



European
Commission



Exploring the impact of eTwinning in early childhood education and care and initial vocational education and training

Summary report 2022

#eTwinning

Erasmus+

Enriching lives, opening minds.



Sport
Jean Monnet
Youth
Higher education
Vocational education and training
Adult education

School education

Erasmus+

Luxembourg: Publications Office of the European Union, 2022

Print	ISBN 978-92-9484-935-9	doi:10.2797/889	EC-09-22-118-EN-C
PDF	ISBN 978-92-9484-987-8	doi:10.2797/892365	EC-09-22-118-EN-N
EPUB	ISBN 978-92-9484-955-7	doi:10.2797/855	EC-09-22-118-EN-E

© European Union, 2022

This publication was written by Nikolaos Mouratoglou, Anne Gilleran, Irene Pateraki and Santi Scimeca from the eTwinning Central Support Service operated by European Schoolnet (EUN Partnership) under a contract with the European Education and Culture Executive Agency, funded by the European Union. The opinions expressed are those of the contractor only and do not represent the contracting authority's official position.

The reuse policy of European Commission documents is implemented by Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39). Unless otherwise noted, the reuse of this document is authorised under the Creative Commons Attribution 4.0 International (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed provided appropriate credit is given and any changes are indicated.

For any use or reproduction of elements that are not owned by the European Union, permission may need to be sought directly from the respective rightsholders. The European Union does not own the copyright in relation to any images that do not carry the copyright indicator © European Union.

Credits

Cover photo: © Rawpixel.com, Industrieblick - stock.adobe.com

Other photos: © Phovoir, Andrey Kuzmin - stock.adobe.com

Graphic design: Cecilia Brugnoli

Exploring the impact of eTwinning in
early childhood education and care
and
initial vocational education and training

Contents

Key findings and recommendations	6
Findings.....	6
Recommendations.....	7
1. Introduction	8
2. Early childhood education and care	10
2.1. Professional development.....	10
2.2. National policies on continuing professional development.....	11
2.3. Participants' needs.....	12
2.4. Educational practice and pedagogy	14
2.5. National curriculum and eTwinning.....	16
2.6. Impact of eTwinning on wider ECEC school/service practices.....	17
3. Initial vocational education training	19
3.1. Professional development.....	19
3.2. National policies on continuing professional development.....	20
3.3. Participants' needs.....	21
3.4. Educational practice and pedagogy	22
3.5. National curriculum and eTwinning.....	25
3.6. Impact of eTwinning on wider IVET school/ institution practices	26
Conclusions	27

Key findings and recommendations

Findings

- The majority of early childhood education and care (ECEC) and initial vocational education training (IVET) respondents reported **a significant positive impact of eTwinning on their pedagogical, professional, and technological skills and practices.**
- Both groups indicated that **eTwinning has had a positive impact on the motivation, interest in new technologies and collaboration of children/learners.**
- The ECEC staff reported that eTwinning supports **children's emotional and social readiness to continue in primary school.**
- The IVET staff said that eTwinning mostly impacts **learners' digital practices in terms of collaboration and communication.**
- Both groups stated that they are **encouraged to participate in both formal and less formal professional development (PD) activities** since they are free of charge, promote collaborative work, provide a Europe-wide/international perspective, and mainstream innovative and current topics, best practices and real-world examples.
- The **types of recognition available in eTwinning are perceived as useful in respondents' work**, in particular the certificates that are provided upon completion of the PD activities and the European and National Quality Labels.
- Both groups reported that **eTwinning is in line with topics and/or pedagogical approaches in their national curriculum.**

Recommendations

- **eTwinning should be further deployed and integrated into teachers' daily practice and, at a wider level, in their national education policies.** Most ECEC and IVET respondents reported that participating in continuing professional development (CPD) is compulsory in their country. Therefore, **the official recognition of eTwinning PD activities and eTwinning projects** that have received National/European Quality Labels **as ways to fulfil national CPD requirements would be highly valued by eTwinners and would reinforce eTwinning's capacity to attract new users.**
- Considering that for IVET learners the impact of eTwinning was perceived to a lesser extent, **the component IVET subjects should be strengthened in eTwinning project work and move beyond learners' transversal competencies.**
- eTwinning should be used as a place where staff in ECEC and primary education can collaborate via eTwinning projects with the aim of **facilitating children's transition from ECEC to primary education.**
- IVET schools/institutions and ECEC schools/services should collaborate with research organisations and CPD providers to **support action research to evaluate the impact of teachers' practices who are active in eTwinning.**
- In IVET, Erasmus+ promotion was one of the main sources of information for eTwinning, showing that promoting eTwinning within the context of Erasmus+ might enhance participants' understanding. **A stronger collaboration and coordination with Erasmus+ National Agencies and ministerial communication channels may potentially maximise eTwinning's visibility.**
- Both groups reported that the **Ministries of Education, the international and pedagogical coordinators, and representatives of local education authorities** are perceived as less influential stakeholders for promoting eTwinning. This implies that **higher levels of engagement from these stakeholders could contribute to mainstreaming eTwinning at national and regional level**, and provide support and recognition to the staff who are active in eTwinning.

1. Introduction

The focus of the 2022 quantitative monitoring report is to investigate the impact of eTwinning on staff working in early childhood education and care (ECEC) and initial vocational education and training (IVET). More specifically, the aim of the report is to:

- investigate the impact of eTwinning on the work of ECEC and IVET staff;
- identify which elements of eTwinning are important for ECEC and IVET staff;
- identify which elements are missing or could be further implemented to address the needs of these two audiences;
- highlight potential synergies that could be established or strengthened with national policies and activities to better respond to the needs of ECEC and IVET staff.

The survey involved developing a questionnaire based on questions used in previous eTwinning monitoring reports addressed to the general eTwinning population, with all necessary adjustments including additional sections and items to address the specific audiences. The questionnaire had 45 closed-ended questions for ECEC respondents and 48 for IVET respondents and took an average of 20 minutes to complete. The survey was available for approximately two months and was shared via the Central Support Service and the National Support Organisations across the eTwinning channels, yielding 2 108 valid responses from 40 countries. The number of responses varied significantly for different countries, meaning that they may not represent the eTwinning population at country level. Similarly, since the sample is not randomised, as respondents filled in the survey

on a voluntary basis after a public call, it cannot be assumed that the results are representative of the entire eTwinning population for the two audiences. The data for each audience has been treated separately so that the answers represent the target population.



The survey consisted of three main sections:

- respondents' background information;
- information about the ECEC service / IVET school in which respondents work;
- the main body of the survey, which included the following subsections: professional development (PD), national policies on continuing professional development (CPD), participants' needs, educational practice and pedagogy, national curriculum and eTwinning, and impact of eTwinning on wider IVET school / ECEC service practices.

After introducing the aim, the methodology and the target audiences in this chapter, the second and third chapters present selected survey results for the ECEC and IVET staff respectively. The report ends with a chapter that draws some conclusions. A full report is available for download on the eTwinning Portal.



2. Early childhood education and care

The study addressed 1 080 ECEC eTwinners mainly working with children over the age of three. Approximately 13 % of respondents are eTwinning Ambassadors and 41 % work in an ECEC school / service that has been awarded an eTwinning School Label.

2.1. Professional development

Overall, the majority of respondents who have participated in formal and less formal PD eTwinning activities perceived their involvement as extremely or very useful for their work (Figure 1).

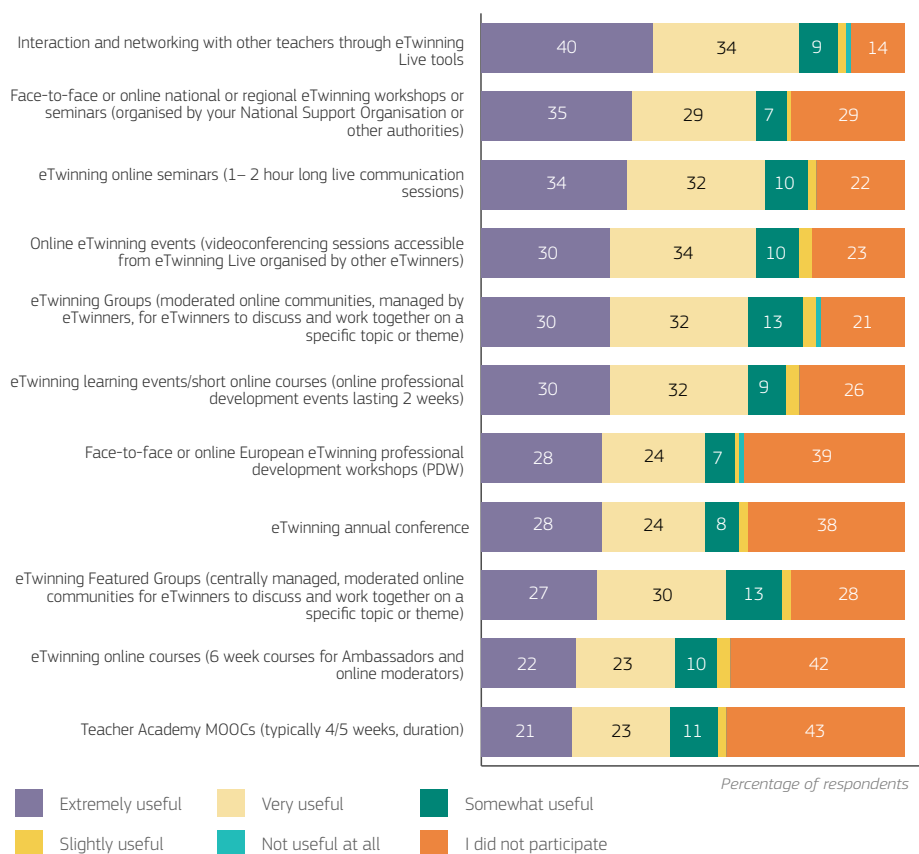


Figure 1: Perceived usefulness of eTwinning PD activities

The less formal PD activities are perceived as useful by most respondents: 74 % of them found networking in 'eTwinning Live' extremely or very useful for their work, and this is the most valued area among participants. This was followed by online eTwinning events organised by other eTwinners, eTwinning Groups and eTwinning Featured Groups. These findings suggest that less formal PD activities are considered particularly useful as they are linked to a peer-learning approach developed within the eTwinning community, even though no formal recognition is provided. Among the formal PD activities attended, webinars and face-to-face or online national/regional workshops and seminars have the highest satisfaction rates, followed by eTwinning short online courses and face-to-face or online professional development workshops.

2.2. National policies on continuing professional development

The majority of respondents reported that participation in CPD is compulsory in their country, either in a mandatory form with a specified minimum time requirement, or as a professional duty without such requirement. Moreover, most respondents stated that PD opportunities in their countries are accessible and officially recognised and that there is an established national policy for the CPD of ECEC staff. In terms of the motivation and/or recognition offered by eTwinning, most respondents indicated that all the available types are useful in their work. The certificates provided upon completion of PD activities had the highest rate, followed by European Quality Labels and National Quality Labels. Regarding certificates, in another survey item, 34 % of participants stated that the certificates provided by eTwinning are useful for their work in terms of providing tangible benefits (e.g. career progression, slight salary increase).

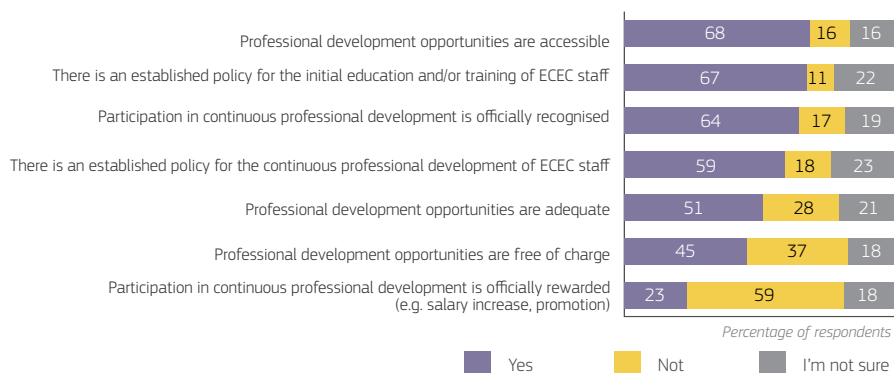


Figure 2: Perceived aspects of national policies regarding participation in CPD

Respondents were also asked to indicate their agreement/disagreement regarding eTwinning's contribution to priorities in ECEC. As illustrated in Figure 3, 96 % of participants agreed or strongly agreed that eTwinning supports staff to work as part of a team and recognises the diverse cultural and social backgrounds of the children. Moreover, eTwinning allows children and families to be treated with respect and promotes each child's development and learning. Additional positive aspects are staff awareness of the impact of their practices on children, the openness of the ECEC school/service in terms of working with the local community, keeping children safe and supporting their transition into/from ECEC settings.

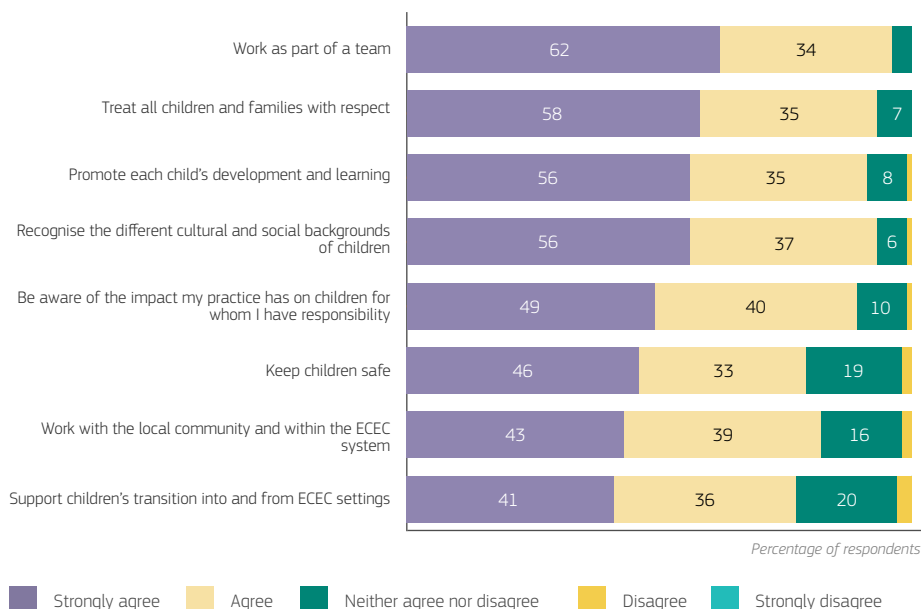


Figure 3: Perceived contribution of eTwinning to ECEC priorities

2.3. Participants' needs

ECEC respondents reported an interest in PD relating to teaching and learning methodologies, subject-based topics and new methods for assessing children, with the respective percentages ranging between 63 % and 69 % of the responses. Equally attractive PD areas refer to competence-based topics that are relevant to all subjects, language-learning methodologies (e.g. content and language integrated learning), and other multilingual and inclusive approaches to learning. ECEC school/service development and

leadership and children's transition into and from ECEC settings had lower response rates.

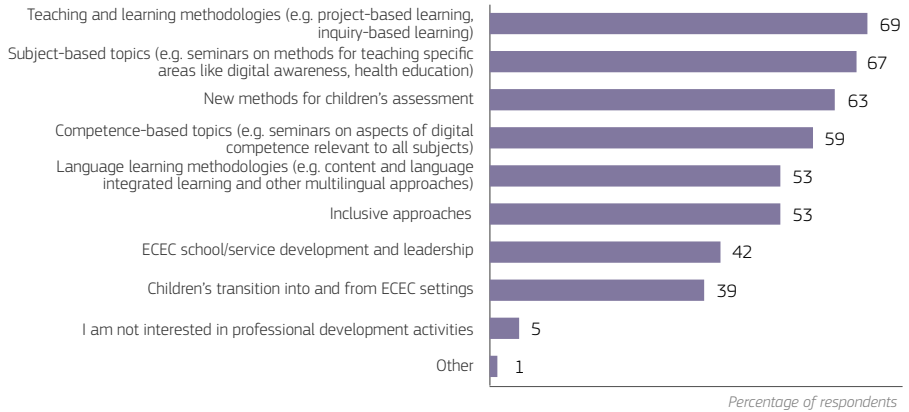


Figure 4: Areas of future PD activities

PD is not the only area that is associated with participants' needs. Figure 5 illustrates respondents' perspectives on the extent to which the seven areas of eTwinning meet their needs. Overall, all seven areas gathered mostly positive responses (totally meets them / meets them a lot), ranging from 70 % to 82 %. The two top-rated areas were the TwinSpace projects and recognition, followed by PD and practices/examples offered by eTwinning. Networking, community features, and pedagogical and technical support from National Support Organisations also emerged as areas that support ECEC staff needs.

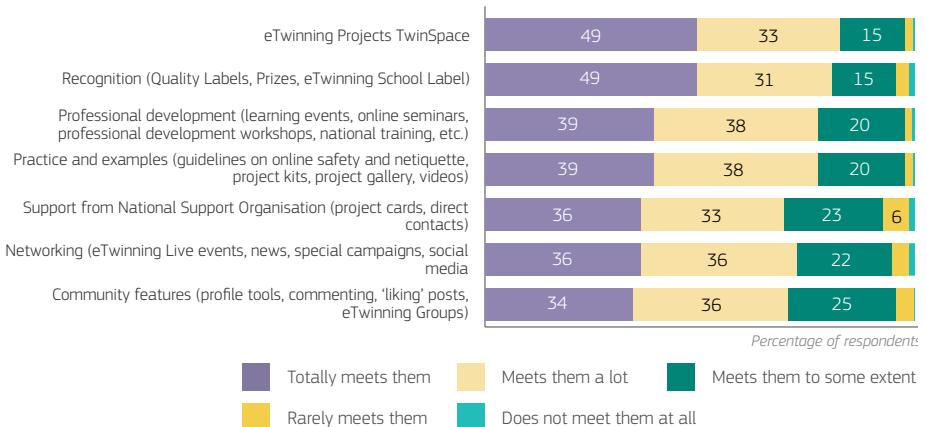


Figure 5: Perceived contribution of eTwinning to ECEC staff needs

2.4. Educational practice and pedagogy

As shown in Figure 6, an overall average of 75 % of respondents state that eTwinning has had a major or large positive effect on all the pedagogical skills and practices offered. It is not surprising that the skills and practices that were positively affected for the majority of respondents, between 79 % and 84 %, were their collaborative skills (while working with professionals in other areas), project-based skills, ability to teach cross-curricular skills (e.g. teamwork, creativity, problem solving, decision-making), technological skills and pedagogical competencies.

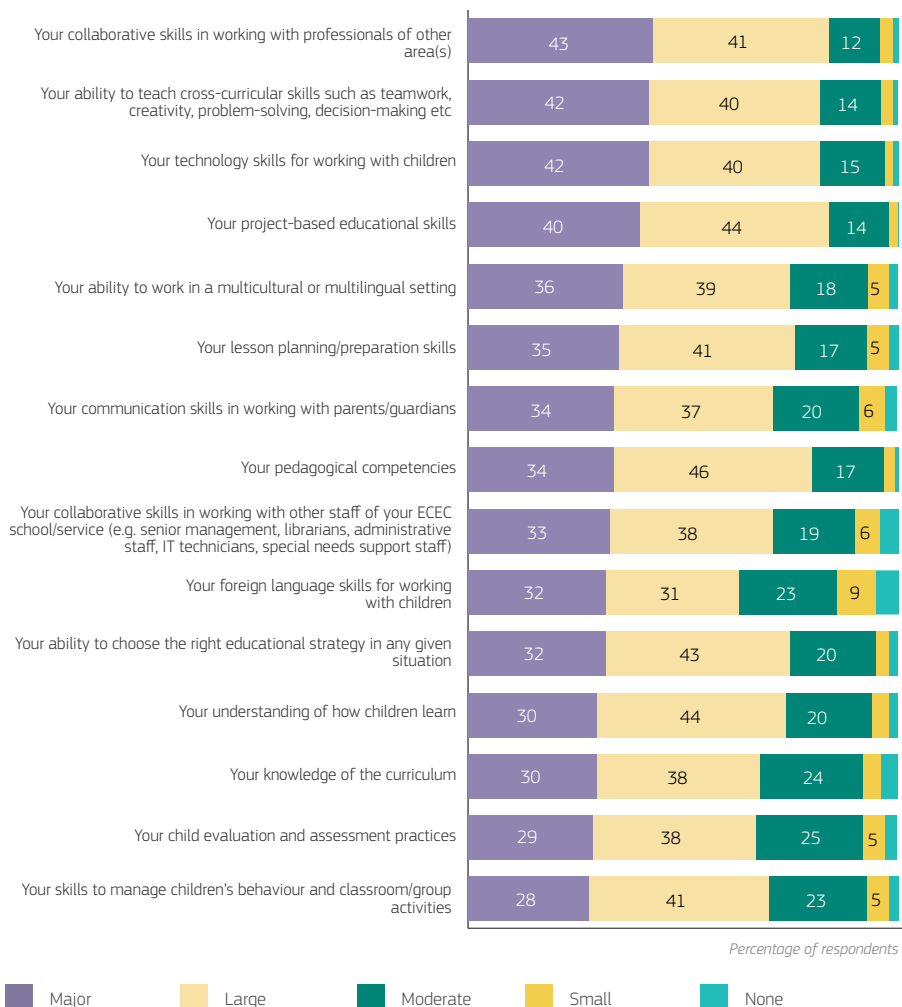


Figure 6: Perceived impact of eTwinning on pedagogical skills and practices

The majority of respondents also reported that eTwinning has had a positive impact on their lesson planning / preparation skills and their ability to choose the right educational strategy in any given situation and work in a multicultural/multilingual setting. Additional skills reported to have been improved via eTwinning include staff's ability to better understand how children learn, their collaborative skills in working with other staff in the ECEC school/service, and their communication skills with parents/guardians.

Respondents were also asked to indicate whether they perceived a positive impact of eTwinning on various aspects related to children's learning and competence development. Overall, an average of 80 % of respondents stated that eTwinning has a major or large impact on children's learning (Figure 7). In particular, the more commonly reported areas to have benefited from eTwinning include the increase in motivation among children and an increase in their interest in new technologies. Additionally, eTwinning was perceived to positively impact children's participation in classroom/group activities and their motivation to participate in activities and collaborate with each other, which eventually improves personal relations among children. 81 % of respondents also indicated that eTwinning better prepares children for continuing in primary school by supporting their emotional and social readiness and developing their autonomy and ability to take responsibility for their own learning (79 %).

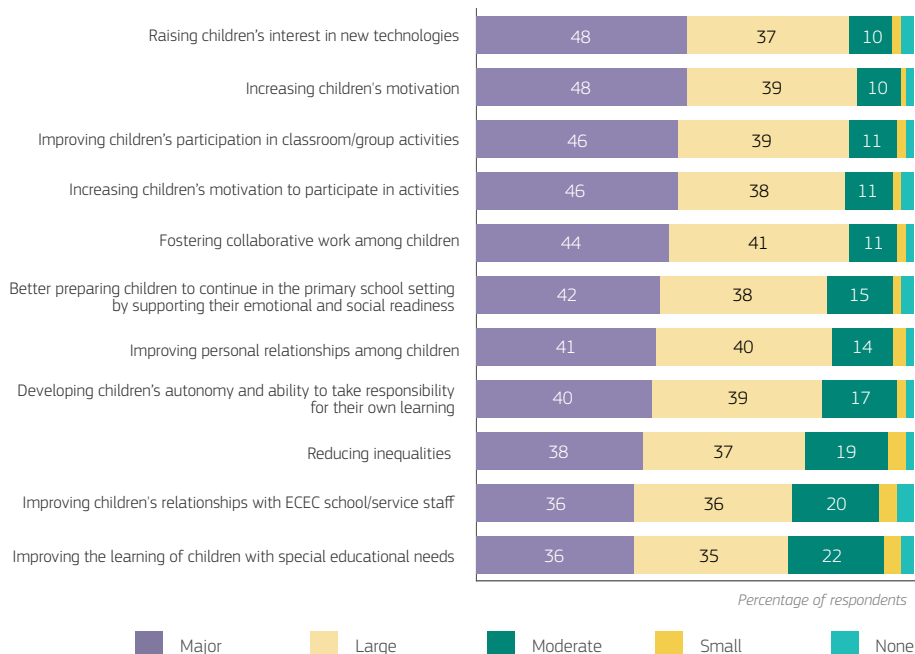


Figure 7: Perceived impact of eTwinning on aspects of children's learning

2.5. National curriculum and eTwinning

An overall average of 82 % of respondents indicated that eTwinning projects support them ‘a lot’ or ‘quite a bit’ in relation to their national priorities. Respondents stated that eTwinning projects provide support by encouraging the use of ICT tools in the learning process, endorsing authentic, collaborative, and experiential learning, and developing international projects. eTwinning projects assist teachers in promoting child-centred approaches, collaborating with children, colleagues, and parents, and reflecting on their own pedagogical practices. Likewise, eTwinning supports them in adopting a competence-based approach to children’s learning, and children’s use of ICT tools is encouraged. A significant number of participants also acknowledged that they are in a position to provide space for addressing children’s social, emotional, cognitive and physical development and wellbeing, along with opportunities for collaborating with parents and colleagues in other children’s services via eTwinning projects. Interestingly, almost 75 % of respondents reported that they are able to develop synergies with local, regional and national stakeholders via eTwinning projects.

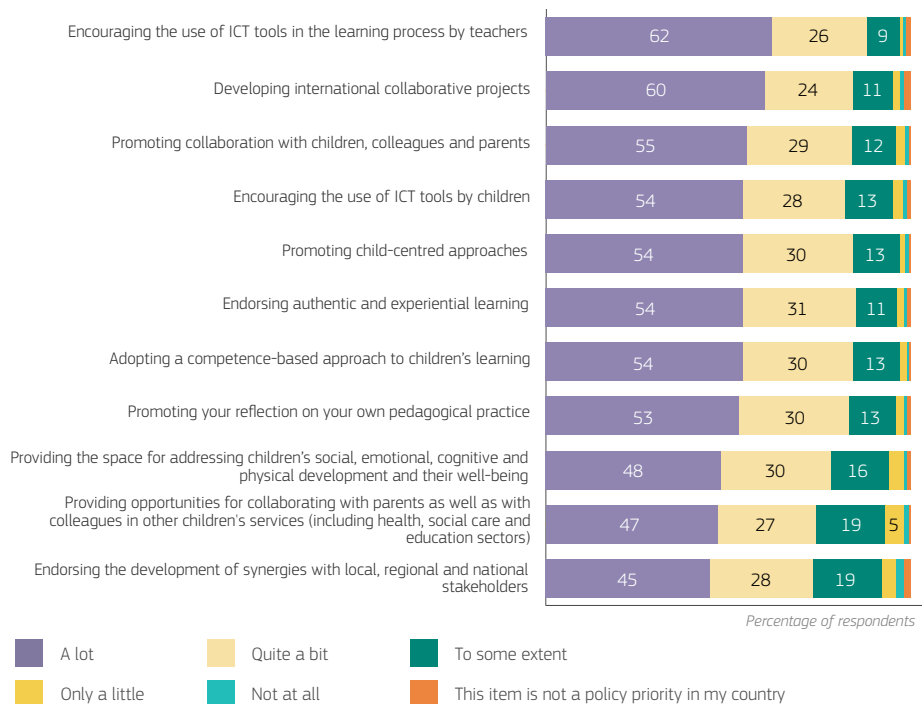


Figure 8: Perceived support of eTwinning projects in national policy priorities

2.6. Impact of eTwinning on wider ECEC school/service practices

Figure 9 shows that, on average, approximately 70 % of participants reported a major or large effect on areas that encourage teachers to go beyond their comfort zone. This finding might be linked to the fact that 41 % of ECEC respondents work in eTwinning Schools, so their responses indicate that the eTwinning School mission statements are well reflected in their school practices. More specifically, eTwinning activities are perceived to promote international collaboration with other ECEC schools/services in other countries, improve relations between staff and children, and foster cooperation and collaboration among ECEC professionals. Around 70 % of respondents agreed that eTwinning increases staff awareness about the importance of using the internet safely and responsibly, increases other colleagues' interest in eTwinning and builds a sense of inclusion within the ECEC school/service.

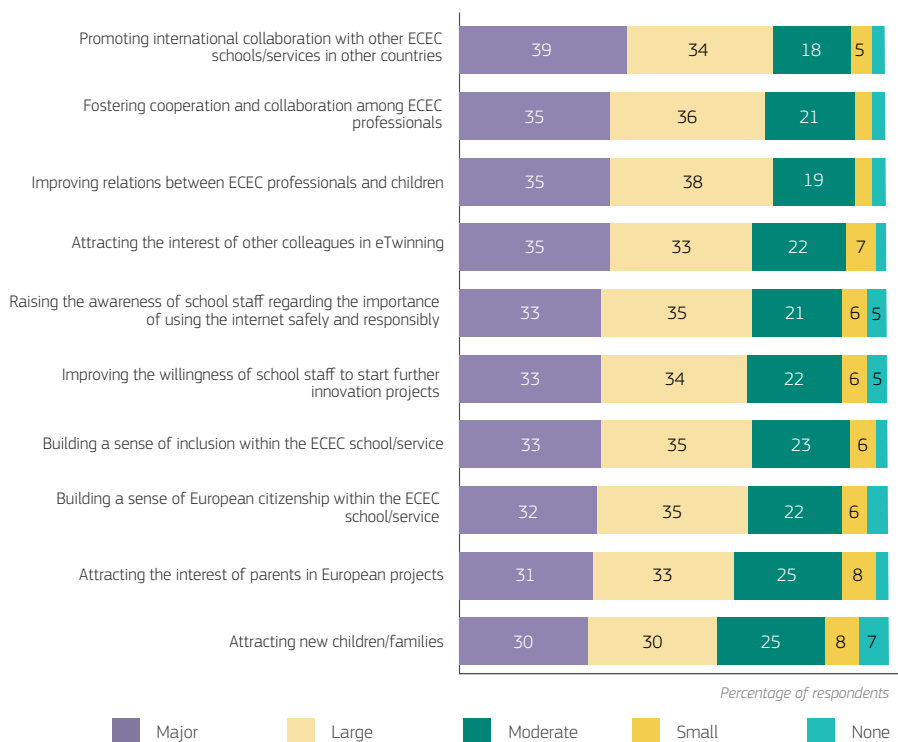


Figure 9: Perceived impact of eTwinning on the wider ECEC school/service

Finally, respondents were asked to indicate which person/group supports the development of eTwinning in their school/service the most. 23 % of participants named the head teacher, followed by eTwinning Ambassadors, National Support Organisations and the eTwinning team of ECEC professionals. Less influential stakeholders seem to be the pedagogical and international link coordinators, the Ministry of Education, or other Ministries in charge of ECEC, representatives of local education authorities and the press.

3. Initial vocational education training

The questionnaire was answered by 1 028 IVET eTwinners mainly working in upper and lower secondary IVET schools. Approximately 11 % of respondents are eTwinning Ambassadors and 35 % work in an IVET school/institution that has been awarded an eTwinning School Label.

3.1. Professional development

Overall, the majority of respondents who have participated in formal and less formal PD activities perceived their involvement in them as extremely or very useful for their work (Figure 10). The less formal PD activities were perceived as useful for the majority of respondents, since 61 % of them found networking extremely or very useful for their work, followed by online eTwinning events organised by other eTwinners, eTwinning Groups and eTwinning Featured Groups. These findings suggest that less formal PD is perceived as useful and may be linked to the peer-learning approach developed within the eTwinning community, which is appreciated by 86 % of IVET respondents. Concerning formal PD activities, eTwinning webinars and face-to-face or online national/regional workshops and seminars have the highest response rates, followed by eTwinning short online courses, face-to-face or online PD workshops and the annual conference.

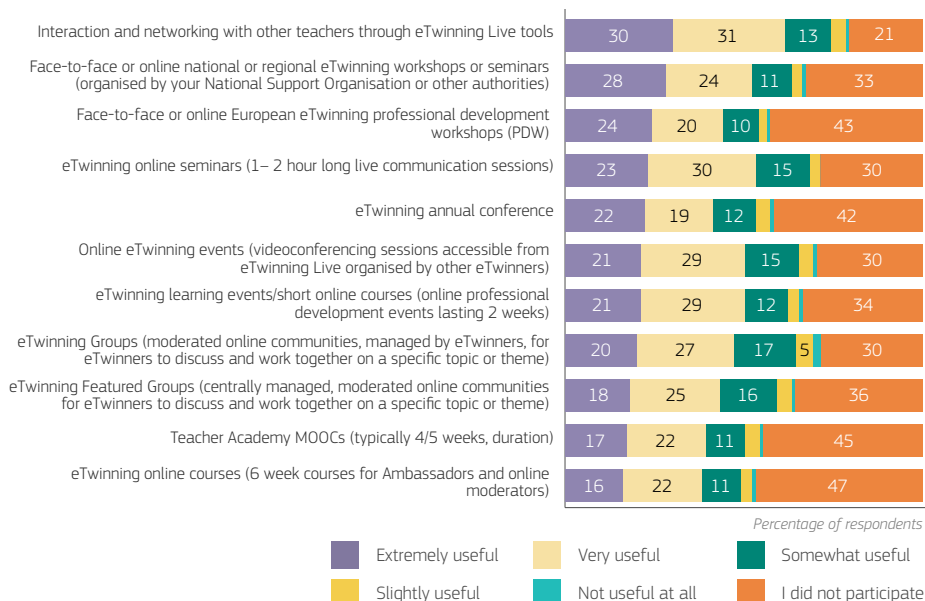


Figure 10: Perceived usefulness of eTwinning PD activities

3.2. National policies on continuing professional development

Most respondents reported that participation in CPD is compulsory in their country, either in a mandatory form with a specified minimum time requirement, or as a professional duty without such a requirement. Most respondents stated that PD opportunities in their countries are accessible and officially recognised and that there is an established national policy for the CPD of IVET staff (Figure 11). In terms of the motivation and/or recognition offered by eTwinning, most respondents indicated that all the available types are useful in their work. The certificates provided upon completion of PD activities had the highest rates, followed by European Quality Labels and National Quality Labels.



Figure 11: Perceived aspects of national policies regarding participation in CPD

Respondents were also asked to indicate how much they agreed with given statements on eTwinning's contribution to priorities in IVET. As illustrated in Figure 12, 88 % of participants agreed or strongly agreed that eTwinning supports staff in developing and strengthening their technical and digital skills, encouraging inclusive multicultural environments, and promoting equal opportunities. Moreover, eTwinning fosters staff's capacity to use effective and innovative pedagogical approaches and provides them with relevant PD opportunities. Additional priorities involve raising awareness of vocational education and training culture and quality assurance, and providing relevant skills to easily adapt programmes and methodologies to labour market changes.

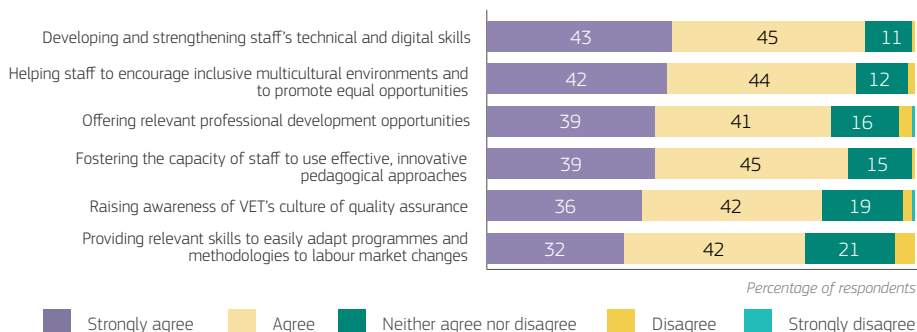


Figure 12: Perceived contribution of eTwinning to IVET priorities

3.3. Participants' needs

As far as the areas of PD are concerned (Figure 13), most respondents reported an interest in subject-based topics, teaching and learning methodologies, and competence-based topics, with the respective percentages ranging between 60 % and 67 % of responses. Almost equally attractive PD areas are new methods for learner assessment, language-learning methodologies, and learners' transition into further education/training and/or employment. School development and leadership and career guidance and counselling had lower response rates. Other areas suggested by respondents include expert seminars on vocational subjects (such as engineering, ecology and environmental protection, biological research and installations), web 3.0, support for learners with specific needs (including both gifted and disadvantaged learners), vocational English (e.g. catering, hairdressing, tourism, photography, surveying, construction), art, and partner-finding for Erasmus+.

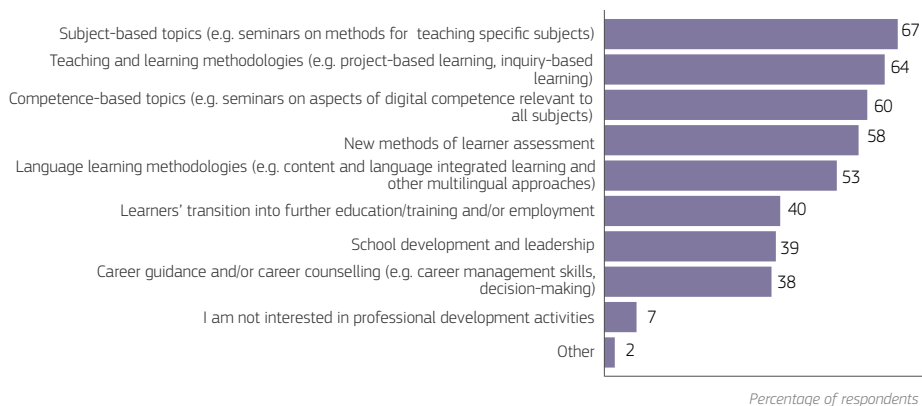


Figure 13: Areas of future PD activities

PD is not the only area associated with participants' needs. Figure 14 illustrates respondents' perspectives on the extent to which the main eTwinning features meet their needs. Overall, all areas had a considerably positive rate (totally meets them / meets them a lot), and the two top-rated areas were TwinSpace and PD, followed by the recognition and practices offered by eTwinning. Networking, community features and the pedagogical/technical support from National Support Organisations also emerged as areas that support IVET staff.

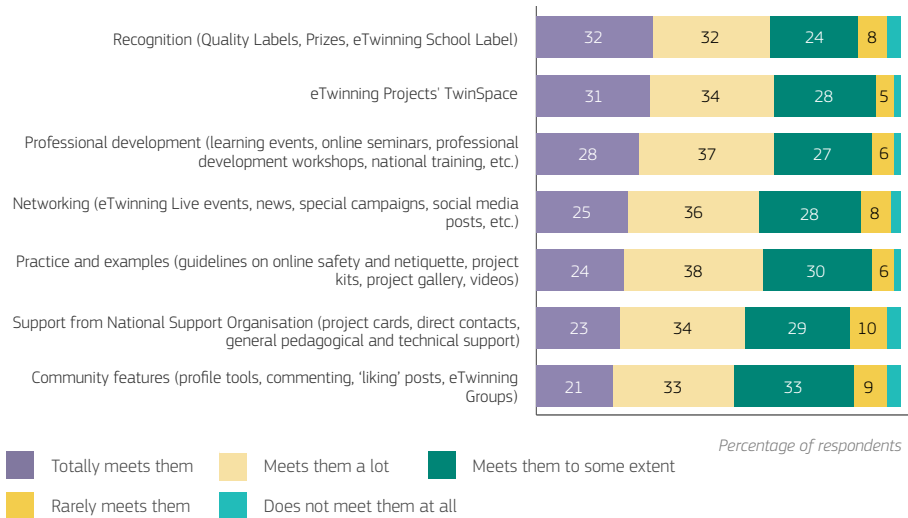


Figure 14: Perceived contribution of eTwinning to IVET staff needs

3.4. Educational practice and pedagogy

As observed in Figure 15, the results are quite positive with an overall average of 61 % of respondents stating that eTwinning has had a major/large positive effect on all the pedagogical skills and practices listed below. Specifically, the skills and practices that were positively affected for most respondents, between 67 % and 72 %, were their ability to teach and assess cross-curricular skills, their collaborative skills while working with teachers of other subjects, and their technological skills.

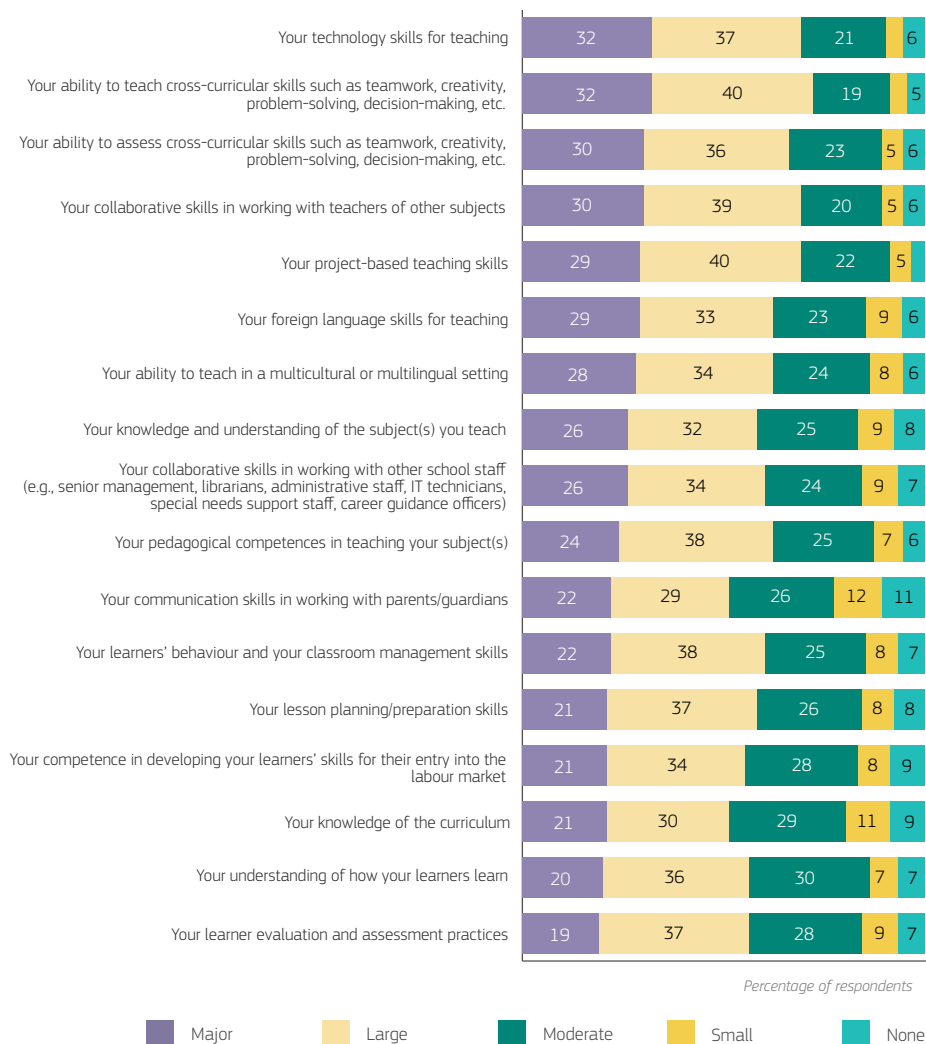


Figure 15: Perceived impact of eTwinning on staff's pedagogical skills and practices

In addition, the majority of respondents reported that eTwinning has had a positive impact on their ability to teach in a multicultural or multilingual setting, their pedagogical competencies in teaching their subject(s), and their foreign language skills for teaching. Additional skills that were seen to have benefited from eTwinning include staff's ability to collaborate with other school staff, classroom management skills and lesson planning / preparation skills.

Concerning IVET learner practices, Figure 16 illustrates that respondents perceive eTwinning to have a positive impact on their learners' practices, since an overall average of 55 % reported that eTwinning has positively affected all items listed below 'a lot' or 'quite a bit'. The practices perceived to have been positively affected by eTwinning the most include: an increased interest in new technologies, collaboration in small groups to find a joint solution, learners' relations with their peers and their motivation to attend classes. Lower but still significant rates of impact, ranging between 50 % and 53 %, are observed with regard to learners' relationships with school staff, the ownership of their learning and collecting evidence about their work through portfolios.

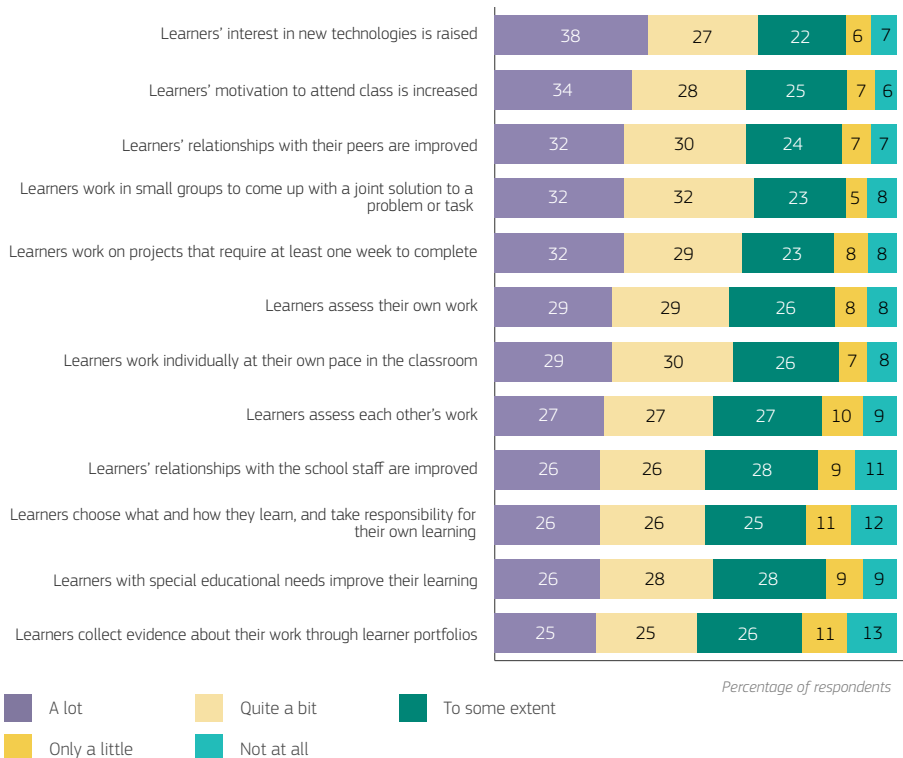


Figure 16: Perceived impact of eTwinning on learners' practices

3.5. National curriculum and eTwinning

As can be seen in Figure 17, participants' responses are rather positive since the overall average of those indicating that eTwinning projects support them 'a lot' or 'quite a bit' in relation to their national priorities is 66 %. Respondents stated that eTwinning projects mainly support them in encouraging the use of ICT tools, both by teachers and learners, in the learning process and developing international collaborative projects. Additionally, eTwinning projects support teachers in adopting a competence-based approach to learning, endorsing authentic and experiential learning, and promoting learner-centred approaches. Likewise, eTwinning helps them reflect on their own pedagogical practices and provides them with opportunities for collaborating with other colleagues and/or social partners (e.g. companies, public employment services).

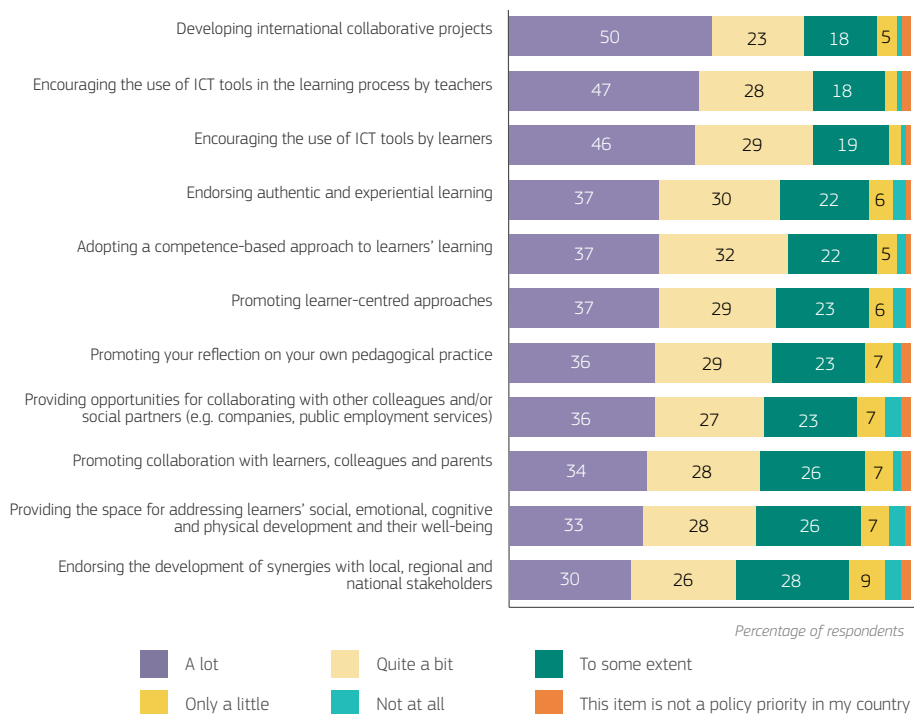


Figure 17: Perceived support of eTwinning projects in national policy priorities

3.6. Impact of eTwinning on wider IVET school/institution practices

Figure 18 shows that, on average, more than half of the respondents reported a major/large effect on the items listed below. Similarly to ECEC, this finding might be linked to the fact that 35 % of IVET respondents work in eTwinning Schools, so their responses indicate that the eTwinning Schools' mission statements are well reflected in their school practices. eTwinning activities are perceived to promote international collaboration with other IVET schools/institutions in other countries, improve relations between staff and learners, and build a sense of European citizenship within the school. Roughly 60 % of respondents agreed that eTwinning fosters cooperation and collaboration among teachers and builds a sense of inclusion within their IVET school/institution.

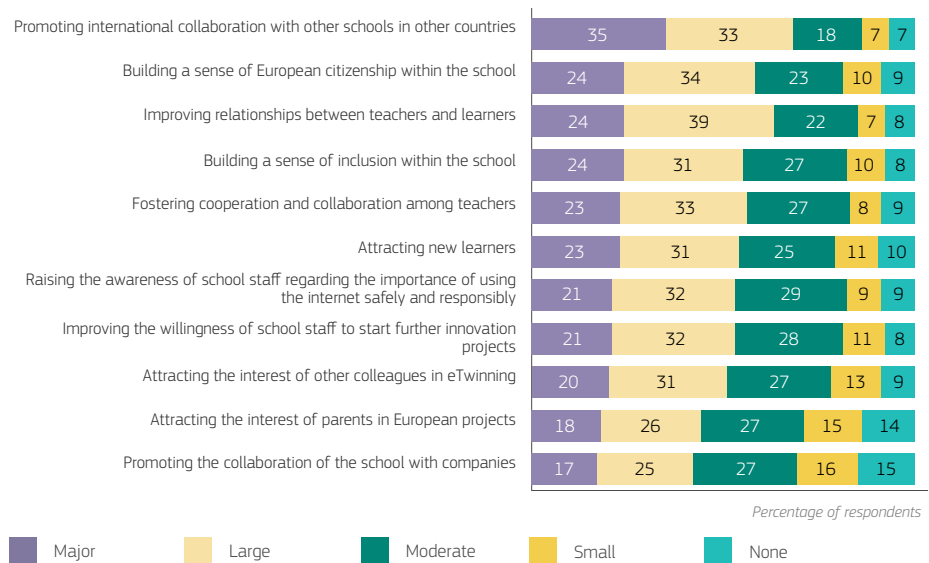


Figure 18: Perceived impact on the wider IVET school/institution practices

Additionally, respondents were asked to indicate which person/group supports the development of eTwinning in their IVET school/institution the most. 31 % of participants named a team of eTwinning teachers in their school, followed by the head teacher, their learners, National Support Organisations and eTwinning Ambassadors. Those with less of an influence seem to be the international links and pedagogical coordinators, the Ministry of Education, representatives of local education authorities and the press.

Conclusions

The results of the eTwinning Monitoring Report 2022, addressed to ECEC and IVET staff who are active in eTwinning, are consistent with those of previous editions targeted at the general eTwinning population. **eTwinners working in ECEC and IVET report that their engagement with eTwinning activities has a significant impact on the development of their pedagogical and technological competencies and practices, and on the motivation, interest in new technologies and competencies of children/learners.**

Overall, both ECEC and IVET respondents stated that the opportunity to use the TwinSpace, PD activities (both formal and less formal) and the recognition offered by the programme are the main areas of eTwinning that meet their needs. In this regard, most respondents have been involved in both national and European projects. Concerning PD, both groups reported that eTwinning facilitates their participation in eTwinning activities since it is free of charge, encourages networking, promotes teamwork and collaborative work, provides a Europe-wide/international perspective, and can be accessed virtually. It also covers innovative and current topics and mainstreams best practices and real-life examples. All available types of recognition are perceived as useful in their work.

Regarding respondents' pedagogical skills and practices, eTwinning is perceived to positively impact their collaborative and project-based skills, and their ability to teach cross-curricular skills and work in a multicultural setting. eTwinning was also reported to affect professional and technological practices. In terms of children and learners, eTwinning was reported to increase motivation, interest in new technologies and collaboration leading to improved peer relations. In particular, ECEC respondents perceive that eTwinning impacts children's transitions into/from ECEC settings to a larger extent, more so than in IVET, in supporting learners in moving into further education/training and/or employment.

However, considering that both groups reported a lack of time and staff to cover their absence at work as the main barriers to participating in the PD on offer, more flexible activities – perhaps with less time and effort requirements – could potentially increase participation and engagement. Also, both groups reported a strong interest in teaching and learning methodologies in addition to more traditional subject-based topics. Official recognition of PD activities, bridging ECEC with primary education, strengthening the vocational competence of IVET teachers and the

vocational education and training component in eTwinning projects, promoting partner finding, and conducting action research are some additional areas to be further expanded.

In the context of potential synergies with national policies and activities, the results indicate that closer collaboration with National Agencies and Ministries would increase the visibility and impact of eTwinning in response to teachers' needs in relation to participation in PD, official recognition, rewarding, curriculum integration and adopting a whole-school approach.

In summary, the current monitoring report situates eTwinning at three different levels.

- At macro-level: as a concrete, tangible action that supports learners, teachers and schools in working towards specific national and European policy objectives in ECEC and IVET (e.g. improving teachers' and learners' digital skills, promoting teachers' networking and PD), and towards more transversal EU policy actions and initiatives (e.g. the Digital Education Action Plan, Rural Areas).
- At meso-level: in terms of providing valuable insights regarding participants' perceptions about their national CPD policies and aspects of their curricula in relation to eTwinning, elements that could inform future developments and increase the relevance and impact of eTwinning.
- At micro-level: by illustrating the perceived impact areas of eTwinning on participants' competence and daily practice, identifying their needs, motives and obstacles regarding CPD activities in eTwinning, and indicating the elements that would further support their work.

GETTING IN TOUCH WITH THE EU

In person

All over the European Union there are hundreds of Europe Direct centres. You can find the address of the centre nearest you online (european-union.europa.eu/contact-eu/meet-us_en).

On the phone or in writing

Europe Direct is a service that answers your questions about the European Union. You can contact this service:

- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
- at the following standard number: +32 22999696,
- via the following form: https://european-union.europa.eu/contact-eu/write-us_en.

FINDING INFORMATION ABOUT THE EU

Online information about the European Union in all the official languages of the EU is available on the Europa website (europa.eu).

EU publications

You can view or order EU publications at op.europa.eu/en/publications. Multiple copies of free publications can be obtained by contacting Europe Direct or your local documentation centre (european-union.europa.eu/contact-eu/meet-us_en).

EU law and related documents

For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex (eur-lex.europa.eu).

Open data from the EU

The portal data.europa.eu provides access to open datasets from the EU institutions, bodies and agencies. These can be downloaded and reused for free, for both commercial and non-commercial purposes. The portal also provides access to a wealth of datasets from European countries.

Contact us

For more information about eTwinning please consult our website:

www.etwinning.net

For question about eTwinning, please contact us by email:

eacea-eplus-etwinning@ec.europa.eu

Launched in 2022, the European School Education Platform is the meeting point for all school staff (from early childhood education and care to primary and secondary education, including initial vocational education and training), researchers, policymakers and other stakeholders in the school education field.

The European School Education Platform is a single platform that integrates the former platforms and services of eTwinning, School Education Gateway and Teacher Academy. As of 2022, the eTwinning community has been hosted in a restricted area within the European School Education Platform. This area is only accessible to school staff validated by the National Support Organisations. Since its launch in 2005, eTwinning has grown from a grassroots initiative into an active school community, and has involved more than 1 053 000 school staff working in more than 233 000 schools, across more than 40 countries. eTwinning provides a safe digital platform where teachers are engaged in various activities from designing and implementing European collaborative projects to networking, and from participating in virtual groups to professional development and peer learning. Through its platform, which is available in more than 30 languages, eTwinning provides a range of resources and learning opportunities for teachers. The topics of these resources include the benefits of engaging with eTwinning, 21st-century skills, the use of ICT in education and project kits for inspiration and guidance. Registered teachers have access to the restricted area of the platform, called eTwinning Area.

The European School Education Platform and the eTwinning community are funded by Erasmus+, the European programme for education, training, youth and sport. They are initiatives of the European Commission's Directorate-General for Education, Youth, Sport and Culture. The platform is operated by European Schoolnet (providing coordination, content and services) and Tremend Software Consulting SRL (providing technical infrastructure), both under service contracts with the European Education and Culture Executive Agency (EACEA). The eTwinning community also exists thanks to the support of the National Support Organisations, funded by Erasmus+ under grant agreements with the European Education and Culture Executive Agency, and the Supportive Partners.

