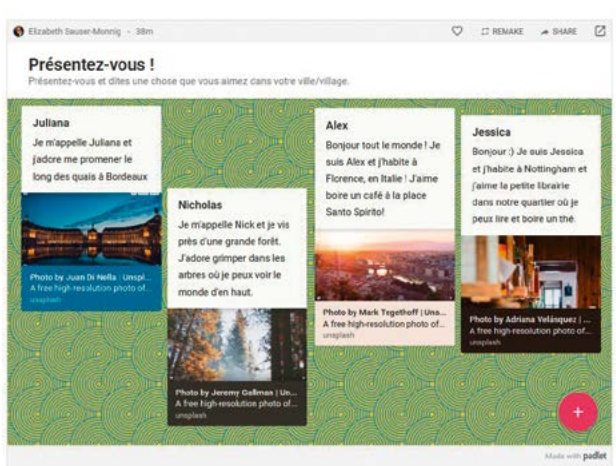
WHAT TEACHERS LIKE

The “Twinspace” project area on eTwinning offers a variety of tools. The TwinSpace is also compatible with a large number of external digital tools which facilitate communication between partners and collaborative work.

Below are a few examples of tools that teachers and pupils particularly like using in their projects.

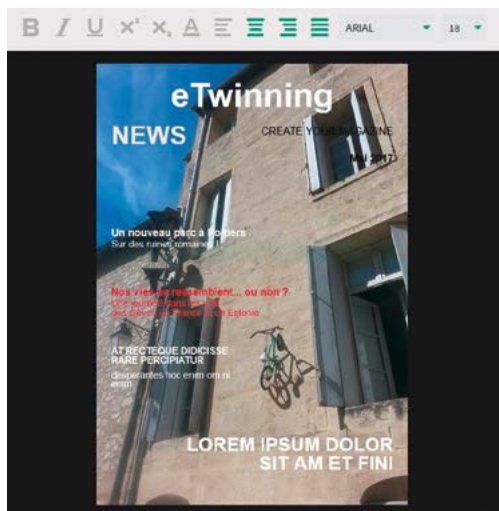
- **Padlet**

A post-it wall used as an ice-breaker where pupils introduce themselves and share their interests, leisure activities (favourite songs, etc.). Really simple and fun!



• Madmagz

A tool for creating online magazines, used for producing a collaborative end product by the partner classes. Other similar tools are Issuu and Calaméo.



• Google Docs

Tools for working collaboratively (word processing, surveys, spreadsheets, etc.), widely used by teachers for preparing a project with their partners and by pupils for conducting surveys and collaborative writing.

Below is a Google questionnaire used by pupils for the project Assessment.

A screenshot of a Google questionnaire titled "12. Evaluation - Students". The questionnaire is titled "Project evaluation : Mirror, Mirror..." and includes a note: "For checkboxes: please tick ALL the options that are true for you." Below this, there is a section labeled "Where are you from?*" with three radio button options: "France", "Italy", and "Poland". The word "Responses" is visible at the bottom left of the questionnaire area.

WHAT THE TEACHERS SAY

At the beginning of the project in September/October 2015, the 120 pupils from the four schools involved in the project (30 from each school) introduced themselves using Padlets. So they got to know their fellow pupils who they would be meeting during the four mobilities.

Alasdair Watts, English teacher

Upper secondary school du Granier, Grenoble regional education authority



CASE STUDY OF AN ETWINNING PROJECT

PROJECT TITLE

- Migrants and Refugees

PROJECT TWinspace

<https://twinspace.etwinning.net/9674/home>

PARTNER COUNTRIES

- Germany, France, Norway and the Netherlands

SCHOOLS INVOLVED (FR)

- Lower secondary school Henri-Brunet (France)
- Lower secondary school Jacques-Monod (France)

CONTACTS

- **Kristie Baldwin Segond**, English teacher
Lower secondary school Henri-Brunet, Caen regional education authority
@ Kristie.Segond-Baldwin@ac-caen.fr
- **Heather Bainbridge**, English teacher
Lower secondary school Jacques-Monod, Aix-Marseille regional education authority
@ heather.bainbridge@ac-aix-marseille.fr

YEAR(S)

- 2015-2016



THEMES

- Immigration
- Europe
- Citizenship
- Human rights.

OBJECTIVES

- > Help pupils discover the reality of migration today, explore pupils' personal experiences of immigration.
- > Raise pupil awareness of the problems encountered by refugees.
- > Promote an in-depth exploration of the subject through research, surveys and interviews with migrants.
- > Encourage a collaborative approach for the project.
- > Teach pupils to interpret, analyse and present data from graphs and to quote information sources.

SUMMARY

Pupils aged from 12 to 16, from 5 schools in 4 European countries, spent several months addressing the topic of the refugee crisis currently affecting Europe. This project gave them the opportunity to meet refugee aid agencies and ask them questions, to get as close as possible to refugees in order to understand their daily lives, to examine their own perceptions and to share their personal stories (several pupils were themselves immigrants or refugees, or had refugee parents). During the project, they tried to gain a better understanding of what was happening on their doorstep through research, meetings and reading.

The project was divided into 5 phases.

1. Introducing themselves and finding out about their partner classes.
2. Refugees or migrants? Work on perceptions and stereotypes.
3. Research and interviews: research on various aspects of the refugee crisis, preparation and conducting of interviews with migrants, organisations and a journalist.
4. Writing articles based on preceding work.
5. Reading a book on the experience of refugees: 3 classes read it, then write a review of the book and about their reactions to it.

The end product is a collaborative magazine produced with the online tool MadMagz available on eTwinning: <https://twinspace.etwinning.net/9674/home>



BEST PRACTICE

Project preparation (teachers)

- Joint planning of activities by the teachers.
- Joint schedule for all partners, teachers and pupils, visible on the TwinSpace.
- Continuous communication among the teachers to meet deadlines and adjust the schedule if necessary.
- Collaboration tools used to plan the project and stay in touch throughout the project.

Collaboration among pupils

- Joint analysis of research data.
- Brainstorming and collaborative choice of interview questions.
- Finalisation of the project in the form of a collaborative magazine to showcase the articles written by all the partner classes.

Dissemination

- All the partners apply for and obtain the national and European quality label.
- Participation in the national and European eTwinning competitions, as well as other local competitions.
- Publication of key TwinSpace pages to share the project process and results.

WHAT THE TEACHERS SAY



This project allowed me to do some in-depth work with European teachers. We had some meaningful discussions on the migrant crisis in Europe. It was more than just learning about a topic or exchanging information. The pupils had to look at this highly topical subject on several fronts: the staff, their heritage and their backgrounds, through literature and by conducting computer research on the realities of the situation. I think that as teachers, we have been held back by our own prejudices just as much.



Heather Bainbridge, English teacher

Lower secondary school Jacques-Monod, Aix-Marseille regional education authority



This project allowed pupils to talk in a secure environment about a controversial subject. Through an initial 'neutral' study of vocabulary (with the Padlet tool), we addressed stereotypes that the pupils might have held on this subject. By reflecting upon their own family histories of immigration, they were able to get a clearer picture of the reality of the crisis and put faces to the figures and statistics seen on the TV or heard on the radio. And finally, getting them to join in discussions with people outside their 'familiar' world taught them how to debate respectfully with others and defend their ideas using facts and not purely emotional reactions.



Kristie Baldwin Segond, English teacher

Lower secondary school Henri-Brunet, Caen regional education authority

WHAT THE PUPILS SAY



Through discussions in the forums, I had to learn how to argue when I didn't agree. I couldn't just say, "That's silly"; I had to express myself in good English and provide facts and details, not just opinions, otherwise the others would stop listening to me.



Félicie (élève de Kristie Baldwin Segond)

Lower secondary school Henri-Brunet, Caen regional education authority

SCHOOL STAFF TRAINING MOBILITY PROJECTS

(Key action 1)

FACTSHEET

N° 3

WHO FOR?

This opportunity is for all of the staff in a school:

- > teachers
- > librarians
- > administrative and finance staff
- > head teachers, etc.

WHAT FOR?

The school staff have the opportunity to undertake one of several forms of mobility in a country in Europe from 2 days to 2 months (travelling time not included):

- > a shadowing placement in a European organisation/school
- > a training course
- > a short teaching assignment in a school.

WHO APPLIES?

- **The school** submits the application signed by the head teacher for several teachers and/or staff mobilities.
- **The town council or the OCCE (Central Office for Cooperation in School)** submits the signed application **for public schools**. The application forms will be filled in by the teachers and the head teacher and must be signed by:
 - > the mayor
 - > or the president of the OCCE.

NB: The Agency strongly recommends that schools have the application form countersigned by the National Education Inspector (IEN) to validate its educational content.

FUNDING

The grant is calculated on the basis of unit costs (lump sums) which depend on the project's characteristics, such as destinations, number of participants and duration of the mobilities.

WHEN TO APPLY?

Every year in the autumn, the European Commission publishes a call for proposals. This document provides information on the closing dates for applications – generally in February.

Find these dates on the Penelope+ website www.erasmusplus.fr/penelope

WHERE TO APPLY?

The online application forms (eForm) are available as soon as the call for proposals is published on the website for Penelope+ project leaders:

www.erasmusplus.fr/penelope

On Penelope+, click on the applicant form › Type of project › School education mobility.



FOCUS ON: HOW TO FIND TRAINING COURSES IN EUROPE. THE SCHOOL EDUCATION GATEWAY

The European portal School Education Gateway provides schools with several tools to help them prepare their Erasmus + mobility project:

- › *an online course catalogue with training courses, shadowing placements and teaching assignment opportunities in Europe*
- › *the opportunity for your school to register as a host to receive a European teacher on a shadowing placement or to come and teach*



> *online teacher training courses via the Teacher Academy.*

For further information, please visit the website:

www.schooleducationgateway.eu

ASSESSMENT CRITERIA

- > Relevance of the project
- > Quality of the project design and implementation
- > Impact and dissemination

FURTHER INFORMATION

If you would like information about the Erasmus + programme or guidance on how to set up your project, please contact the academic delegate for European and international relations (DAREIC) in your regional education authority. The contact details of the “DAREIC” delegates in every regional education authority are available on the French Ministry of National Education website:

www.education.gouv.fr/pid33884/les-delegues-academiques-aux-relations-europeennes-et-internationales-dareic.html

There are also many resources available on the website for Penelope+ project leaders:

www.erasmusplus.fr/penelope/index.php

ETWINNING IN SCHOOL STAFF TRAINING MOBILITY PROJECTS

FACTSHEET
N° 4

eTwinning may be used at various stages in a mobility project for school education staff.

ETWINNING IN THE APPLICATION

One specific question is included in the European development plan in the application:

« Will your organisation be using one of the following tools in connection with your mobility project? eTwinning: if so, please describe how. »

ETWINNING IN THE ASSESSMENT GRID

eTwinning is also included in the Assessment grid used by the experts for school education mobility projects.

«How can eTwinning contribute to the design and implementation of the project?»

«How can eTwinning contribute to the dissemination of the mobility outcomes?»

EXAMPLES OF HOW TO USE ETWINNING IN A STAFF TRAINING MOBILITY PROJECT

- > To contribute to the language and cultural preparation via virtual discussions on the forums.
- > As a 'reporting' tool via the writing of a personal diary during the mobilities by one or all of the teachers.
- > To use the video conferencing facility provided free of charge to communicate with the host school for shadowing placements.
- > For exchanges among European teachers on the same training programme after the mobility.

- > For dissemination of practices/methods/resources to other teachers in France and Europe.
- > For development/application of the knowledge acquired in a virtual eTwinning project.
- > To identify one or more European schools with a view to preparing an Erasmus + school partnership with pupil exchanges, etc.



BEST PRACTICE

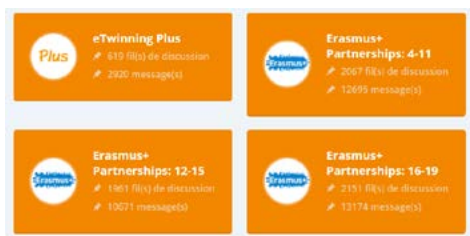
Find placements for your pupils in Europe on eTwinning

The scope of the education and vocational training sector in the Erasmus + programme provides Level IV and V trainees and pupils with the opportunity to take part in a vocational placement from 2 weeks to 12 months in another European country.

Although there is no specific section on eTwinning where you can look for vocational placements for trainee pupils, a number of teachers use the platform for this purpose.

The eTwinning platform has a small ads area for partnership requests and a search engine for teachers per country, age bracket, vocational subject and discipline, etc.

1. Under the heading “Partner forums”, place an advertisement on “Erasmus + Partnerships 16 -19” briefly indicating in the title what you are looking for, in English or in the target country language for greater visibility.





BEST PRACTICE

2. Look through the advertisements placed by other teachers by using the “Search” function with key words, preferably in English:

> Exemple : VET (Vocational Education and Training).

Erasmus+ Key Action 1 Vocational Education and Training (VET)
- By a 27 minutes - n. 14 réponses

3. In the “People” section, look for teachers who teach vocational subjects in your discipline and talk to them. If you have already conducted a project, consider contacting your former partners. The teachers in your network on eTwinning will be able to put you in touch with their local business network or suggest ways which could help you identify placements for your pupils.

4. Finally, eTwinning gives you the opportunity of creating a project with a colleague from your school and benefit from the project's TwinSpace to keep in contact with the pupils who have gone on a placement through photos, personal diaries, placement reports, resources, etc.

CASE STUDY OF A SCHOOL STAFF TRAINING MOBILITY PROJECT

FACTSHEET

N° 5

PROJECT TITLE

• « Raising nursery school pupils' awareness of spoken English and discovering a different European culture, through nursery rhymes, games and exchanges between classes, thanks to a travelling puppet and her mysterious suitcase »

SENDING SCHOOL (COORDINATOR)

• Paul-Éluard nursery school, Saint-Germain-du-Puy, Orléans-Tours regional education authority

ORGANISATION AND HOST COUNTRY

• British Study Centres Oxford, England

CONTACT

@ : ecm-paul-eluard-st-germain-du-puy@ac-orleans-tours.fr

YEAR(S)

• 2014-2015 (projet sur 12 mois)

THEMES

- Multilingualism
- Preventing early school leaving

BUDGET

• 9 735,00 €



NUMBER AND PROFILE OF PARTICIPANTS

- Three teachers from the schools, including the headmistress

TYPE OF MOBILITY

Training mobility:

- > 40 fifty-minute lessons of General English in an international group
- > 14 fifty-minute lessons on methodology for teaching non-language disciplines in English, delivered in English
- > 1 presentation of the British education system
- > 2 school visits to observe lessons in different subjects.

DURATION

- 12 days (travelling time not included)

NB : if the length of the mobility poses problems regarding replacement teachers, it can be done during the school holidays.

OBJECTIVES

- > Broaden the school's European outreach.
- > Improve the teachers' language skills and teaching practices in non-language disciplines.
- > (Re)-motivate pupils thanks to innovative learning methods (project mode) to prevent early school leaving.

PROJECT SUMMARY

• Context

An analysis of the population of Saint-Germain-du-Puy has revealed an increase in disadvantaged socio-cultural categories and the disengagement of a growing number of families with regard to school education. The difficulties the pupils have are primarily to do with spoken language and communication, including poor pronunciation and poor vocabulary, both barriers to establishing communication. A lack of motivation for academic studies has been noticed in a number of pupils. The school project and the educational, sports, cultural and outreach activities aim to solve these difficulties. This Erasmus + mobility project is in line with this school strategy.

The teachers who noticed a certain disengagement among pupils and families towards the school looked for a field of activity conducive to:

- > taking action regarding the difficulties pupils have with spoken language, communication and motivation for academic studies
- > developing their ability to open up to the world by arousing their curiosity.

• **Mobility activities**

Three of the school's four teachers who were not English specialists, went on a training mobility. They coupled a CPD course in modern foreign languages organised by the Departmental Directorate of National Education with a two-week mobility action in Oxford in December 2014.

To fulfil their project goals, the teachers had to improve their proficiency in the English language, produce a catalogue of appropriate teaching materials and find out about English schools and culture.

• **A project incorporated in the class project**

The mobility project linked up with the class project conducted over the 2014/2015 academic year which focussed on two aspects.

- > The pupils (middle and older years) and the learning: organisation of weekly entertaining workshops, contribution from an English assistant, library meetings in English, discovery of a Turkish English-speaking class on the eTwinning platform, sending the Granny Paulette puppet to Turkey, speech by the pupils in English in front of an audience during the final exhibition.
- > The teachers and the project lifespan: training measures, application in class of the practices for teaching non-language disciplines in English acquired during the course in Oxford, establishment of partnerships with the library, other classes in Saint-Germain-du-Puy and European classes via eTwinning, publishing digital versions of personal diaries, preparation of the final exhibition with the pupils, dissemination and sustainability of the project's results

• **The end result of the class project**

The final exhibition "Let's Have Fun in English with Granny Paulette", at the Saint-Germain-du-Puy public library, enabled the pupils to show the public that they are able to take part in short conversations in English, both understanding and producing. A large number of their families came to the exhibition. The teachers presented their year's work to the pupils' parents and all of the project partners.



BEST PRACTICE

The teachers' mobility was a defining feature of a more global project, itself part of an eTwinning project and which involved all of the educational community.

The teachers benefited from training in how to use eTwinning, which enabled them to develop their digital skills. By the end of the eTwinning project, they had acquired new linguistic, professional, digital and cultural skills.



Poster for the project's final exhibition produced with the pupils at the Saint-Germain-du-Puy public library

WHAT THE TEACHERS SAY



One of the aims of this exhibition was to encourage other nursery schools to give it a try and speak different languages and explore foreign cultures through play via the Erasmus + programme. Ten classes from Saint-Germain-du-Puy schools came to see the exhibition and were able to try out the games on hand.



Sylvie Sagnet, headmistress

Paul-Éluard nursery school, Orléans-Tours regional education authority

SCHOOL EXCHANGE PARTNERSHIP PROJECTS

(Key action 2)

FACTSHEET

N° 6

WHO FOR?

Schools in Europe and more specifically for pupils and teachers.

WHAT FOR?

Educational projects with the pupils, teachers and teaching staff in several European schools.

At least two European schools are required with a maximum of six partner schools.

Several types of mobility are possible under this initiative, including:

- > short-term mobilities for groups of pupils accompanied by school staff (3 days - 2 months, excluding travelling time)
- > long-term mobilities for pupils aged 14 and over (2 - 12 months)
- > long-term teaching mobilities for staff (2 – 12 months)
- > exchanges of practice among staff from partner schools (3 days – 2 months).

WHO APPLIES?

The coordinating school downloads, fills in and submits the application for all the partner schools.

FUNDING

Erasmus + funding is limited to €16,500 per year, per school.

WHEN TO APPLY?

Every year in the autumn, the European Commission publishes a call for proposals. This document provides information on the closing dates for applications – generally in March.

Find these dates on the Penelope + website: www.erasmusplus.fr/penelope

WHERE TO APPLY?

For French coordinating schools, as soon as the call for proposals is published, the online application forms (eForm) are available on the Penelope+ website for Erasmus + project leaders: www.erasmusplus.fr/penelope

ASSESSMENT CRITERIA

- > Relevance of the proposal
- > Quality of the project design and implementation
- > Quality of the project team and the cooperation arrangements
- > Impact and dissemination



FOCUS ON: HOW TO FIND SCHOOLS IN EUROPE? ETWINNING

The eTwinning platform offers schools a forum for finding Erasmus + partners. How do you do this?

- 1. Create an account on www.eTwinning.net, the eTwinning registration portal.*
- 2. Log in to your eTwinning account.*
- 3. Click on the 'Partner forums' tab organised by type of partnership and by pupil age.*
- 4. You can either reply to an advertisement already placed or write and post your own advertisement – be proactive!*

The screenshot shows the eTwinning Live website interface. At the top, there is a navigation bar with 'eTwinning Live' logo and menu items like 'PERSONNEL', 'ÉVALUATIONS', 'PROJETS', 'ÉCHANGES', 'FORUMS PARTENAIRES', and 'FORUMS/CONTENU'. Below the navigation bar, there are four orange boxes representing different project categories:

- eTwinning Plus**: 519 fil(s) de discussion, 2340 messages
- Erasmus+ Partnerships: 4-11**: 2067 fil(s) de discussion, 12880 messages
- Erasmus+ Partnerships: 12-15**: 1361 fil(s) de discussion, 10671 messages
- Erasmus+ Partnerships: 16-19**: 2151 fil(s) de discussion, 11314 messages

Below the screenshot, there is a text box with the following text:

There is a tutorial on the French support website www.etwinning.fr to help you find one or more European partners.

FURTHER INFORMATION

If you would like information about the Erasmus + school exchange partnerships or guidance on how to set up your project, please contact the academic delegate for European and international relations (DAREIC) in your regional education authority. The contact details of the “DAREIC” delegates are available on the French Ministry of National Education website:

www.education.gouv.fr/pid33884/les-delegues-academiques-aux-relations-europeennes-et-internationales-dareic.html

There are also many resources available on the website for Penelope+ project leaders: www.erasmusplus.fr/penelope

PRIORITIES

Erasmus + is a programme which supports public policies on education and meets national and European priorities. In particular:

1. the inclusion of people with disabilities into society
2. preventing early school leaving
3. preventing illiteracy
3. the development of soft skills and key competencies.

Establishments in priority education networks are particularly encouraged to apply for the programme.

ETWINNING IN SCHOOL EXCHANGE PARTNERSHIP PROJECTS

FACTSHEET
N° 7

eTwinning may be used at various stages in an Erasmus + school exchange partnership project, from when you start preparing the application and beyond the project funding period.

Many eTwinning remote-only projects develop into Erasmus + school exchange partnership projects.

eTwinning is mentioned in the Assessment grid used by the experts in two of the four areas for evaluating an application.

1. QUALITY OF THE PROJECT TEAM AND THE COOPERATION ARRANGEMENTS

Extracts from the assessment grid:

« The application explains if and how the eTwinning platform will be used to facilitate the implementation of the project »

EXAMPLES

- To look for reliable partners on the eTwinning platform.
- For an initial experience via a short-term project with the partners to get acquainted and develop ways of working remotely.
- To maintain regular contact among the teachers for steering the project and sharing key documents in the TwinSpace. To publish the stages, productions and activities of the project in the TwinSpace.
- To participate in exchanges between European pupils, including those who are not taking part in a mobility:
 - > from becoming acquainted to sharing knowledge of both culture and language and undertaking remote collaborative activities, etc.
 - > sharing activities undertaken by pupils during the mobilities with the pupils who stayed in their school.

WHAT THE TEACHERS SAY

• While preparing the project

eTwinning is a place where you can find both projects and partners. It's a working environment and a place for contacting people when you're setting up a project. It's a preliminary stage for assessing respective abilities for working as a team to the point where actual contractual mobilities take place.

**Thierry Vanpevenage, history and geography teacher
who teaches his subjects in English**

Upper secondary school La Salle Saint-Charles, La Réunion regional education authority

• For communicating

eTwinning enables ongoing collaboration between pupils. They work together between the mobilities and are therefore constantly immersed in the project theme. They therefore become more deeply involved.

In addition, the relationships created online are strengthened when they meet and the remote work they have carried out is reflected in practical terms.

For teachers, using the TwinSpace for working involves joint pedagogical planning for creating identical activities in each country. This enables you to bond as a teaching team and exchange practice.

Natacha Hansen, English teacher

Upper secondary school Camille-Sée, Strasbourg regional education authority

• For monitoring the project

The teacher area helps us put together our schedule and alter it. Set tasks. And above all, come to an agreement and discuss (e-mails, chats depending on the time difference). There are off-site links to Google Calendar and Google Drive (collaborative writing). You can create groups on it. And finally, it's a place where pupils can find and meet up with fellow pupils from abroad who are involved in the project.

**Thierry Vanpevenage, history and geography teacher
who teaches his subjects in English**

Upper secondary school La Salle Saint-Charles, La Réunion regional education authority

2. IMPACT AND DISSEMINATION

Extracts from the assessment grid:

« **The application explains if and how the eTwinning platform will be used to facilitate the dissemination of the project's results.** »

« **The application explains if and how the eTwinning platform will be used to promote the sustainability of the project.»**

EXAMPLES

- Use eTwinning as a free digital showcase by publishing the project.
- Use the free digital tools to add value to your project, such as the blog tool, document sharing, video production, creation of digital magazines, etc.
- Apply for a national quality label. It is a guarantee of quality and provides access to the national eTwinning competition, the European quality label and the European eTwinning competition.
- Enter the national eTwinning competition: it is held every year for project leaders who have been awarded a national quality label. Among the nine categories, a special Erasmus + category is offered jointly by the eTwinning France National Support Service and the Erasmus + Agency. An awards ceremony is organised in the premises of the Ministry of National Education with many stakeholders from the education sector.

WHAT THE TEACHERS SAY

• Regarding dissemination

Because all the work is gathered together on a single platform, the TwinSpace, it means we can provide internal links to colleagues and interested families. We only make certain work public, in accordance with image rights authorisations mainly, and we display the links to these public pages on the school website.

Laurence Couvreur, English teacher

Lower secondary school Pasteur, Reims regional education authority

• Regarding project sustainability

It becomes a very important tool for keeping the project alive and maintaining contact with partners.

This has been an extraordinary eye-opening pedagogical experience for my team of teachers and an indispensable tool for the project.

Odile Pouchol, English teacher

Upper secondary school Notre Dame, Grenoble regional education authority

CASE STUDY OF A SCHOOL EXCHANGE PARTNERSHIP PROJECT

FACTSHEET
N° 8

PROJECT TITLE

- Employability : A Challenge for Youth, Dreams and Reality

PROJECT TWinspace

<https://twinspace.etwinning.net/751/home>

SCHOOL IN FRANCE (PARTNER)

- Upper secondary school Camille-Sée, in Colmar, Strasbourg regional education authority

PARTNER COUNTRIES

- Italy (coordinator), Greece, Romania, UK, Spain and Turkey.

CONTACT

Natacha Hansen, English teacher

Upper secondary school Camille-Sée, Strasbourg regional education authority

@ Natacha.Hansen@ac-strasbourg.fr

DATES

- September 2014 - June 2016

THEMES

- Careers guidance
- Digital technology
- Citizenship



OBJECTIVES

- > Analyse the labour market situation before and after the economic crisis in the different countries represented in the project.
- > Consider whether academic preparation is in line with the labour market.
- > Compare the hopes and desires of young European pupils with the reality of the labour market.
- > Encourage careers guidance work and develop pupil confidence with regard to the future.

SUMMARY

This school mobility partnership took as its subject employability and the world of work as seen by youngsters from seven partner countries. The themes covered included the partners' mutual discovery, dreams for the future, research and analysis of the economic situations of the different partner countries, meetings with companies, etc. The end product was the production of a collaborative manifesto entitled "The Manifesto of the Young European", in the form of a magazine, which was presented to the European Parliament in Strasbourg during the final mobility. As the project activities were of an interdisciplinary nature, they involved, in France, English teachers, history and geography teachers and economic and social science teachers.

Throughout the project, the teachers gave their pupils the chance to work remotely, in national and transnational teams, with the work reflected in practical terms in transnational teams during mobilities. This mixed arrangement meant all the pupils remained engaged throughout the duration of the project.

This highly productive and intense project managed to combine intensive remote work using eTwinning and face-to-face meetings during mobilities.

The work can be viewed here: <https://twinspace.etwinning.net/751/home>



BEST PRACTICE

For pupils on eTwinning

- The pupils introduced themselves on a virtual wall and looked at the presentations of other European pupils.
- They answered a quiz following the partner pupil presentations.
- They met each other virtually and were able to forge relationships throughout the project.

Constantly involve the pupils: BEFORE THE MOBILITY

Involve all the pupils in the preparatory activities for the mobility by getting them to:

- > share data
- > participate in forums
- > prepare documents for sharing during the mobility.

Constantly involve the pupils: AFTER THE MOBILITY

- Share the documents presented by each delegation during the mobility on eTwinning – available to all.
- Create quizzes, enable the appropriation of information even when pupils have not physically taken part in mobility (constant pupil involvement).
- Make use of the documents in lessons.

Be active between mobilities and prepare them together: BETWEEN MOBILITIES

- Create a joint questionnaire (all project pupils).
- Use the questionnaire in each country before the mobility (all project pupils).
- Use and analyse the results together during the mobility.
- Write together a section of the end product to which all the participants will have contributed. In the case of this project, it involved writing “The Manifesto of the Young European”.



WHAT THE TEACHERS SAY



I would strongly encourage all Erasmus + project leaders and participants to use eTwinning to give meaning to the collaboration and fully incorporate the project into the pupils' everyday lives, thereby constantly involving all the participants.



Natacha Hansen, English teacher

Upper secondary school CamilleSée, Strasbourg regional education authority



The “Employability: A Challenge for Youth, Dreams and Reality” project entered and won the national eTwinning competition for the Erasmus + category. In this photo, Natacha Hansen, an English teacher in the Strasbourg regional education authority, and her pupils are being awarded their certificate by Jean-Luc Prigent, Chief of Staff at the French Erasmus+ National Agency for Education and training during an official ceremony organised with the Ministry of National Education.

RESOURCES

BIBLIOGRAPHY

EUROPEAN COMMISSION – DGEAC – 2017
Erasmus + programme guide



EUROPEAN COMMISSION – DGEAC – 2017
Erasmus +: a practical guide for head teachers
<http://bookshop.europa.eu/fr/take-two-pbNC0714045>



ONLINE RESOURCES

Support platform for Erasmus + Penelope + project leaders

www.erasmusplus.fr/penelope

Appel à propositions 2017 : déposer votre candidature

Vous souhaitez organiser des mobilités ou monter un projet de coopération Erasmus? Pour chaque type de projet, vous trouverez une fiche descriptive, des informations et des ressources pour vous guider dans le dépôt de votre candidature.

Où aller, quel est l'objectif ?

Les projets de mobilité peuvent être commandés uniquement des services de formation ou de stages pour les étudiants. Ils peuvent ou ne peuvent pas être commandés par un seul organisme ou un groupe d'organismes en consortium.

Les établissements peuvent aussi être commandés indépendamment de plusieurs organismes permettant d'échanger des expériences et des pratiques ou de développer des partenariats pédagogiques innovants à forte valeur ajoutée.

Les associations sont des acteurs clés pour permettre aux "Erasmus supérieurs" ou la Formation professionnelle.

Pour plus d'infos sur les projets, une sélection par secteur de l'éducation, de la formation et de la jeunesse.

| Organiser la mobilité | Échanger des bonnes pratiques |
|---|---|
| Mobilité de l'enseignement supérieur 2017 | Partenariats entre établissements scolaires universitaires 2017 |
| Mobilité de l'enseignement de la formation professionnelle 2017 | Partenariats de l'enseignement supérieur 2017 |
| Mobilité de l'enseignement supérieur 2017 | Partenariats de l'enseignement de la formation professionnelle 2017 |
| Mobilité internationale de crédits 2017 | Partenariats de l'éducation des adultes 2017 |
| Mobilité de l'éducation des adultes 2017 | |

First-hand accounts on the “Erasmus Generation” YouTube channel

<https://www.youtube.com/user/GenerationErasmus>

Génération Erasmus

Actualité Vidéos Photos Chaînes Découvertes Épingles

Erasmus + à 30 ans - @GenerationErasmus

Erasmus + à 30 ans - @GenerationErasmus

Erasmus + à 30 ans - @GenerationErasmus

Erasmus + à 30 ans - @GenerationErasmus

Erasmus + à 30 ans - @GenerationErasmus

eTwinning France website

www.etwinning.fr

eTwinning en Europe, c'est :

| | | |
|-------------------------|--------------------------------|-----------------------------------|
| 55395 projets actifs | 431874 enseignants inscrits | 171940 établissements inscrits |
|-------------------------|--------------------------------|-----------------------------------|

Tutorials on the “eTwinning France” YouTube channel

<https://www.youtube.com/channel/UCLi69rs77Y93l2S1dfLufNQ>



“Erasmus Generation” website

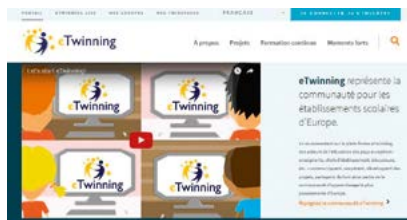
www.generation-erasmus.fr



EUROPEAN COMMISSION

eTwinning EU website

www.etwinning.net



EUROPEAN COMMISSION

School Education Gateway platform

www.schooleducationgateway.eu



2. ETWINNING

▶ ETWINNING NATIONAL SUPPORT SERVICE (CANOPÉ NETWORK):

The eTwinning France National Support Service is responsible for eTwinning in France. If you need help, please contact:

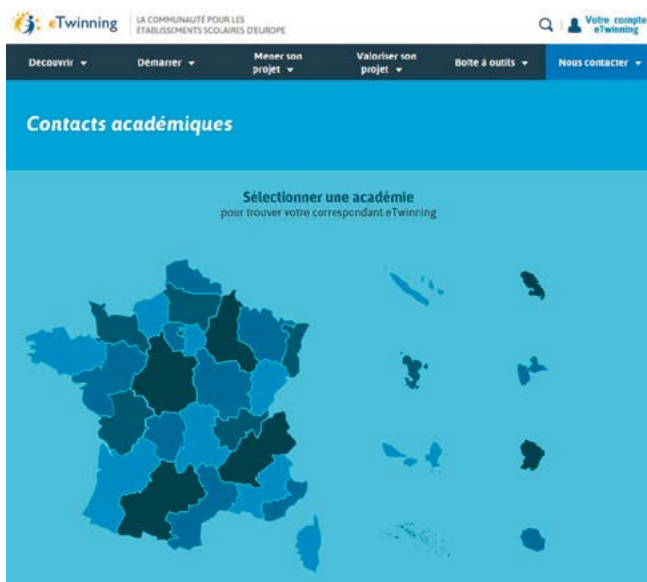
contact@etwinning.fr

▶ ETWINNING IN YOUR REGIONAL EDUCATION AUTHORITIES

The eTwinning academic contacts (CORAC) in the regional Canopé are responsible for guiding and training teachers in how to use eTwinning at a local level. They work with the DAREIC delegates who can also help you.

A network of eTwinning ambassadors is also available in the regional education authorities to guide you. These ambassadors are teachers who have already conducted eTwinning projects and sometimes Erasmus + projects and are willing to share their experiences and support their peers.

www.etwinning.fr/nous-contacter/contacts-academiques.html



GUIDE DESIGN

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