Citizenship:
A new ethic for the 21st Century -
The contribution of eTwinning

Conference proceedings

This publication presents the proceedings of the European thematic Conference "Citizenship: A new Ethic for the 21st Century – The Contribution of eTwinning", held in Florence, from 21 to 23 September 2016.

The Conference was organized by the eTwinning Italy National Support Service, based at Indire, in collaboration with the eTwinning Central Support Services and the European Commission. The conference was attended by more than 250 teachers and school administrators coming from more than 36 countries.

The theme of the event was inspired by the Declaration "Promoting Citizenship and the Common Values of Freedom, Tolerance and Non Discrimination through Education", adopted on March 17, 2015, in Paris by the European Union. All the sessions have been linked to a common and general goal: how to assist teachers in promoting the values of the Paris Declaration, through their work on the eTwinning platform. The results achieved in over 10 years of eTwinning were also presented.

All the materials (presentations and multimedia resources) are collected and completely available here: http://etwinning.indire.it/etwinning-conference-florence-2016/

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Giovanni Biondi

Giovanni Biondi, President of Indire

eTwinning represents an important opportunity for the in-service training of teachers and for school innovation in general.

Education in the western countries is in a phase of transition, moving from the traditional model of frontal education, born in the industrial age, with a "one-size-fits-all" approach, to a completely new organization and approach. Schools must become student-focused learning environments, based on collaborative learning and competence building through a sound use of technologies and digital literacy.

We are facing a drastic revolution in the school system (as we know it today), and this transformation can only happen through teachers! Investing in this transformation means investing in human capital.

eTwinning, in this perspective, represents a solid resource that can support teachers during this transition, fostering, as it does, the exchange of best practices, methodologies and learning contents, encouraging the use of the web and new technologies in their everyday work.

In view of this, in Italy we will try to have eTwinning's activities recognized within the National in-service Training Plan (Piano Nazionale di Formazione in servizio). Starting from this year, this plan will provide for compulsory training activities for teachers and their certification. Our aim, as Indire, is to have eTwinning become a formally certified experience for all Italian teachers.

Sophie Beernaerts

Sophie Beernaerts, Head of unit School and Educators Multilinguism, DG EAC European Commission

Thanks to the organizers for welcoming us in this magnificent place. Welcome to all of you.

I express a special welcome to the School heads and colleagues responsible for school management who participate for the first time in an eTwinning event.

In all the European countries we are faced with unprecedented challenges, but also with unprecedented opportunities. From high unemployment to social inequality, mountains of public debt, climate change, populism and violent radicalization and threats to our security and challenging the integration of newly arrived migrants and refugees.

All this threats and facts are constantly contributing to create a situation of fear of differences and otherness among all the spheres of our society.

At the same time, we have unprecedented opportunities with the digital world development: new technologies, new jobs, interconnected people, quick and easy access to a large amount of information. In this situation we should be able to help young people to create their "baggage" to face this challenge, and take advantage of this new perspective. This is crucial for the future of our society.

These changes obviously require the development of a broad set of competences, beyond a mere academic knowledge: we have been speaking a lot about social, civic and intercultural competences, about competence-based approaches that could foster inclusive teaching, about project based learning, and about learner-centered approaches that take into consideration the talents and the weaknesses of all learners. This kind of event is also an opportunity for pioneers, who may sometimes feel isolated, to meet with like-minded colleagues, getting new energy to bring back home and continue seeding new approaches.

Complex problems cannot be fixed with simple "one size fits for all" solutions. They require multi-level and multifaceted methods. Solution can only be a co-creation by all-institution, associations, NGOs, schools and every one of us. We all have a role to play, both in our work in public life, and in our private life.

As the President of the Commission highlighted in his State of the Union, it is high time that everybody takes his or her responsibility. "Everybody" means all the EU institutions, the Commission, the European Parliament, the Council, the Member States and their authorities at all levels, and it means me, you, and all the EU citizens.

We need more committed citizens, we need citizens who make an active use of their rights and responsibilities, who go and vote, after taking time to be well informed, with media literacy skills, open minded and able to respect differences and otherness, involved in social life and playing an active role in society.

eTwinning can help in addressing some challenges: for teachers, giving the possibility to launch and run projects with other schools in another country; to acquire knowledge via articles and group discussions; opportunities for professional development and for networking; for pupils, giving them skills and competences, experiential and project learning. It is about understanding other cultures and doing something together.

Meeting the other is not enough to eliminate prejudices. Participating individuals need to have equal status, a common goal, cooperate rather than compete, and institutional support. This is what eTwinning does and this is why we need it to be embedded into the school system of each country.

We want to reach out to school heads & management and we want to support them in developing and ensuring multicultural awareness and growing respect for diversity in their school. This in order to build together a world of greater mutual understanding and solidarity for all.

Each one of us can – and does – influence the way education is evolving and, more broadly, contribute, to shaping the place where we live. Cooperation across borders, cooperation between schools, cooperation between people having experimented innovative practices is essential because it opens new avenues, it enables each one of us to think differently, to dare testing new methods and to acquire the confidence to become an agent of change in the education sector.

Today we need to create and share new pedagogical methods, new ways to help all learners to acquire relevant competences, whatever their socio-economic background or special need. This is one of the contributions that eTwinning can offer to support the development of a new ethic for the 21st century. I am sure that these days will clearly show that we can – all together – contribute in reaching this objective.

Anne Gilleran

INTRODUCTION - presenting eTwinning

Anne Gilleran, eTwinning Pedagogical Manager, European Schoolnet

Before presenting eTwinning I must put it in the light of the challenges of the educational context in which we all work. Generally we have a shift in educational thinking challenging the traditional methodologies of teaching and assessment and moving towards what maybe loosely termed as 21st Century educational methods with a focus on competences and in particular digital competence. We also have the ubiquitous presence of media everywhere which in many ways may be said to have become "the new opium of the people", trivialising important issues and dulling critical thinking. We also have the human problem of a wave of shifting populations on a scale never seen before, and the need of people to develop resilience in the face of increasing traumatic events. Another major challenge has two aspects, on one hand aging teacher workforce, on the other the entry of young teachers into a profession where tenure and security are no longer guaranteed. There is also the challenge, particularly in urban areas, of a growing dissatisfaction among the students of formal education, with resulting conflict and increasing absenteeism. This is matched by the growth of informal education opportunities and the need for education to be edutainment. In our digital world we have a huge increase in means of communication, but we probably communicate with each other less and less on an interpersonal level. There is a growing need for us to face challenges, discuss, collaborate and find solutions to these challenges. Finally, I think we may safely say that we live in a global context of increasing change and insecurity.

I would like now to turn to some of the educational priorities in a European context. Firstly let us look at the key competence framework that have been with us since the Life Long Learning Programme:

- Communication in the mother tongue
- Communication in foreign languages
- Maths, science and technology
- Digital competence
- Learning to learn
- Social and civic competence

- Sense of initiative and entrepreneurship
- Cultural awareness and expression

These competences are currently under review with the emphasis being on changing the paradigm from a static conception of curricular content to a more dynamic acquisition approach. This involves the clarification and updating of the concepts and definitions and in turn developing descriptors. There is also a move to strengthen the commonly shared understanding of the key competences across countries and cultures. Another aspect is to examine how to include the "soft Skills' and attitudes which were missing in the original version. The revised version will support the development of related tools in particular appropriate assessment tools.

There are two European resolutions documents worth mentioning here. One comes from the European Council resolutions and conclusions document of 2015, where among some educational objectives are;

- *Promoting **creativity, innovation and digital competence** through education*
- E*ducation and training systems, together with **non-formal and informal learning,** must play a role in developing creative and innovative capacities*
- *promoting the **safe and responsible use** of digital tools*
- *Facilitate the **mainstreaming of ICT** and the **development of digital competences***

The significant phrases are in bold because they relate directly to one of the means highlighted in the same document;

*"Promote communication and collaboration between schools and between teachers at regional, national and European and international level, including by means of **eTwinning"***

The second document is from the Council of Europe resolutions published in 2016[1] I will concentrate on two sections only:13 & 14.

*13. To make the preparation for **lifelong active democratic citizenship** of all learners in education and training a hallmark of the quality of European education systems and an essential part of our response to the challenges Europe is facing;*

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*14. To provide all learners in education and training with the necessary competences (**values, attitudes, skills, knowledge and critical understanding**) that will enable them to engage as **active citizens** in democratic and diverse societies and increase their chances of succeeding in their working lives.*

Again the relevant phrases for this context for eTwinning are highlight in bold. So it is against this contextual backdrop that I will now talk about eTwinning.

eTwinning

There as two ways of introducing eTwinning for the first time, one is the formal description; eTwinning is a European funded action integrated into Erasmus+, the European programme for Education, Training, Youth and Sport, since 2014. However I prefer to describe eTwinning as a dynamic professional community of teachers.

This community has been steadily growing over the 11 years of its existence and now has involved over 400,000 teachers and 160,000 schools.

What do teachers do when they register for eTwinning? The possibilities for them are many but I will concentrate on the six main area that can involve an active eTwinner. These are:

1. Connection
2. Engagement
3. Collaboration
4. Professional Development
5. Recognition
6. Change

Of course, like any opportunity offered, the more proactive you are, the more you take away.

1. Connection

When teachers first enter the eTwinning Community, they enter the space called eTwinning Live. This is their interface with the whole community and from where they can go to all

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the other areas of the community such as Groups, Events, Professional Development opportunities etc. But we will describe these in more detail later.

2. Engagement

A teacher entering eTwinning Live has many possibilities for engagement Usually the first thing you do in a new place is try to find other people so they can browse the People section. Here they can send requests for contacts or search for people they know and connect with them. They can update their profiles so they are easily found and a myriad of other things.

Other people like to be active so they could go to the groups section and see if there is a group among the 300 or so available, that would interest them. They also have a possibility to start their own group. Or they might wish to join an event. The platform has an integrated video conferencing system which allows teachers to run live events on all kinds of topics. Since October 2015 more than 3,000 events have been organised in eTwinning Lve.

They can also go towards Professional Development, but more of that later. So there is really no excuse for a teacher who wishes to do something, to be inactive on eTwinning Live.

3. Collaboration

One of the core activities of eTwinning involved teachers is working together in projects and each year we have on average 5,000 projects running at any one time. To facilitate this on eTwinning Live, there is a very sophisticated search engine which draws of profile information, submitted by a teacher, to suggest possible project partners again a number of search parameters. Another approach is to post or search the existing posts in the 4 active partner finding forums. They are divided according to pupil age range and type of school.

Once a teacher has found a partner and registered a project, together they get access to a special working area called a TwinSpace, which is unique to this project. This is like a closed garden where they can safely invite pupils of both schools to meet, exchange and work together. The teacher administrators of this TwinSpace can choose whether they wish everything there to be " off web" or whether to publish some aspects of their project to the wider world of the internet. The TwinSpace also has a number of built in tool features such as forums, messaging and chat. It also has built in Video Conferencing system which is a very popular tool with pupils, permitting them to develop a real relationship with the pupils of their partner schools. The TwinSpace, when used to full effect can offer opportunities for

pupils to really take charge of what is run there, thus developing a lot of those 'soft skills' I referred to in the introduction.

4. Professional Development

I mentioned Professional Development already in terms of engagement. eTwinning offers a very wide range of professional development opportunities both online and offline, formal and informal.

These may be seen in the Diagram below.
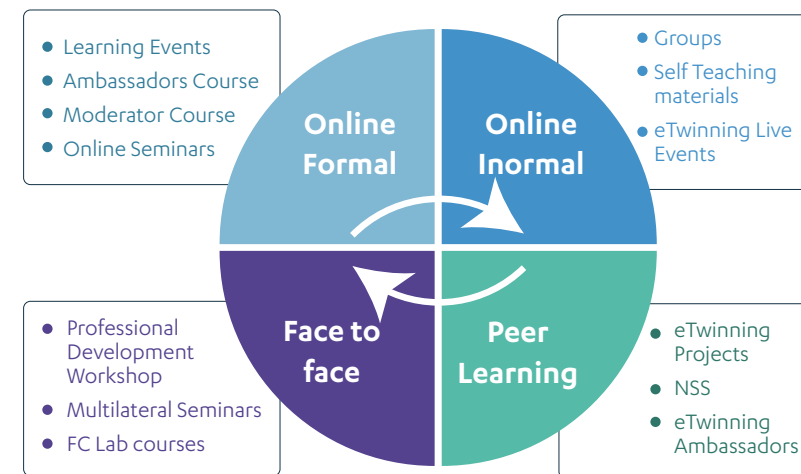
Some of these elements are evident such as courses, but what is a learning event? A Learning Event is a short and intense online course that offers participants an introduction to a specific topic, stimulates their ideas, helps develop their skills and does not require a long-term commitment in terms of their time. It nurtures further engagement in the eTwinning community for those users who may decide to follow up at a later stage in project work or other activities.

Online seminars are very short 1 hour online sessions with an expert who presents a topic to the group who them have time for questions and discussion. Professional Development Workshops face to face are meetings of up to 150 participants. They have a special theme or topic and a target group of participants, either on the basis of school level or subject. They usually include participants from all eTwinning countries. eTwinning Seminars, by contrast are much smaller face to face meetings usually involving only two or three countries. Again

they would have a specific theme and a target audience and are often run with the specific intention of partner matching from project work.

I must discuss peer learning under this heading as it is one of the most powerful tool in eTwinning. To be involved in a project, for example, is in itself a learning opportunity, both from the point of view of learning by doing but also in the exchange within the partnership. It is for this reason that a project has always been a core element of the eTwinning experience.

5. Recognition

Teachers work hard in eTwinning, whether they are taking part in a Learning Event, an online seminar or a project. Everything they do represents an investment of personal time and energy, an expenditure of human capital if you wish. For this reason eTwinning has a well-documented recognition system for achievement.

Take projects for example, once a teacher has finished a project he/she may apply to their National Support Service (NSS)[2] for a Quality Label. The project is then judged on six criteria and if found satisfactory he/she is awarded the National Quality Label (NQL). If a project receives two NQLs it may be nominated by their NSS for a European Quality Label (EQL). In 2017 the recognition system will move also to Schools with the introduction of the European eTwinning School badge.

In relation to professional development activities, teachers receive certification for all their participation, provided they have finalised all the required elements. If teachers have a specific role in eTwinning, such as eTwinning Ambassador (experienced eTwinners chosen by NSS to support the work of training and promotion) then they are identified in the system by a special badge. So in eTwinning recognition is consider a very important element to motivate participants to participate in as many opportunities as they can.

6. Change

Teachers change as a result of their eTwinning experience! They change their practice, and methodology. In 2014 a major survey was launched to try to capture the impact of eTwinning on teacher's practice. The results of this survey form the basis of report "the eTwinning 10

years", on publish in 2015. The results quoted here are based on a sample of 6,000 responses which provide a significant sample. I will only discuss a small proportion of them. Firstly let us look at the responses to the question *'What impact has eTwinning had on your use of new teaching methods and tools or resources?'*

Impact on teacher pratices

The use of new teaching METHODS as a result of eTwinning

22%

78%

The use of new TOOLS/ RESOURCES as a result of eTwinning

13%

87%
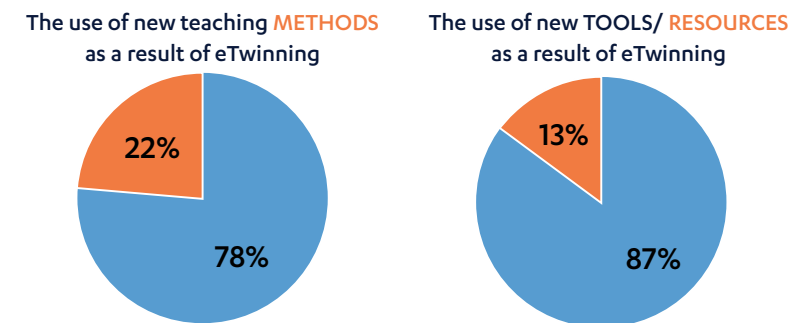
As we can see, on both counts the respondents reported that involvement in eTwinning positively impacted both on their methods and their use of new tools.

When asked about whether eTwinning had a positive impact on their skills in certain areas this was the result

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2 There is a National Support Service in every eTwinning country who promote, support and offer professional development opportunities to their national participants

Positive impact of eTwinning on teachers' skills
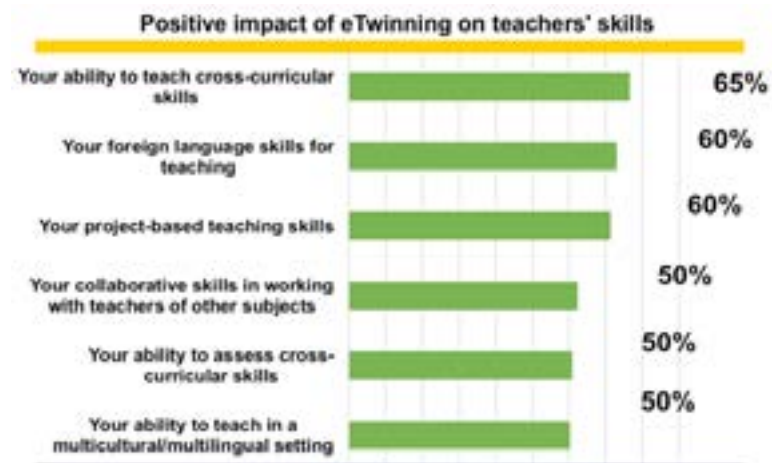
Involvement in eTwinning has the potential to effect change in teaching practice. Let us also see if it had, as a result a reflective impact at student level.

eTwinning's impact at student level
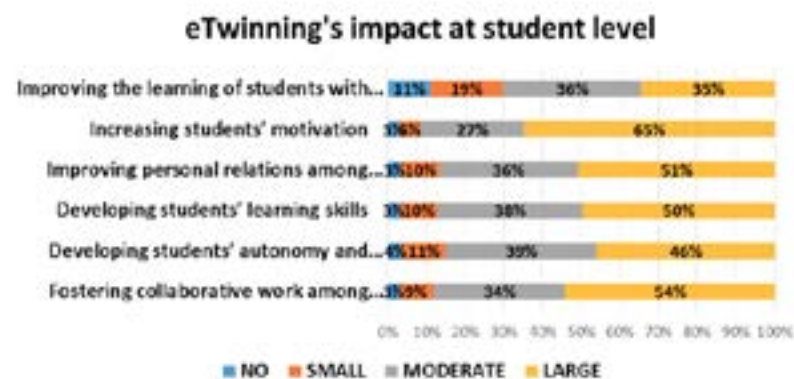
It is interesting to note that in nearly all the areas listed, the respondents felt that involvement in eTwinning had a combined average of 80% between the moderate and high range, while in 4 out of 6 areas the high impact was over 50 %.

The report also looked at school profiles, digital skill improvement etc, but we will not discuss those elements here. I think, however, that it may be argued that eTwinning does in fact have the potential to effect change in teachers, students and in schools as organisations.

Why is eTwinning so successful?

Success is a difficult concept but eTwinning is popular with teachers. Why? Because it is democratic, anyone can participate. There are no formalities, no selecting, all teachers can participate in eTwinning. Some people talk of eTwinning as a tool. Of course there are tools in eTwinning, but they are there merely to facilitate a process. eTwinning is a process that allows eTwinners to grow and develop in their profession, thus benefitting their schools and pupils as a result. Failure is not a concept in eTwinning. A project may not turn out the way the participants envisaged, but there is no major accountability and teachers are encouraged to try again, building on the experience they have gained.

eTwinning is successful because of the recognition for the work done. Teachers often expend a lot of time and energy in activities that are not rewarded in any way. eTwinning can provide at least in some small measure some recognition. There is also now, because the community has reached a critical mass, a less tangible but more emotional recognition of having a status or role within a community. We often hear eTwinning teachers say that they feel quite isolated in their schools but appreciated in the eTwinning Community where they exchange with like-minded people.

eTwinning is also successful because it is such a support community: supported in every participating country by an NSS, supported at European Level by a Central Support Service (CSS), supported at local level by the eTwinning Ambassadors. In the background there is the support of the European Commission whose distributed financial support ensures that the focus for the teachers is on their activity and involvement and not any bureaucratic accountability.

Facing educational challenges

eTwinning whole school involvement	• From eTwinning teachers to etwinning school • Role of school leadership	**eTwinning more embedded in education systems**	• eTwinning part of the curriculum for pre service training of future teachers • eTwinning part of career development for teachers
Expanding	• National eTwinning • eTwinning Plus • Exchange of practices beyond projects	**Room for innovation**	• Support of innovative approaches • Development of creative approaches to current educational challenges • School Education Gateway

As can be seen from the diagram above there is still a lot to do, a lot to consider. Not least is the formal recognition by Ministries of Education of some aspect of eTwinning, both for the career development of teachers and the assessment tasks of students for project work. However we must not fall into the trap of seeing eTwinning as a universal panacea, it is but one approach, but an approach that ticks lots of those boxes in relation to the competences for example mentioned in the introduction. The challenge to us is, on one hand, to preserve the uniqueness of eTwinning as a bottom up action that breeds innovation, and on the other, formalising some of its benefits for schools and teachers. eTwinning has to reach out to more teachers, more schools and continue the work of those who have put so much into the development of what we see as eTwinning today.

Conclusions

We live in complex times, this much we have established in the introduction. Can eTwinning offer anything to schools and teachers to come to grips with the challenges education faces today? Can eTwinning offer anything to the young people in our charge to develop some of those skills and attitudes needed to tackle the challenges of tomorrow? The answer is of course in the positive, but there is much to be done.

Lynn Davies

KEYNOTE SPEECH

Preventing violent extremism: Global Citizenship Education Plus

***Lynn Davies**, Emeritus Professor of International Education, at the University of Birmingham and director of the social enterprise Connectfutures*

To set the stage, Davies first discussed characteristics of terrorism and extremist mind-sets, particularly a narrowing of focus, binary black-and-white thinking, a simplistic worldview, viewing the "other" as an enemy to be fought. Among the characteristic weaknesses of extremist groups are their lack of diversity, the limited range of people who might adhere to their views, and their inability to accept negotiation and compromise (a trait mirrored in many assimilationist and hard secularist policies, which exacerbate tensions).

She then focused on aims of PVE: depriving extremists groups of human resources, preventing people joining or supporting them by helping learners to develop or recover complexity in thinking, to unlearn prejudice and factual errors, by generating counter narratives, mentoring those at risk, providing different life opportunities for those already radicalised, and encouraging an active challenge to violence.

In this new technological and social context, there are new opportunities for young people to be active citizens. Students have to be guided towards a more complex view of the world, by supporting them as active citizens, providing a framework of values and critical analysis with which they can both tolerate ambiguity and a plurality of values, but also choose which values to respect and which not to respect, educators can open different paths for young people that counter the narratives of extremists.

According to Davies, there is no one route into extremism and targeting families or trying to spot vulnerable individuals is not necessarily effective. Therefore, the strategy is to work with all learners, with a specific focus on value pluralism, building confidence, encountering 'strangers', and taking action. The training offered by Connectfutures seeks to develop Integrative Complexity (IC) and to bring trainees towards a more complex worldview. Specific goals of training:

- Increase complexity in thinking, break down binaries and value monism (through debates, discussions, life narratives, hot topics)
- Increase confidence and students' ability to speak their voice (role play, games, media training, Twitter training for social change, filming)...
- Expand networks and the horizon space (encounters with people across schools, communities, problem solving with the police).
- Tools for participation (volunteering, campaigning, national citizen service, citizen research, crowdfunding). Introducing kids to different methods of social change, ...

The new technologies and forms of networking today mean that young people are both producers and receivers of information, offering them a more active role than in the past. Additionally, participation in political, civic and social activism can channel energy and youth disaffection.

Extremist mindsets and manipulation

What characterizes any extremism is a narrowing of focus. This includes not just a linear concept of the 'endtime' or some Utopian vision to be achieved, but also the acceptance of black and white, binary 'truths' of good and evil, us and them. This dual simplification of the world means that good is invariably associated with us, evil with them. The pathway to extremist behaviours is not just stereotyping but the casting of 'them' as an enemy to be hated, actively fought or even extinguished. In religious extremism, this 'enemification' is held to be sanctioned by God. In far right or far left extremism, the enemy is an ethnic/religious group that threatens the purity of the envisioned world, or the enemy can be the state; either way, violence becomes justified and normalized.

Education and restoring complexity

In challenging groups such as ISIS or Al Qaeda, education may seem to have a small part to play compared to military intervention. ISIS is a hugely sophisticated and economically well resourced organization, with superb propaganda machinery as well as military capability. Complexity theory will indicate however that their one vulnerability is the lack of diversity. They do have global reach, but to a narrow range of people who accept the warped ideology. They do not have any of the negotiating and compromising power essential for movements to grow and adapt. What is clear is that a strategy equally lacking in diversity, such as the French hard secularism which bans religious expression, only amplifies tensions. Assimilationist policies and trying to make people more the same is not the answer.

I argue that education's role is to retain, restore or enhance complexity, as a buffer against the simplistic appeals of VE. In its entry point of undermining the human resources for ISIS, this encompasses preventing people joining, generating counter-narratives, mentoring those at risk, and providing new learning and different choices for those already radicalized. This means opportunities and incentives for unlearning (for example of prejudices and factual errors) as well as learning (of alternative ways of seeing the world and one's place in it). It implies taking people out of their comfort zones. The strategy has three interwoven strands:

a) Value pluralism

Research shows that a participant's increasing degree of commitment to violent action is accompanied by an increasing and significant lowering of integrative complexity. Similarly, when an individual starts to renounce extremism, this takes different and complex shapes – deradicalisation, disengagement, desistence or debiasing. From intervention programmes, it has been found that participants can be encouraged to maximise a wider range of their own values in order to increase the complexity of their thinking Rather than focusing on the content of ideology or beliefs, the focus is on the structure of thinking. It is the exploration of how different views can become compatible – or not. In our research on former extremists, we found becoming a 'former' often involved a new range of reading or study, particularly within sociology or philosophy, which would give more complex and nuanced views of the world. Understanding the roots of conflicts and the 'logic' of extremists helps build a range of counter-narratives rather than simply rejecting such views.

b) Contact with 'strangers'

New thinking from the clash of values is enhanced by meeting 'strangers' – in educational terms whether from other schools, different ethnic communities or different agencies such as the police. This is allied to the notion of 'the strength of weak ties' – that you learn more from acquaintances than from friends. It is important that this is not just 'contact' (which can reinforce stereotypes), but coming together for a common goal, where boundaries are forgotten.

c) Taking action

Young people are already massively networked; the question is how to move on from simply chatting and posting pictures to more politicized action. Citizenship education does encourage community work and could do more to teach skills of campaigning or promote habits of tackling injustice, such as challenging racist remarks or stereotyped thinking. Examples of networks that could challenge violent extremism give some ideas for growth.

Enabling constraints: rules and rights

Value pluralism is not the same as cultural relativism. A framework is needed by which judgements can be made on what to tolerate and what to challenge, and the most universal is human rights. As a secular framework which cuts across all religions and none, this becomes more hardhitting than just 'respect for diversity' which could in theory be respect for practices such as FGM and honour killings as well as respect for the methods of violent extremism itself. Knowledge of rights enables disrespect of actions where appropriate, together with self-confidence from the right to speak and participate in decisions.

The table below shows how the UNESCO learning outcomes for global citizenship education

need to be extended and made more concrete

Key Learning Outcomes	Examples of a specific focus on PVE
Cognitive	
Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations Learners develop skills for critical thinking and analysis	Learners acquire knowledge of conflict and extremism, and how they affect us all Learners develop and retain complex cognitive structures to combat rigid, binary thinking
Socio-Emotional	
Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights Learners develop attitudes of empathy, solidarity and respect for differences and diversity	Learners understand both common vulnerabilities and multiple identities Learners develop value pluralism and can understand the values of extremists - while using a rights framework to decide among competing values
Behavioural	
Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world Learners develop motivation and willingness to take necessary actions	Learners acquire skills to create social change without violence Learners take responsibility to try to combat racism and hatred

Practical action

In our organisation ConnectFutures we work with young people using this theory of change as outlined above: we introduce turbulence by bringing different groups together and then teach discussion and debating skills around controversial issues. We provide media training and constructive use of Twitter etc. We televise them doing instant debates on controversial issues. Participants gain confidence and potential resilience to extremist messaging, with an understanding of how arguments are made and can be countered. Sessions on problem solving with the police similarly gives insights on both sides on how a community is seen and social problems constructed. This is more than a bland peace education: we do not try to make students more harmonious, quite the opposite in some ways. It is about enabling them to be strategic thinkers, within a framework of the right to be heard. We want to do more now on networking and possibly twinning, so that their energy is harnessed to be campaigners for non-violent solutions.

FOCUS SESSIONS

Living well in difference and conflict resolution (Moving from polarisation to collaboration)

Eolene Boyd-MacMillan, University of Cambridge

Introduction

The session was structured following three main points:

- **A** Concept of IC (integrative complexity): Basis in research

- **B** Use of IC as an educational intervention: Basis in reality

- **C** Implications of IC for your work: Basis for impact

'Integrative complexity' rhymes with 'I see', I see my viewpoint, I see your viewpoint, I see a way we can work together despite disagreement. It is that last phrase that is crucial. IC is not about creating a false harmony or pretending that we will all agree one day. It is about finding a pro-social way forward even though we disagree. IC is about being tolerant and respecting diversity.

Concept of IC Thinking Method

'IC' stands for 'integrative complexity' and refers to the cognitive lens through which we see our social world during conflict: a narrow lens that 'says', 'I'm right, you're wrong, we're good, you're bad, no exceptions, no qualifications, no validity in any other viewpoint, or a wide angle lens that can tolerate ambiguity, see how reasonable people might disagree on a topic, recognizes mutual influence or change over time. Technically, IC is a psychosocial measure with predictive value based on 40 years of research (Suedfeld, 2003, 2005, 2010).

Why IC?

There are over two hundred and fifty social and personal vulnerability factors or transition points that can make someone vulnerable to extremist narratives or radicalization (McCauley & Moskalenko, 2010).

The factors can be grouped into five categories:

- *political grievances (real or perceived) such as corruption;*

- *economic factors such as relative deprivation (that group is doing better than my group, they get all the jobs) or financial incentives for membership—we know that so-called IS uses financial incentives and others might say, 'stick with us, we take care of our own;*

- *ideology, beliefs & values characterized by simplistic thinking (low IC) that see the other group as a threat to own group and justifies discrimination, abuse and violence against the other group;*

- *sociological motivators such as kinship ties (this is what our family does, this is what your mother/ father did, this is what you're going to do);*

- *psychological factors such as desiring a sense of purpose accompanied by the need for meaning and adventure (Romero, 2016). Telling a young person that something is risky or dangerous does not deter, but incentivizes the activities (ibid.).*

As the two hundred fifty plus transition points interact with extremist or radicalizing messages, associated behaviours become mutually reinforcing and self-perpetuating by intensifying the inhibition of critical thinking (low IC).

A person's attention focus shrinks (moves into lower IC) as brain states shift, bringing emotions, perceptions, and behaviours in line with the extremist narrative, which becomes a dominant interpretative lens. The cognitive lens on the social world narrows (measured as lowered IC), inhibiting critical thinking and predicting violence between groups (Suedfeld, 2010). Low complexity thinking, low IC, is characterized by 'we're right, you're wrong', 'we're good, you're bad, no exceptions, no qualifications, simple causality, ways of thinking; once locked into low IC, we cannot hear another viewpoint.

The good news is that the cognitive lens can be widened (measured as IC gains), Increased IC predicts peaceful outcomes to conflict between groups and individuals. The cognitive lens is ethically accessible and operates as an amplifier on low IC or high IC input (Hogg, 2004). A person in low IC interprets their world through low IC lenses, is attracted to low IC messages. Conversely, a person in high IC interprets their world through high IC lenses and is attracted to high IC messages.

B. Use of IC as an educational intervention

- IC Thinking interventions for school work with a holistic model:
- *IC training for staff (5 to 16 hours, one day of Continuing Professional Development)*
- IC training for students (typically 16 contact hours)
- IC training for families (with childcare—important in UK so the parents can engage)
- IC training for NGO staff working in schools

50 out of 50 assessments of our IC interventions have shown significant impact. We use pre and post, or before and after, tests to measure changes in IC. Across very different groups, with very different demographics, in different contexts with different conflicts and extremisms, IC increased significantly. Our statistical analyses showed that the increases were due to the intervention and not a random effect and the size effects were medium to large, meaning noticeable to others.

We have started to use pre and post measures for resilience and the changes are significant, equal and at times exceeding the results of interventions designed specifically to increase resilience and reduce stress, and with medium to large size effects, again meaning noticeable to others. Resilience is the ability to thrive or adapt positively to adversity.

Like all IC interventions, it used music, film clips, multi-media, group games, exercises, a fast pace, and humour. Humour is critically important for learning.

C. Implication of IC at school

There are four main implications of IC for the work of teachers:

1. Turn the classroom into a theatre
2. Attempt an ambitious integration
3. Use the back door
4. Confront the inner extremist

1. Turn the classroom into a theatre

IC uses an experiential, participatory pedagogy involving movement. To change minds we do not the mind only. We need to engage the whole body and all five senses. Work with the whole person. This is called embodied cognition. Our bodies, brains, thoughts and emotions are all inter-twined. The IC method invites participants to experience a conflict in their bodies, all five senses, inter-personally, with movement. Then they go inside themselves to access their deepest values, their viewpoints. Then they talk about it in role play, which feels safer than discussing it as themselves.

People start to experience what are called ingroup-outgroup biases. They feel like their group is right and the other is wrong. Even when they personally disagree with the viewpoint they've been assigned to. Even if that particular topic is not a major concern for them. People are shocked at how aggressive they feel toward the other group. Or, how protective they feel toward their own group. Or, how they felt alienated from their own group. The point is they are paying attention to the experience of low IC, in their bodies, in their thoughts, in their emotions, as a group. Their cognitive lens has narrowed and they are in their fist.

2) Attempt an ambitious integration

In the example I just gave involving minimal group studies, chanting, and marching, I talked about the brain, the body, group processes, participatory theatre. The IC method integrates insights from a range of disciplines. This is ambitious. Multi-disciplinary and inter-disciplinary work is still controversial and often resisted. But the nature of the problem we are addressing requires an integrated approach. With over 250 transition points from extremist beliefs to extremist behaviours,

Extremism is not just a cognitive problem, not just an emotional problem, not just neurological or biological problem, not just a social problem, not just a systems and structures problem. It is all of these.

Successful PVE/ CVE approaches cannot focus purely on logical reasoning, with prohibitions, rules, regulations, warnings. Those that do have failed and even backfired (Romero, 2016). This leads to our next implication.

3) Use the back door

It's hard to counter radicalization by knocking on the front door and saying, Hello, we are here to focus on radicalization. This leads to people shutting down. It's called defensive reactance. People go into low IC and literally cannot hear another viewpoint.

To begin, use the back door, be indirect. IC courses are presented as skills courses that look at big life questions.

We use focus groups to identify the hot topics being debated in the communities where we're invited to work. We embed these hot topics and radicalization issues in the bigger questions.

Then we teach them five framing "tricks". After teaching five tricks we show a few radicalizing or extremist images or statements. True to life, inflammatory.

But, instead of focusing on the content, we invite participants to identify which trick is being used. Starting a game about identifying the most tricks, diffuses the tension caused by the content of the image or statement. By identifying a trick at work in the image or statement, they have already acknowledged that it is low IC. They connect the dots.

We use the back door, so they start to see the manipulation. Then we teach a flipping strategy using humour.

The point is that flipping is a learned skill that keeps you from being sucked into low IC. You resist the pull to polarize. You stay in high IC. And you leave the door open for a later discussion. Use the back door, be indirect. Embed radicalization in the bigger questions being asked in the community.

4) Confront the inner extremist

Increasing IC is hard work. We need to be honest about that. Learning to look at ourselves, other people, and the world around us in a new way creates tension. We need to feel the hard work and feel the tension ourselves if we want to help others. This means accepting that each of us has extremist views.

Each of us is an extremist on one topic or more. A widely used definition of extremism in the field of PVE/ CVE is:

"polarized positions on any ideological dimension, e.g., political, religious, ethical, moral, philosophical, ecological all characterized by low IC"

Can we start our work with that acknowledgement? We are all part of the problem because this is how our brains and bodies work. We all go into low IC on core issues that are important to us, and we become more entrenched and hostile when we feel threatened. Equally, we are all part of the solution. All of us can learn to raise our IC. We can hold on to our core values about renewable energy, slavery, and religion, but we can work for change in pro-social ways. We can find pro-social ways to work with those with whom we disagree.

We all must confront our inner extremist. If we want others to confront themselves honestly, we have to show the way.

All of us are low IC about topics that are core to identifies and values. We can hold on to our core values while learning to respect and even collaborate with those with whom we disagree. We can be low IC on a topic but high IC about people. That is genuine tolerance and genuine respect for diversity. It is hard work, but it is the only way to peace.

Addressing discrimination and racism in schools

Udo Enwereuzor, COSPE

Introduction

The session explored some of the key concepts underlying discrimination in general and racism in particular, and tried to identify the specific characteristics and dynamics of discriminatory practices as they may occur in the schools between various actors involved.

It sought to go beyond 'non-discrimination' in favor of affirming a positive duty not to discriminate on the part of School authorities. Prospective participants were invited to bring along any examples of good practices they may have on handling racist and/or discriminatory incidents amongst students or colleagues.

Experiencing a discrimination is like playing a football match uphill while the rival team plays downhill. Football matches are normally played on a level playing-ground. Discrimination can be seen as a football match played in a field steeply inclined where players end up on one side or the other based on certain characteristics.

Discrimination does not only damage the victim but also society, and different categories of people are discriminated differently. There is direct and indirect discrimination, harassment is also considered to be a form of discrimination in fact it falls within the definition of direct and indirect discrimination. The legal definition provides a social security while the academic definition will find different school of thoughts.

Definition of racial discrimination

In most countries that have signed and ratified the *International Convention on the Elimination of all forms of Racial Discrimination*, discrimination is defined in general terms as, 'any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.' This definition means, among other things, that discrimination may occur regardless of a specific intention and may be identified as an effect of a given action or behaviour.

Discrimination can be further distinguished in two different forms: direct and indirect. Direct racial discrimination occurs when a person is treated less favourably than another is, has been or would be treated in a comparable situation on grounds of racial or ethnic origin. Indirect racial discrimination occurs when an apparently neutral provision, criterion or practice would put persons of a racial or ethnic origin at a particular disadvantage compared with other persons, unless that provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary. Racial harassment is deemed as discrimination within the meaning of these definitions of direct and indirect discrimination and it is defined as any unwanted conduct related to racial or ethnic origin which has the purpose or effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating or offensive environment. From the foregoing, the definition of direct and indirect discrimination and harassment relative to any given ground can be derived from all three definitions above, by substituting reference to racial origin as appropriate.

Another useful distinction when conceptualizing discrimination is that of institutional discrimination. This can be defined as 'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people.'

Recognising discrimination

Discrimination as a power relation; power is required in order to discriminate (certain types of discrimination can be simply defined as 'prejudice + power to transform the former into action).

Cultural power such as the power to offend others. Some minority group members may have prejudice against some majority group members but this does not translate into discrimination unless they acquire the necessary power to do so and decide to effectively do so.

Multiple discrimination and intersectionality of grounds of discrimination (nationality, religion and sex etc.). The effect of each component reinforces the others, making it far more pernicious than being discriminated separately on each single ground.

Impact of discrimination on its victims:

- Isolation
- Low self-esteem
- Disaffection, disengagement or drop-out from school
- Depression – can lead to suicide
- Aggressiveness
- Vulnerable to exclusivist ideologies – radicalization
- Sense of insecurity, powerlessness

Discrimination at school

Enwereuzor spoke about discrimination at school, saying that it affects everybody: teachers, students, non-teaching staff, caretakers and parents. Discrimination affects more members of a group real or perceived. Grounds for discrimination include – racial & ethnic origins, immigrant background, religion or believes, disability, sex, and sexual orientation. Nowadays it has become very important to pay attention to our student sex orientation more than it was before. Usually sex orientation is not visible so people tend to be invisible. People tend to hide this.

Examples of manifestation of discrimination at school were put forward by the attendees:

- Offensive graffiti
- Damaging personal property
- Making fun or jokes about others' languages, clothes, habits etc.
- Stereotyping people from different cultural or linguistic groups (name-calling)
- Telling people to 'go back to where they came from'
- Leaving out students from targeted groups during class activities
- Not valuing and encouraging some students as much as others, on grounds of their belonging
- Expecting different performances based on belonging
- Educational orientation based on presumed group characteristics
- Not respecting people's different religious beliefs

- Bullying – cyber-bullying
- Hate speech and inciting others to behave in a hateful way;
- Outright aggression on the playground, in moments of low supervision – entry and exit from school, during group work etc.
- Making fun of a victim's name or accent
- Refusing to sit next to or work or play with someone because of his/her belonging or a characteristic shared with others (e.g. disability)
- Offensive leaflets, posters, comics or magazines, badges or insignia, web pages or internet pages

It has been said that some schools had removed religion lessons from the curriculum, in some instance this was substituted with ethics. Emphasis was put on the fact that religion and believes are one of the main causes and issues of discrimination in our schools.

Prevention is always the best solution and communities like eTwinning represent a good start to help with addressing discrimination in schools and society. That is true because cooperating with others in real and concrete activities with the same purposes increase a big effort in deleting barriers and stereotypes affecting cultures and people of different countries. Moreover, involving parents in school activities helps understanding different groups and will tend to eliminate discrimination inside the home education.

Three strategies for improving school inclusion

Dario Ianes, Fee University of Bolzano

Introduction

The session was focused on the school inclusion improvement process in Italy, through a description of the main strategies.

The Italian model carries a significant and influencing experience of integrating pupils with disabilities into general classes (intellectual, motor, sensory deficits), started in the '70s. This model was highly dependent on a medical diagnosis, the only way to resort to additional resources to respond to the pupil's needs.

The original concept of Italian integration defined it as a process of reciprocal adaptation between the class context and the pupil with disability, a reciprocal modification of learning goals, materials and ways of participating into learning tasks that could allow the sharing of the same class environment (Law 517/1977; Law 104/1992; Canevaro, 1999; Sandri, 2014).

As the time passed and new ideas spread, at a national and international level, the Italian legislation took into account new categories of needs, such as Learning disabilities (reading, writing, maths, text comprehension disorders) (Law 170/2010), and introduced into its terminology for the first time the terms "inclusion" and "Special Educational Needs" (Ministry regulation 2013).

These additional laws constitute a first attempt to modify the system from an integrative to an inclusive one, embracing a wider variety of needs. Although on the side of ideals and legislation, Italy showed sufficient initiative and a strong will to create an inclusive school system, empirical researches investigating the efficacy of school practice were limited and gave unsatisfying and contradictory results.

The Italian traditional integration system is organized with a classroom teacher supported by a special needs teacher who assists the student with disability. This personnel resource is meant to be a support for the entire class but, in reality, the support teacher and the pupil with a disability often work together outside of the classroom, with many negative effects:

delegation, micro-exclusions in the form of pull and push-out trends, and poor learning and social results for pupils with disabilities (Associazione Treelle, Caritas Italiana and Fondazione Agnelli, 2011; Ianes and Demo, 2013; Ianes, Demo and Zambotti, 2013; Demo, 2014).

The system is undergoing continuous debates to find new solutions to these phenomena and improve the quality of inclusive practices. There is a need to stress the importance of creating an inclusive context, at a class, school and policy level, making the process not uniquely focused on those pupils belonging to the three macro-categories of needs, officially recognized by the law according to a specific type of disadvantage (Disabilities, Learning Disabilities and Special Educational Needs).

We need to focus on three main strategies to improve school inclusion:

- Responding to individual needs, efficaciously and without creating stigmatization of any form of diversity
- Creating a learning environment that is able to address the variety of human needs
- Develop a whole school self-evaluation and management approach to inclusion.

Equity instead of Equality: responding effectively to individual needs

Equality in education means offering the same learning circumstances and opportunities to all students. This choice lacks to consider individuals as diverse and as having different needs. Giving the same to all, regardless of each specific situation, is going to create – inevitably – inequalities.

In inclusive education we need to begin from the premise that diversity is the norm and, as educators, we need to make different choices according to the individual needs, in term of resources and opportunities offered.

First of all it is necessary to recognize and identify those needs and to do that we need to resort to a suitable model. The WHO's International Classification of Functioning, Disability and Health, especially the children and youth version (ICF-CY), can be a useful instrument as it embed the perspective of equity with a "bio-psycho-social" approach. It considers all aspects of the intertwined relationship between the context and the person and define the individual needs resulting from that interaction (WHO, 2007).

This tool could be used as a generator of individual goals, tailored to the specific and peculiar

situation of a pupil or student:

1. goals in mental funcions (i.e. attention and memory, etc.);

2. goals in Personal Activities (i.e. learning skills, use of knowledge, mobility and motor skills, communication and languages, self-help skills, social interactions, domestic skills, etc.);

3. goals in roles of social participation: as a student (academic goals and social goals), a consumer, a citizen, etc;

4. goals in personal factors: self-esteem, motivation, emotional control, behavioral problems, identity, etc.

The Italian model of inclusion has recently opted for the WHO's approach to human functioning as a tool to draft Individual Education Plan (IEP) for students with disabilities (intellectual, motor, sensory, etc.) and Personalized Didactic Plan (PDP) for students with specific learning disabilities (Dyslexia, Dysorthography, Dyscalculia, etc.). According to Italian legislation, a Personalized Didactic Plan is an optional tool also for students with temporary situation of disadvantage (i.e. socio-cultural, economical, linguistic disadvantages, etc.).

IEP goals can be very different from the overall class goals and can also be well below the basic achievement levels set by the teachers for the class in various academic subjects (DPR 24/2/94). In secondary schools if the basic requirements of curriculum are met by the student with IEP, he/she has the right to obtain a Diploma with the same legal value. Otherwise the student can obtain only a certificate/attestation of the acquired competencies which does not have legal value and does not allow his/her access to further education such as University education.

PDP is conceived within a compensatory approach that tries to recognize limitations and disadvantages and compensate them with additional resources (material resources such as technological ones or additional time to complete tasks and exams) to allow the student reach the same learning goals as any other student of the class (Act 8/10/2010 n°170).

Inclusive didactic strategies based on Universal Design for Learning philosophy

The second strategy take into consideration the classroom environment and look for strategies to adapt it to the diverse levels and functioning of its students.

The learning environment has to be organised in order to offer as many opportunities as possible in terms of mean of engagement (different interests and values, motivations, self-regulation strategies, etc.), of representation (perceptions, language, symbols, concepts and means for comprehension, etc.) and of action and expression (physical actions, multiple media for communication, multiple learning products and outcomes, etc.), as suggested by Universal Deign for Learning principles (Meyer, Rose & Gordon, 2014).

We need to rethink teaching in terms of collaboration between class teachers and support teachers plan and apply effective co-teaching strategies.

Peers should become an important resource of the context, as mediators of teaching and learning processes (though cooperative learning and tutoring).

Materials and inputs need to be modified and improved, to be adapted to the different needs, to the different functionings, to the specific learning goals (e.g. different languages such as Braille and sign language; facilitation with additional inputs; simplification with shorter content and simpler concepts; etc.).

The concept built around learning processes in classes has to be rethought to promote metacognitive self-regulation strategies (self-monitoring, study skills, etc.) and a learning based on projects and problems.

Evidence Based Education should play a role in inclusive education, adding efficacy and quality to learning processes. In particular, special techniques (AAC, ABA-positive reinforcement systems, etc.) – adapted to meet the ideals of inclusive education - should be seen as an opportunity to enrich the learning environment for all (a "special normality") while offering fundamental tools to those pupils with specific needs (Ianes, 2006).

Whole school inclusive self developmental approach

The third strategy is still in process in Italian context. There is a will to develop the current evaluation practices by:

- listening to all voices: of principals, teachers, educators and students through School self-analysis and self-evaluation (Index for inclusion, Booth, Ainscow, 2011; School Self-evaluation Report – MIUR)

- testing students' learning results (National evaluations, INVALSI)

• measuring the efficacy of schools (School external evaluation).

In 2014 a new tool for school Self-Evaluation was introduced, specifically meant to analyse school inclusion. Schools must draft the Annual Plan for Inclusivity (e.x. defining a flexible use of teaching personnel, both curricular and support) and the Self –Evaluation Report, also with regard to inclusion processes.

Future development of inclusive education in Italy

Till now a lot has been done to make the ideals of inclusive education a reality in Italian school system. We think we are walking on the right – but difficult – track towards inclusion.

More has to be done and has to be planned: we need to give teachers the competences they lack to improve inclusive practices at class and school levels and to modify some structural dimensions that show negative effects (e.g. support teacher's role, influence of medical diagnosis, etc.).

Citizenship education at school: what we have learnt from the IEA International Civic and Citizenship Education Study (ICCS 2009)

Bruno Losito, University of Roma Tre

Introduction

The aim of the session was to present the result of the ICCS 2009 Study, the third international comparative study organized by the International Association for the Evaluation of Educational Achievement (IEA).

The study investigated how more than 140,000 grade 8 students, 62,000 teachers and 5,300 schools of the participating countries are prepared to play their role of active and responsible citizens and what are the curricular approaches as well as the teaching strategies and procedures adopted at school level. The assessment took place in 2009 with the participation of thirty-eight countries from Europe, Asia and Latino America.

The Study reported on student achievement in a test of knowledge and conceptual understanding, student attitudes relating to civics and citizenship and overtime changes in civic content knowledge.

Firstly, we need to know; that the school is not entirely responsible for the development of student's attitude related to civics and citizenship education, and influencing student's attitude towards the theme of civics is a complex issue that must be examined from different point of view. School in only one part of it. What school can decide and therefore, have an impact on it, is related only to what students "think in the classroom", the values that the entire school stands for.

For civic and citizenship education, a democratic school is needed. That kind of school finds consistency between written curricula and real living in the classroom. It is not about the subject, but the way of living and acting of the entire school. There must be a whole school experience, for the successful participation of the students in the area of civics.

Moreover, civics and citizenship education is a sensitive issue, because of lack of agreement on that subject in many countries. The study showed many different approaches of how to teach and integrate this subject in the curricula. But regardless the situation in the country it turned out that schools used the approach that was more useful and suitable for their students.

The Study result cannot be applied to every school. Each individual school must take from the results of the study what can be adaptable in its specific environment, because civics and citizenship education is not a fixed or defined area but is a constantly changing concept. The needs of an individual school in that area depend on specific characteristics that surround and define the school. Therefore, a research and reflection in the context of the school, teachers, and students' background must be done while setting and designing the civic and citizenship education in a school. At that point, the role of the headmaster is crucial, because of their possibility to shape and change the environment of the school.

Abstract

ICCS 2009 (International Civic and Citizenship Education Study) is the third study on civic and citizenship education (CCE) carried out by the International Association for the Evaluation of Educational Achievement (IEA). The first study was part of the so called Six Subjects Survey (1971), the second one (CIVED) was conducted in 1999. At present a fourth study on CCE is ongoing (ICCS 2016), and its results will be presented in October 2017.

ICCS 2009 was organized by a consortium of three partner institutions: The Australian Council for Educational Research (ACER), the National Foundation for Educational Research (NFER), and the Laboratorio di Pedagogia Sperimentale (LPS) at the Roma Tre University. The consortium worked in cooperation with the IEA Data Processing and Research Center (DPC). Thirty-eight countries participated in the project.

The main aim of ICCS 2009 was to study the ways in which countries prepare their young people to undertake their role as citizens. The six research questions underpinning the study concern civic and citizenship knowledge, dispositions to engage in civic related activities, and attitudes related to civic and citizenship education (Schulz, Fraillon, Ainley, Losito, & Kerr, 2008). The research questions are the following:

1. what variations exist among countries and within countries in student civic and citizenship knowledge?

2. what changes in civic knowledge have occurred since the last international assessment in 1999?

3. what is the extent of interest and disposition to engage in public and political life among adolescents, and which factors within or across countries are related to this engagement?

4. what are adolescents' perceptions of the impact of threats to civil society and of responses to these threats on the future developments of that society?

5. what aspects of schools and education systems are related to knowledge about, and attitudes to, civics and citizenship?

6. what aspects of student personal and social background are related to student knowledge about and attitudes towards civic and citizenship education?

Young people develop their understandings about their roles as citizens in contemporary societies through activities and experiences that take place within different contexts: homes, schools, classrooms, and the wider community. The fifth research question is related to school contexts that comprise factors related to the instruction students receive, the school culture, and the school environment, such as

- general approaches to civic and citizenship education;
- curriculum content, structure and delivery;
- teaching practices related to CCE;
- participation at school and school governance (teachers' and students' participation in decision making processes, school culture and school climate);
- principals' and teachers' perceptions of CCE.

Several studies on civic and citizenship education highlighted that this area of the school education is characterized by gaps between general principles and official curricula; between official curricula and the ways they are delivered at school level; between theories and practices (Birzea et al., 2004; Eurydice, 2005, 2012). Results from ICCS 2009 allow a better understanding of how CCE is actually delivered at a school level. Five main approaches to the implementation of civic and citizenship education at school level are usually identified. CCE may be

- taught as a separate subject by teachers of subjects related to civic and citizenship education;

- taught by teachers of subjects related to human and social sciences;
- integrated into all school subjects;
- taught as an extracurricular activity;
- considered to be part of the outcomes of school experience as a whole.

According to ICCS results, across countries, the most widespread approach was that entrusting the teaching of CCE to teachers of subjects related to human and social sciences. Nevertheless, these results also show that different approaches may coexist within the same school and that, regardless of the specific approach adopted, CCE is regarded by principals and teachers as an important part of the educational purpose of the school and as an outcome of the students' school experience as a whole.

Both the school and the teacher questionnaires administered in ICCS 2009 included a question asking principals and teachers to select the most important aims of civic and citizenship education. The aims included in the question were related to three different 'areas': knowledge and skills, students' sense of responsibilities toward specific issues (such as environment and strategies for fighting against racism and xenophobia), participation (e.g. participation in the school life, participation in the local community, future participation in the political life). In most of the countries, both teachers and principals considered as most important the aims related to the development of knowledge and skills, such as promoting knowledge of social and political institutions, developing students' skills and competencies in conflict resolutions, and promoting students' critical and independent thinking. In several countries, the promotion of students' respect and safeguard of the environment was also identified as one of the most important aims of CCE. On average, less importance was ascribed to the objectives related to participation.

A question included in the teacher questionnaire asked teachers to indicate how confident they felt about teaching topics related to CCE. On average, most teachers were most confident about teaching topics relating to citizens' rights, human rights, equal opportunities for men and women, and the environment. Teachers felt less confident in teaching topics about institutions and courts, economy and business, and volunteering.

As for the school and the classroom environments, a question included in the student questionnaire asked the students about the openness of the classroom climate for discussion. Items included in this question asked the students whether and the extent to which:

- teachers encourage students to express their opinions,
- students bring up current political events for discussion in class,
- students express opinions in class even when their opinions are different from those of most of the other students,
- teachers present several sides of the issues when explaining them in class.

Results show a positive association of the openness of classroom climate with student knowledge.

Despite the existing differences across countries and within countries, results of ICCS 2009 highlighted the relevance of the school contexts for students' civic and citizenships education, as well as the importance of teachers' preparation, of the experience students have at school and of the school and classroom climate. At the same time, these results pose several questions to principals, to teachers, and to policy makers as well. How different approaches to CCE can be integrated at school level? What is the contribution of different school subjects to the development of knowledge, skills and competences related to CCE? How the whole students' experience at school can be improved? How their participation in decision making processes can be improved? What organizational contexts can better contribute to students' CCE (school organization, teaching activities, extracurricular activities)? In order to investigate these questions further research is needed, as well as the direct involvement of principals and teachers at a school level.

Fostering civic cultures in digital societies through critical media literacy

Maria Ranieri, University of Florence

Introduction

This workshop presented the work of the 'e-Engagement against Violence' project between institutions in Italy, France, Austria, Slovenia, Bulgaria, Belgium and UK and the teaching and learning tools it created for secondary aged pupils. The project mapped and contrasted far right populism and new forms of discrimination transmitted through digital media and social networks by promoting young people's awareness of violent media content and empowering them through civic and e-engagement and digital/media literacy.

Maria Ranieri discussed the need to support young people so that they are able to make informed decisions about the media content they consume in contemporary society – to spot, understand and challenge stereotypes, discrimination and populism in the media and to provide them with the technical skills to create their own media and digital content with a positive narrative.

"This is a challenging but vital subject area and the key is linking the learning proposals with pupils' real experiences. Although this can be a risk in the classroom it is the link to everyday experiences that makes it real for the young people"

Because of digital media young people have access to an abundance of negative and damaging content promoting hate, so young people need the skills to critically analyse and understand this content. A significant aspect of this is the need to develop a positive approach to empowering young people – it isn't about not watching or avoiding certain content online, as that is impossible, it is about young people being empowered to identify hateful narratives and depictions of marginalised groups, understand it and then feel able to challenge accordingly.

The project took a dual approach, firstly developing the critical analysis needed by young people to successfully question content that they see and then the technical expertise to not just create their own content but to understand how it is technically possible for the media to create the content and construct their narrative.

The project had four phases:

1. State of art on (online) far right populism, media and citizenship education
2. Analysis of populist discourses through the web by youth politics organisations
3. Development and testing of media education activities against discrimination
4. Teachers training on media education against discrimination

Phases one and two took an interdisciplinary approach (political, social and communication studies) and critical frame analysis.

The project initially focussed on two far right organisations in each partner country, carrying out interviews to understand how these groups target young people and an analysis of how they create a narrative of 'the other', something they all have in common. 'The other' is viewed as a threat and as an extension so is diversity. This drives the rhetoric of far right groups where there is a consistent message constructed that is anti-'the other'. Typical representations of 'traditional' local populations in content created by the far right groups examined were mono-ethnic, heterosexual, families, Christian, whilst 'others' were stereotypical and largely offensive, promoting negativity towards the subject.

Phases three and four involved participatory action research and focussed on media literacy education with five modules for teaching and learning developed:

5. Information reception and production. This involved analysing the relationship between the representation of a subject and reality. Pupils were encouraged to develop analytical skills through digital media, including understanding how content is created by the media.
6. Audio-visual fiction and ideologies. Exploring commercial movies and television shows to identify discriminatory constructs and depictions of 'the other' – for example women, gay men and lesbians, migrants, disabled people. This was powerful as it focussed on content that the young people were familiar with.
7. Video games and citizenship. Understand the mechanisms of game play in order to

understand how 'the other' can be presented negatively. Pupils were invited to design a game exploring the route that migrants follow when they travel from Africa to Italy. This exercise simulated something real and put the young people in the shoes of 'the other'. Role play is a strong and safe pedagogical tool and can drive reflection on the consequences of one's actions.

8. Communication and propaganda. Analysing communication and advertising campaigns and political propaganda. Engaged students in the creation of positive campaigns.

9. Online activism and networking. Analysing the impact of digital media in the public sphere and online activism, for example the Arab Spring and the role that social media played in it. Pupils were engaged in activities to create positive messages to and spread them online via social media, harnessing the power of the technology to create viral campaigns.

Abstract

Over the last 15 years, European countries have witnessed a growing number of hate crimes towards immigrants and minorities, including hate speech, physical attacks on and murders of people with a different skin-colour, or from ethnic and religious minorities such as Roma and Sinti or Muslims. Discriminatory discourses are also echoed online, since far-right populist organizations and movements began using the Internet and social media platforms to spread othering rethoric. In this regard, the representation of cyberspace as a "sort of halcyon realm of 'colour blindness'" proved to be just another myth (Daniels, 2008).

From an educational point of view, concerns have emerged about the impact of hate messages on young people, and the role that media may play in reinforcing stereotyped representations of the 'other'. On one hand, several studies report falling turnout and party involvement among young people (see e.g. Cammaerts et al., 2014). On the other hand, many researchers have pointed out that academics tend to privilege traditional forms of participation such as voting and party membership rather than new modes of political engagement like the protest or boycott (Bennett et al., 2009). At the same time media are seen as means to convey discriminatory messages (Livingstone et al., 2013) as well as enabling platforms for alternative political practices (Mihailidis, 2011).

In this context, critical media literacy combined with civic education can be viewed as a potential strategy to develop civic cultures by raising young people's awareness of (anti-)discrimination and enabling them to participate as active citizens in contemporary digital societies.

This paper aims at highlighting this potential through the presentation of educational contents developed and tested over the period 2013-14 in seven European countries (Austria, Belgium, Bulgaria, France, Italy, Slovenia and the United Kingdom) with the financial support of the European Commission (Daphne Program, e-Engagement against Violence Project, e-EAV).

The e-EAV project: context, content and main results

e-Engagement against violence (e-EAV) is an EU funded project promoted by the University of Florence. The main aim of the project was to contrast new right-wing populism and discrimination transmitted through digital media and social networks by promoting young people's awareness of violent media contents and empowering them through civic engagement, particularly through e-engagement based on media/digital literacy. With this in mind, the partnership developed "Media education against discrimination: a Guide for teens", an education tool consisting of five modules designed to encourage young people to reflect on the role that media may play in reinforcing or challenging different forms of discrimination of - and violence towards - the other. Since media education aims not only at enabling young people's critical understanding of media but also at encouraging their critical participation as media producers in their own right (Buckingham, 2003; Hobbs, 2010), each module includes both media analysis and production. Moreover, the modules do not address one specific form of discrimination, rather they deal with multiple forms of discrimination and inequalities. The main contents of the modules are described in the following synopses.

Module 1: Information reception and production focuses on how news media represent the social world rather than simply reflect it. The analytical section pays attention to verbal and visual stereotypes regarding gender, ethnicity, race and disability embedded in different non-fictional media narratives. The production oriented activities, instead, invite students to make choices about how to represent real events, especially in relation to the issues of discrimination and violence. Hence, students are invited to engage with the collaborative production of a collaborative journal inspired to the practices of participatory journalism.

Module 2: Audio-visual Fiction and Ideologies concentrates mainly on how audio-visual fiction can convey representations that nourish a stereotypical and sometimes prejudicial imagination of specific social groups, especially in the context of Western societies. In particular, the analysis oriented units deal with different representations of female, young and / or non-Western characters in some popular movies and TV series. The section on media production provides students with information and tips on how to tell fictional or non-fictional stories through audio-visual language. Hence, the units include exercises of audio-visual production, specifically script writing, ideation of characters, video editing and creation of simple soundtracks.

Module 3: Videogames and citizenship highlights the connections between game play and citizenship with a particular focus on how video games can represent inclusive practices of citizenship. The analytical units include activities aimed at providing a critical understanding of the mechanisms of gameplay and the simulation of social identities. The section on media production, instead, engages the learners in the creation of characters, rules and situations characterising possible videogame and online communities of players. Here particular attention is paid to the ideation of a videogame inspired to real life situations and discriminations experienced by migrants and refugees in Europe.

Module 4: Political Communication and Propaganda focuses on the uses of media by different political and civil organizations to analyze their role in questioning or reinforcing different types of prejudice toward particular social groups. The analytical section concentrates mainly on the rhetorical strategies through which race, ethnicity and sexuality become "political issues". The production oriented activities, instead, encourage students to experiment different types of communicative strategy aimed at raising citizens' awareness about discrimination. In particular, here students are asked to engage as producers of a short video against discrimination addressing the school community and the wider public.

Modules 5: Online Activism & Networking encompasses a heterogeneous set of communicative, organizational and mobilizing practices aimed at social and/or political change. The first section introduces the main types of online activism with particular focus on hacker culture and includes two case studies of online activism, namely Wikileaks and the Arab Spring. The media production section focuses on the experimentation of some communicative practices aimed at promoting human rights and fighting discrimination of LGBT people through social networks. Furthermore, the last three units are devoted to the collaborative development of a Students' Rights e-Charter and its sharing on social networks with other members of the school community.

The tool has been tested through an action research involving 500 students across Europe. From the analysis of teachers'/researchers' observations on the teaching/learning process and of students' learning results it emerged from main results (for a wider presentation and discussion see also Ranieri & Fabbro, 2016 and Ranieri & Fabbro, 2015):

- Acquisition of a meta-language and improvement of knowledge to describe different forms and practices of communication and (anti)discrimination. Overall, students' acquisition of new knowledge about media and discrimination was reported by all research teams, though at different levels both across and within partner countries. Indeed, on a metalinguistic level, there is clear evidence that students developed and / or improved relevant theoretical knowledge throughout the learning process.

- Development of a more critical stance towards media. Young participants developed varied levels of critical understanding towards the media, as emerges from a wide range of crucial learning situations reported by teachers and researchers in almost all partner countries. Unsurprisingly, both media analysis and production offered opportunities to develop deeper knowledge and skills in the field of media education. Indeed, as well known, critical abilities of understanding and decoding the media can be equally developed through practical activities of analysis and production of media texts, and most often through their combination (e.g. Buckingham, 2003; 2007).

- Varied ability to decode and interpret "strategies of othering" performed through the media and in everyday life. While the acquisition of a specific meta-language around media / discrimination and the development of a more critical stance toward media characterised, though to different degrees, the learning experiences of all testing groups, critical understanding about strategies of othering and related forms of discrimination (racism, sexism, homophobia, etc.) did not emerge as a trend across the different contexts.

- Use of media / participatory skills to question and fight discrimination through media production. Media production oriented activities often turned into engaging learning

situations, contributing to develop a greater awareness of media language both in general and when used to discriminate the other. In other words, producing media influenced students' reading/viewing skills positively and their awareness of discrimination.

Conclusion

Media education is not a 'magic wand' to face contemporary issues such as distrust in traditional forms of politics, decrease of civic participation and revivification of discrimination against minorities. However, it can provide opportunities for education to challenge discriminatory representations and discourses, and solicit active forms of citizenship particularly through the integration of media analysis and production, by starting from issues young people feel close to their experiences of discrimination and taking advantage of what Hobbs (2009, p. 100) named 'teachable moments'. Media education meant as preparation (Buckingham, 2003) looks at media production not so much in terms of technical achievement but as a 'tool of anatomy' or critical understanding, while enabling young people to express themselves. Our research found that some media products made by the students involved in e-EAV testing could be understood as 'acts of citizenship', reflecting, on the one hand, the identity formation process they were engaged with, and on the other pointing out their capacity 'to take the floor' and make their voices heard. Experiences such as those promoted through eTwinning can clearly fit within this framework allowing teachers and students to undertake media initiatives and actions inherently linked to intercultural dialogue and the promotion of diversity in the European space.

The challenge of cultural diversity and approaches to integration

Anna Triandafyllidou, European University Institute

Introduction

Europe has been an immigration continent in the past and it has been faced with many facts of emigration and immigration in its history.

This session had the purpose to clarify the terms commonly used to talk about identity and diversity as well as to discuss the phenomena that underpin a fear of diversity. It also discusses possible answers to the challenges that ethnic and religious diversity bring in everyday life and specifically in schools, using examples taken from the *Handbook on Tolerance and Cultural Diversity in Europe*, a research report edited by the European University Institute.

Today teachers may inform youth to be ready for the challenges of diversity in their everyday and future live and be prepared to be the European citizens of tomorrow. Defining terms and concepts is crucial to give young people the tools needed to better understand the reality that surrounds them.

Abstract

Migrant population and minority groups present a challenge to nation-states because they may have different conceptions of the world, different religious beliefs, different traditions, different conceptions of gender relations, family and community. The challenge can be represented by different actions: seeking political representation and participation as citizens; establishing special minority institutions, or challenge the dominant view of national history.

Many terms (such as *nationality, national identity or citizenship*) have different meanings in different languages, and people regularly talk about them without knowing exactly what they mean. Indeed, many of these terms are closely linked to negative stereotypes of minority groups.

A **nation** is a named and self-defining human community whose members cultivate shared memories, symbols, myths, traditions and values, inhabit and are attached to historic

territories or "homelands", create and disseminate a distinctive public culture, and observe shared customs and standardised laws' (Smith 1991, also in Guibernau 2004).

Understanding concepts is important when we talk about the challenges of diversity. There are four types of diversity overlapped in everyday reality:

- **Ethnic diversity**: individuals or groups of different ethnic descent from the majority group in a country

- **Racial diversity**: different physical characteristics of individuals and groups

- **Cultural diversity**: people and groups with different cultural traditions, customs and language

- **Religious diversity**: individuals and groups of a religious faith other than the majority one

Many approaches to ethnic, cultural and religious diversity were developed in Europe as result of historical development, because European societies are ethnically, culturally and religiously diverse.

Concepts and phenomena underpinning a fear of diversity

During the session Prof Triandafyllidou distinguished between beliefs and actions that are xenophobic and those that are genuinely racist. By clarifying such terms and giving appropriate examples, we shall try to illustrate why xenophobia, racism and prejudice have more to do with our own fears rather than the differences of others.

Racism is the belief that a person's identity is predetermined by genetic origin. More specifically, it is the belief that factors associated with a person's descent (ethnic, national or racial) predetermine not just their physical traits but also their psychological predispositions, mental abilities and other capacities. Racism is linked to established practices - social, political and economic - that deny certain groups access to material and symbolic resources.

Xenophobia is an attitude that expresses itself through hostile reaction to foreigners in general. It is linked to specific preconditions (above all economic factors) that foster its development. Xenophobia and racism is much more result of people's fears rather than the differences of others.

What can be the answers to the challenges of ethnic and religious diversity in everyday life?

Terms like integration are often employed to describe very different things, thus resulting in confusion. Integration may mean finding a job (integrating in the labour market), going to school, learning the language of a country, adopting a certain lifestyle or a code of dress (social integration), or indeed voting in elections (political integration). The meaning of the term often gets confused, as some people use it to argue that minorities and immigrants should completely mould into the way of life of the majority.

Others understand integration to mean that people should adapt to their new environment without giving up their own language or traditions. Last but not least integration may be based on mere tolerance of cultural and religious diversity, on acceptance of such diversity or on respect and an effort to mutually accommodate (between native majority and immigrant communities) one another and actually create a new self-concept for the nation, when migrants settle and become part of the receiving society.

The most important approaches of diversity accommodation were explained as follows:

- **Assimilationism**

  - Full assimilationism: One way street 'integration': migrants are expected to gradually adopt the values, culture, language and other traditions of the host country and to abandon their own.

  - Civic assimilationism: Migrants are expected to confine their religious and cultural traditions to their private life. As regards public life they are expected to adopt the civic values and political culture of the receiving society.

- **Integration**

  both migrants and receiving society adapt to one another. In reality integration is often understood as civic assimilation in Europe today

More in depth to this issue, there are four main models of migrant-receiving society relationship:

- **Integration-accommodation**: the migrant asks for her/his needs and the group's needs to be accommodated – society has to make room in the public space for new traditions, identities;

- **Segmented assimilation**: assimilating but to an underclass;

- **Ethnic marginalisation**: rejecting the receiving society's values and culture without strongly identifying with the culture of origin;

- **Ethnic separation**: ethnic activism, keeping to your culture and seeking to preserve it intact within the receiving society – revival of ethnic identities.

- **Multiculturalism** a diverse set of normative ideals and policy programmes that promote (in different ways and by different means) the incorporation and participation of immigrants and ethnic minorities into state and society, taking into account their ethnic and religious differences. Extending that thought, multicultural citizenship refers to a set of rights and duties that takes into account the cultural, ethnic and religious diversity of the groups that form part of a state and appropriately integrates their needs into an existing set of rights and duties attached to their citizenship.

- **Interculturalism**

  a process based on dialogue and actual engagement between individuals from different cultures. The intercultural perspective acknowledges that a multitude of cultures may co-exist within a society. Individuals are seen as the carriers of different cultures, and thus intercultural dialogue involves dialogue between individuals of different ethnic or religious groups. This is not a private dialogue (one that takes place, for instance, within a family) but rather a public one that can take place in institutional contexts, such as the school or the workplace.

- **Tolerance - Acceptance/ Respect**

  Acceptance and/or respect involve going beyond mere tolerance, changing institutional and societal arrangements to accommodate minority needs and claims; Tolerance and Acceptance/Respect are not hierarchically related (i.e. one is better than the other). They are appropriate for different kinds of claims. Tolerance can be ethically minimalist but politically viable.

At the end of the session some situations from the Handbook on Tolerance and Cultural Diversity in Europe were discussed. Teachers and headmasters shared their experience from everyday live and how they deal with the diversity challenges at school.

WORKSHOPS

The eTwinning school

Moderators

Santi Scimeca, **Rita Zurrapa**, European Schoolnet

Speakers

Marek Fularz, PL - Elena Zacchilli, IT

Purposes of the workshop

This workshop was meant to present and deepen discussion on the eTwinning School Concept as defined by the work of the eTwinning Pedagogical Advisory Team (PAT) in a draft document produced in 2015/16.

Rationale

- The aim of awarding the eTwinning School distinction to a school is to give visibility to the eTwinning work taking place in that school, taking into consideration the following:

- The recognition currently available is given to teachers as individuals through National and European Labels as well as National and European Prizes, not to schools.

- The ratio of teachers across Europe, per school working in eTwinning is still low.

- One of the recommendations of the eTwinning monitoring report 14/15 is aimed at involving schools in a wider sense"…. in view of the importance of a conducive school environment for eTwinning to have a significant impact at school level (…), a key recommendation is for the programme to target the involvement of school heads and senior school management. This will not only raise further awareness of eTwinning's opportunities for schools, but will also heighten the chances that eTwinning practices will influence school policy and be mainstreamed."

Proposal

To make available to schools the title of eTwinning School. The eTwinning School recognition will only be available at European level. It is due to start in 2017 and will involve the Headmaster and teachers from the candidate School, fulfilling a number of criteria.

Workshop activities

Each Workshop was divided into 4 parts. It began with a brief description of the state of art of eTwinning. In each workshop 2 headmasters presented the eTwinning experience and its effects in their schools. After each of these presentation there was space for questions and answers, which allowed for the participation of the audience. After these presentations the concept of eTwinning School as proposed by the Pedagogical Advisory Team was presented. In this presentation the criteria were presented and open to discussion. The participant audience gave feedback and made some remarks and proposals. All the comments were taken and will be shared with the PAT members for further discussion.

Results

The concept of the eTwinning School was welcomed by the participants.

Professional Development in eTwinning

Moderator

Rute Baptista, European Schoolnet

Speakers

Anna Pławecka, PL - Paola Di Renzo, IT - Rafał Pierzchalski, PL - Elena Pezzi, IT

Purposes of the workshop

Professional Development is one of the four cornerstones of the success of eTwinning. eTwinners have the opportunity to get involved in different opportunities. Due to the variety of the offer each teacher may choose what it fits the best into his/her needs. In this workshop, we explained the various types of professional development opportunities available, both face to face and Online. Participants also had the chance to hear how involvement has led to greater collaboration and professional development, through some examples of best practices that were presented. These shared experiences contextualized the theme and inspired participants to get involved.

Workshop activities

- An overview of the different opportunities was introduced to participants. Starting with online opportunities (Learning events, Online Seminars, Online Courses, Groups, Self teaching Materials) useful information and tips were given to participants in terms of how they can be involved or encourage others to be involved.
- Participants could listen to a brief presentation on the different face to face opportunities eTwinning also offered (Professional Development Workshops, eTwinning Seminars, Thematic Conferences) and they could be involved by contacting their national supports services.
- A head teacher perspective was shared in terms of the impact in school that came out of their eTwinning experience in Professional development opportunities.
- The workshop finished with some discussion on how to involve a school and other colleagues and how to get these opportunities recognized nationally.

Results

The outcomes of this workshop sessions are the insights from and for head teachers in terms of:

- How eTwinning contributes effectively and freely to teachers' continuous professional development
- What are the benefits of the involvement in these opportunities for teachers and for the school and its impact on students
- How participants can contribute to improve these opportunities.

Competence-based education

Moderator

Caroline Kearney, European Schoolnet

Speakers

Elena Pezzi, IT – Maria Teresa Rughi, IT – Urszula Utnicka, PL

Purposes of the workshop

• Give an introduction to competence-based teaching and learning, referring to the European framework and recent developments in this area

• Allow head teachers and teachers to openly discuss their experience of competence-based education and the facilitators and obstacles they have faced in implementing it at school level

• Give participating head teachers and teachers the opportunity to understand how eTwinning can be used as a tool for developing both pupils' and teachers' key competences, through showcasing some examples presented by eTwinners.

Workshop activities

• Introduction about competence-based teaching and learning including a video of the top recommendations from KeyCoNet (the European Policy Network on Key Competences in Education) + specific questions directed at the head teachers and teachers in the audience to understand how competence-based education is framed in their country and the particular challenges they face: Caroline Kearney;

• Presentation on developing civic competences for democratic culture through eTwinnning: Maria Teresa Rughi;

• Presentation on developing a variety of pupil and teacher competences through eTwinning: Elena Pezzi;

• Presentation on developing mathematical-related competences through eTwinning: Urszula Utnicka.

Results

• Competence-based teaching and learning should be:

• Task-based

• Interdisciplinary

• Collaborative and individualized

• Learner and teacher-led

• Technologically innovative

• Take place both inside and outside school

• Involve collaboration with the wider community

• Pay attention to the soical and emotional aspects of learning

Participants stressed the fact that competence-based teaching and learning is far more time consuming for teachers and learners than traditional methods, but worth the extra effort! They also stressed that the assessment of key competences, especially transversal skills, is particularly challenging, and that teachers do not have the necessary knowledge and expertise to implement this effectively.

Education through arts for creative and inclusive classrooms in Europe

Speakers

Giovanna Del Gobbo, **Glenda Galeott**i, **Gilda Esposito**, **Romina Nesti**, University of Florence, SCIFOPSI, **Cinzia Laurelli**, International Yehudi Menuhin Foundation

Purposes of the workshop

Starting from the principles and working approach of ongoing Erasmus KA3 project META (Minority Education Through Art) we shared main lessons learnt in the framework of EU successful experiences of using arts in pre-primary and primary education, with a curious eye to other settings as well for inclusion (META, Art for Rom, Music for Rom, ARTES). Coherently choosing to apply a creative and participatory methodology, we also invited participants to share their own experiences in arts and teaching in EU Schools. We therefore meant to stimulate cognitive, emotional and ecological intelligence of participants in order to imagine innovative and creative classrooms that can bet on inclusion and integration for a new Europe.

Workshop activities

The session followed these main activities:

- Icebreaking activity: the human geography of participants. If you were an artist, what artist would you be?

- PPT presentation on why, where and how arts for inclusive and creative classroom (first part by Gilda Esposito) and sharing of good practices of arts-based projects in European Schools with migrant and minority children, especially Rom (second part by Cinzia Laurelli).

- Collection of ideas or experiences on arts-based projects in Schools by participants through a questionnaire (see attached)

- Random Presentation of some of the experiences by participants and plenary discussion (among them France, Moldova, Finland, Portugal, Malta, Netherlands)

- Invitation to create a network and advocate the inclusion of creativity based projects in national curricula.

Results

There was a strong and genuine interest of educators and teachers toward arts and inclusive and creative classroom. All participants, beside one who was not a teacher but a EU employee, had some story to tell, also showing how arts is already in use for the purpose of creating a more hospitable and richer EU society. In other words: Arts and artists are precious allies of teachers and educators empowering all children, no matter their backgrounds, to be active EU citizens starting from their classroom.

Citizenship: concept and practical approaches

Moderators — **Cécile Le Clercq** and **Anja Janum**, European Commission

Speaker — Marina Screpanti, Italian eTwinning ambassador

Purposes of the workshop

Citizenship means many things to many people. The purpose of the workshop was to explore our current understanding of and approach to the citizenship issue, in particular in relation to the Paris Declaration. The workshop represented also a discussion on how its various components could be translated in tangible ways for teachers and pupils activities at school, and in particular with eTwinning.

Workshop activities

- Cécile Le Clercq introduced the workshop noting that citizenship is a broad and complex concept. There is no single agreed definition about it. However all definitions refer to a common heart, namely the relationship between a member and a political entity, with a set of rights and obligations, common values, sense of belonging. Participants were split into 3 groups and asked to reflect on which would need to be taught and for citizenship education, and reported to the others.

- Marina Screpanti, Italian eTwinning ambassador, presented the eTwinning project she implemented with her class of Istituto Comprensivo 3, Chieti, Italy, with a Polish class, to prepare a "Supercitizen's Almanac". With this project, students have learnt to share, collaborate, communicate, and accept diversity as a richness, to solve problems, to help each other, to overcome differences in traditions, culture and languages. They have developed key competences such as: learning to learn, social and civic competences, cultural awareness and expression, sense of initiative and entrepreneurship, and communicative and collaborative skills.

- Participants were invited to write in groups concrete ideas on how could headmasters help their students to become "better citizens".

Results

- Knowledge included citizen's rights and obligations, human rights, history, anthropology and democracy; addressed at all levels: individual, local /regional, national, European/international.

- Learning to learn, critical thinking and conflict resolution were key skills, needing communication skills (to speak, listen, and debate with respect) and social skills; self-awareness of how we work as human beings. It was important to address the concept of 'Integrative Complexity', which measures how black-and-white someone's thinking is as people engage with difference, disagreement, and opposition (presented earlier at the conference) considered to be at the core of citizenship.

- Attitudes: tolerance, respect, openness, understanding, empathy, engagement/participation, confidence - in oneself, in others, in institutions, compliance, were strongly related to values of responsibility and democracy, equality, acceptance, integration and optimism. It was important to nurture a multi-perspective view.

- Many parts of knowledge, skills, attitudes and values were interrelated and mutually reinforcing and should be taught globally. The replies provided were not meant to be exhaustive.

- To help their students towards becoming better citizens, headmasters could create a democratic climate in the school and share leadership, enable students to come up with guidelines for self and schools and for their enforcement, encourage debates, support campaigns, support professional development, encourage student exchanges, have a community day, include citizenship in the curriculum as much as possible. There should be constant actions, built in little steps.

- Experiential learning is the key, and should start at an as early age as possible.

Strengthen your school profile

Moderator
Claire Morvan, European Schoolnet

Speakers
Martina Baseggio, IT - Laura Maffei, IT

Purposes of the workshop
The aim of the workshop is to give methods and good examples on ways to promote and increase the impact of eTwinning project outcomes. The core idea is that dissemination should be planned at the beginning of the project in order to boost its success, impact and return for the whole school, also in terms of image and credibility.

Workshop activities
• After a theoretical introduction on dissemination basic rules, participants worked into group to develop their own dissemination plan. After 30 minutes the workshop leader gave to each group feedback to improve their plans, using peer feedback too.

• Each group had then to report back to the others, presenting the measures and strategies they had decided to adopt in their dissemination plan. Their objective was to get to the target audience in a clear and impressive way, so as to get support for their future projects and to strengthen their school profile.

• The workshop leader gave each group feedback to improve their plans, using peer feedback too.

Results
• The participants eventually realized that, as well as all of the other elements in a successful project, dissemination has to be carefully prepared in advance: improvising at the end of the project can be a lost opportunity in terms of visibility, contacts, professional development and growth of educational dialogue. Ultimately, building a dissemination plan means deciding what you want to show of your school, and to whom: in fact, the perception people and institutions get of a school is 90% determined by what the school shows of itself.

• The practical, hands on activities, also allowed participants to see that creating a coherent dissemination plan is not time consuming: it just takes as little as 30 minutes to take your project – and your school – to the next level.

European School Development Plan with eTwinning

Moderators
Laura Nava, Donatella Nucci, Erasmus+ Italian Agency (Indire)

Speakers
Laura Badini, IT; Daniele Sordoni, IT; Alessandra Basso, IT; Amanda Nadalini, IT; Vessela Stoyanova, BG

Purposes of the workshop
The ESDP is the heart of an Erasmus+ KA1 project for school staff mobility. It 'a planning document in the short / medium term in which the school analyses the training needs of its staff (not just teachers) and identifies the activities to be undertaken to meet these needs.

All of this not only with a view towards strengthening the professional skills of individuals participating in mobility, but in the perspective of improvement of the entire institution. In this regard, exploiting the opportunities offered by eTwinning (the tools of the platform, the Community) can help reaching the objectives set in the EDSP, maximise and amplify the impact of the activities undertaken and their sustainability.

Workshop activities
The topic was introduced by the chief of Italian NNS Donatella Nucci, who pointed out the great value of the European School Development Plan, supporting the achievement of the School aims, and Laura Nava, head of the unit in the Italian E+ National Agency dealing with KA1 and KA2 (school sector and adult education sector). She gave some information on the opportunities offered by E+ for school development. Some good practices followed.

• Some teachers shared their experience in carrying out successfully KA1 projects and their ESDP, showing the connections with their participation in eTwinning and the impact on the activities of their school, on the staff and on the pupils: Alessandra Basso (Istituto Comprensivo di Villaputzu) and Amanda Nadalini (Istituto Istruzione Superiore G. Carducci – Ferrara).

- Headmaster Vessela Stoyanova from Bulgaria gave evidence of her school's eTwinning projects, outcomes and dissemination as a powerful mean for school cohesion, students motivation, competences enhancement.

- Headmaster Deputy Marisa Badini presented the European School development Plan of her Institution: how it took origin from the context and was oriented to meet the needs of the school community; how it was carried out and disseminated, reaching the goals with the integration of eTwinning.

- Headmaster Daniele Sordoni outlined the main features of a good European School Development Plan and the benefits it can lead to a Secondary school, offering several development directions.

- The workshop ended with an interactive team work: the participants were asked to make three groups: "Creatives", "Developers", "Evaluators", enter their roles and share their outputs.

Results

- The experiences shared by the schools and the discussion among the participants which followed, underlined that the opportunities offered by E+ (KA1 with the ESDP, KA2, Etwinning) can represent a starting point to implement new activities, to trigger chain effect processes within the school with very positive effects on all actors involved in terms of competences, skills and above all motivation.

- It is therefore essential that the ESDP is not considered a mere bureaucratic exercise for those who want to apply for a KA1, but a growth opportunity for the school to be closely connected to their PTOF. Opportunities, chain effect, motivation.

- Speakers focused on the three main phases of the European School Development Plan: *creation, development, evaluation,* through active participation in team work and final discussion.

- Speakers were able to point out strategic passages and how to avoid possible difficulties to reach the aims.

BEST PRACTICES ON CITIZENSHIP

Sailing the Mediterranean

Francesca Romana Antinonini,

**I.C. "Vivenza-Giovanni XXIII",
Scuola primaria Don Bosco, Avezzano (AQ)**

Country	Greece
Partner schools	Maleme Primary school - Chania, Crete, Greece
School year	2015 - 2016
Main subjects	History, Geography, Science, Citizenship
Language	English
Number/Age of pupils	AGE 10 TO 12, pupils 60
Link Twinspace	https://twinspace.etwinning.net/12023/home

The project was an excellent opportunity to explore our area, looking for our origins and for the reasons why, today as yesterday, lead people to move. It was the occasion to meet new colleagues and to learn a different way to collaborate. For the students this project was a wonderful way to make learning attractive and easier. The parents appreciated and actively collaborated. The exhibits and the social activities gave the school great visibility and credibility.

Personal motivation

I'm curious and always looking for new ideas. In my wandering, I came across eTwinning and joined it. I really appreciated the opportunity for my professional development and participated in many online events, webinars and courses. I discovered a community of teachers motivated and inspiring and joined different groups, working on different topics. Then I started my adventure in running projects with different partners, which was great gun.

This is not an "on your own" adventure, all my teacher team participated and of course we involved our headmaster. What I appreciated the most is that everyone put his own talent, his own competence in this work. There was the digitally talented teacher, the English competent teacher and the expert on art.

If we work in a group, we are also able to teach our students to work in a group.

Teaching

In the first phase, we teachers planned the activities by Google Drive and Skype sessions and the students got in touch. Then we entered the core of the project.

We asked the students «Who sails the sea? ». Of course, they thought fishermen do, and also pirates and explorers. Therefore, going on, investigating and wondering, they realized that nowadays also the refugees do it. Today, as yesterday, people go somewhere looking for peace, wealth or just for a better future.

The students travelled through time and space and discovered facts, common origins and interesting coincidences.

The final product was a video to ask people helping and accepting refugees. A key point of this project is that it was multidisciplinary. Working in a group, each teacher could run a part of the activities integrated with the National Curriculum. There was history and geography, but also we investigated the scientific aspects of the Mediterranean sea. A work session has been dedicated to mythology. We used gaming and coding in our project. We introduced the students to Scratch and App inventor and they found many different apps and website to play and code. We created many games to make the project more attractive and the student had a lead role in that.

This project aimed to make the students aware of being citizens of a common area, with same origins and that they have to look for a common future cooperating with each other. The main goal of the project is to promote and intercultural habit, looking for a future in peace. The students had a lead role in each activity: they explored, investigated and organized contents. They collaborate with the partners to create common products; then they shared them by the Twinspace. The students reached good English competency and of course wonderful digital skills. Given that English was the language to communicate with their student partners, They did their best to express their selves, both when they asked to actively participate in the project and when they were free to share information, traditions and even gossip via the forums. The students actively participated in the evaluation phase by filling in a digital form. Some of the activities were presented in local events, both in Italy and in Greece. Sailing the Mediterranean was presented in the Annual Science Fair, in Avezzano, Italy: the students set up an exhibition with their art crafts. The Italian students also played a musical in the local theatre.
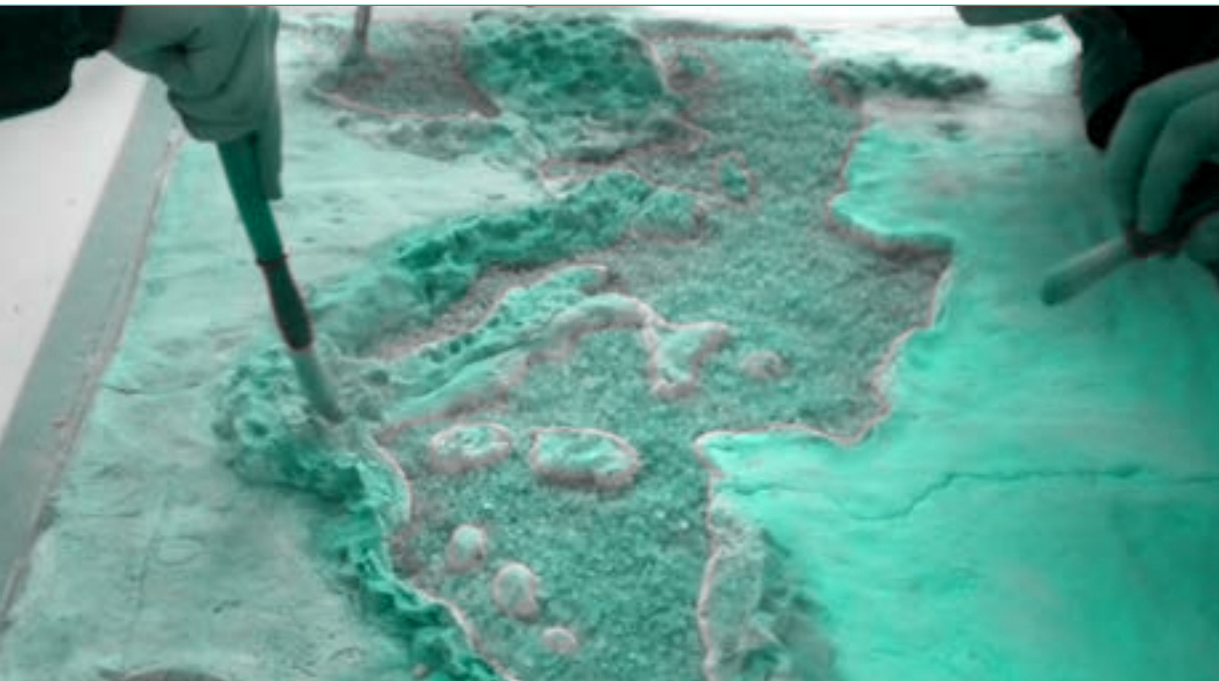
Una scuola sempre più Europea

Alessandra Basso,

I.C. Villaputzu

Country	Italy
Partner schools	I.C. VILLAPUTZU – Villaptzu -Italy
	YENİ TURAN İLKOKULU - ANKARA, Turchia
	ZESPÓŁ SZKÓŁ - Iłowo-Osada, Polonia
	OSNOVNA ŠKOLA Sućidar - Split , Croazia
	CEIP INFANTA ELENA, La Orotava, Spagna
	COALWAY JUNIOR SCHOOL – Coalway – UK
School year	2014 /2015 - 2015/2016
Main subjects	Languages – ICT – Geography- Science- Citizenship
Language	English
Number/Age of pupils	86, age 9/10
Twinspace	https://twinspace.etwinning.net/5616/home

The aim of our project is to involve and increase the number of teachers in training abroad, in order to improve quality of teaching by using innovative approach and ICT, to enhance students motivation, to spread experiences inside and outside our school. By the integration of different actions in European context (ErasmusKA1, Erasmus+KA2 project, eTwinning) school staff enhanced communication skills in foreign languages; developed new teaching approaches and strategies and established links with colleagues from different European countries. We strengthened the sense of school community and reinforced links with our local community and neighbour schools.

Personal motivation

I.C. Villaputzu is located in an area characterized by a strong isolation, few cultural opportunities, pupils coming from different cultural and linguistic background. We addressed these challenges by an intercultural approach, thanks to the opportunity offered by eTwinning and Erasmus+.

Teachers from different school levels, have been registered in eTwinning to find new opportunities for their professional development, to experiment more inclusive strategies, to motivate students and broaden their horizons. We have been implemented an Erasmus KA2 project through eTwinning, therefore we have had the opportunity to put in practice competences acquired. Thanks to this project we innovated our strategies, bringing lessons outside the classrooms; students motivation increased and the sense of school community has been reinforced.

Teaching

Many teachers have been involved in the eTwinning Project.

The project included many subjects: English and mother tongue as pupils use both and enhance their ability to describe (school, country, environment) by presentation, forum, exchange letters, video and videoconferences. Padlet was organized to display letters.

We developed the curriculum of geography through orienteering activities. Pupils draw a map of countries using tripline. By a cross curricular approach they acquired the abilities to navigate in the space around, promote awareness of environmental issues, build team work skills and strengthen the sense of European belonging.

Using the Twinspace teachers and students cooperated with other schools and shared their activities, enhanced digital skills, collected and made visible and usable by all partners materials and results.

Results

Thanks to the combination of Erasmus plus Projects and eTwinning, teachers innovated their teaching strategies by:
- Project based learning
- Using videos to introduce new topic
- Brainstorming
- Games
- CLIL
- Co-operative learning
- Peer to peer.

The project allowed to strengthen a plurilingual awareness, broaden horizons of teachers, pupils and all school community through a more multicultural perspective.

Teachers implemented the activities using CLIL approach and share best practices with other partners.

Parents and local community were enthusiastic and collaborated with the school. Our school also supported other neighbour schools to use eTwinning.

The project promoted citizenship awareness through digital citizenship; strengthening pupil's ability to think critically, promoting the value of diversity; engagement to European actions and events; promoting cooperation and fellowship.

Eco-Life: Our Way

Begoña Castillo Miñano,

IES José Luis Castillo-Puche, Yecla, Murcia

Country	Spain
Partner schools	Mataré-Gymnasium.Europaschule, Meerbusch. Germany. St Albans Girls' School, St Albans. United Kingdom.
School year	2014-2016
Main subjects	English, Art, Technology, ICT, Maths, Physical Education, Biology
Language	English
Number/Age of pupils	Our target group was aged 12 to 17 from our High Schools. And we also worked with 220 students from primary schools, aged 11-12. The approximated numbers of Secondary pupils, are 300 students taking part directly in the activities and over 1000 students who took part in ECO-conferences as audience.
Twinspace	https://twinspace.etwinning.net/3172/home

The aim of our ecological Erasmus + Project "Eco Life: Our Way" is to achieve a common awareness about the importance of our way of living and its impact on the environment. We, as global citizens, must realize that sustainable development, energy saving, ecological footprint and climate change are global concepts to be tackled locally and individually. The idea is that every single person can make a change, and effects can be enhanced by cooperating.

Personal motivation

When you have been a teacher for so many years, you need to find out new ways to challenge and to motivate yourself if you don't want to fall into the routine. Variety is the spice of life, and although you must follow your curriculum in class, it is vital for both you and your students to open your mind and your class to new and enriching experiences.

Being part of a wide community of teachers and schools like eTwinning, where you can always find inspiration for self-improvement, and where you can collaborate with other teachers, represented a great opportunity to go beyond geographical barriers to bring your students closer to other cultures and force them to use their language skills to negotiate, to put forward their ideas to reach a concrete and shared goal.

Teaching

Students have participated in the following activities, which have taken place in classes of a variety of subjects and in special workshops in order to involve the school community:

- Creation of a logo which represents our project
- Short stories about ecological issues have been written and published; and video clips promoting environmentally sensitive behaviour have been produced.
- Pupils have analysed their ecological footprints, employing a personal waste or energy diary and invoice analysis (examining the invoices for electricity and heating energy) of their schools or private households.
- Ecological Christmas ornaments and presentations have been produced, in order to promote a sustainable celebration of this season.

All the activities have been widely disseminated throughout ECO-conferences, leaded by our groups of ECO-Ambassadors.

The purpose of the teachers was to promote an active citizenship in the classes, and for this reason, the students became "Eco-Ambassadors" among their peers, primary students in other city schools, parents Associations and Local Authorities.

Our project ending was the final staging of a Collaborative Theatre Play for which scripts, costumes and stage setting, have been prepared during the transnational meetings.

Results

Our final objective has been to improve the ecosensitive behaviour in our Communities; and to enhance, among our students, their self-esteem, critical thinking, leadership, collaborative learning, communication skills, languages and ICT, as a way to improve their future employability in a common European frame.

One of our main goals has been to work and collaborate with the Primary Schools in town. It has been enriching and fruitful for all the School Communities involved.

We have also focused on the dissemination of the project, not only to enlarge its impact but also as a way of increasing motivation and satisfaction in our daily work inside the classroom. We wanted to create a window to promote welfare and realize that this kind of European project is worth to overstep the classroom walls, in order to open minds and broaden horizons.

Different cultures on European stage

D'Ambrosio Orfina - Daniele Giulia – Zeno Gelsomina,

Liceo Scientifico Statale "Salvatore Di Giacomo", San Sebastiano al Vesuvio, (NA)

Country	Italy
Partner schools	• Schulen der Brede - Brakel, GERMANY
	• Liceul Teoretic "Lascar Rosetti"- Raducaneni, ROMANIA
	• I Liceum Ogolnoksztalcace im. Leona Kruczkowskiego - Tychy, POLAND
	• Foreign Language High School "NikolaVaptsarov" - Shumen, BULGARIA
	• Kauhavan lukio - Kauhava, FINLAND
	• 4th High school of Ilion - Athens, GREECE
School year	2013-2014 and 2014-2015
Main subjects	Art– crosscurricular – ethics – geography – ICT – literature – foreign languages – history – culture – theatre/drama - citizenship
Language	Mandatory: Italian, Project: English
Number/Age of pupils	Age: 15-19 Number: 14 (mobility) – 30 (at school)
Website	http://www.differentcultures.eu/

Theatre was the focus of the project: it was the means to enhance pupils' spirit of participation, socialization, teamwork and development of tolerance as well as their personality. The students improved their artistic skills by acting sketches and plays on the stage as well as their literacy and writing kills by writing scripts. They also developed ICT skills by editing digital files and videos together with language skills by using English in writing scripts and performing.

Personal motivation

Working for a European programme like Comenius was very motivating and challenging for me. As a teacher I have certainly grown up professionally: the continuous interaction with colleagues from different parts of Europe fostered an intercultural dialogue but also a comparison with different school systems. Cooperation with peers and students helped me widen my horizons and gain great respect for other cultures, developing a better awareness of being a European teacher as well as a citizen. Because of the various educational methods adopted and the improvement of my ICT skills, I could implement good practices in my daily school routine. As a result of that I became more and more enthusiast for promoting European initiatives. Since pupils are our future, I felt really responsible for the pupils. I felt entitled to provide them with the best possibilities to grow up, . In order to have a better world because we need to develop awareness for tolerance among pupils by making them open-minded about people living abroad and their cultures.

Teaching

The main aims of the project were: writing and performing sketches and plays; developing students' self confidence; improving students' social skills; promoting intercultural dialogue; developing awareness of differences; promoting tolerance and respect; encouraging learning of foreign languages; enhancing ICT skills. In each meeting (except for the first that was mainly devoted to the whole organization of the project), the host country presented its school, region, country (history, geography, culture) while the guests presented national plays and playwrights referring to the given topics of the different meetings: in Italy "I am a responsible citizen and I know my rights"; in Romania: "We are the citizens of Europe with our similarities and differences"; in Poland: "Say whatever you think but be honest"; in Bulgaria "Peace in my heart, peace at home, peace in the world"; in Finland: "Respect yourself, respect me, respect us"; in Greece: "Tolerance against intolerance".

There were also visits to theatres and drama workshops, as well as welcome and farewell cultural evenings with traditional songs, dances and food. There was great cooperation among the partners.

Common and specific tasks were distributed both to teachers and students such as creative writing (sketches and scripts) and performances, Power Point presentations, editing of digital files and videos, management of a website. Getting to know about the theatre and participating to drama workshops contributed even more to the students' development than we imagined: raising self-esteem, improving behavior, building teamwork, experiencing cultural unity and making friends with peers from different countries.

Results

During the two years of the project, both students and teachers gained greater knowledge about their own countries: history, culture, traditions, environment and shared their ethical values. They also learnt a lot about their partners' countries and discovered similarities and differences. Both teachers and learners increased their enthusiasm and motivation which had its benefits on their personal and professional lives. Language competences became better, being English the vehicular language of communication, together with creative and ICT skills. And "last but not the least", social skills were improved: tolerance and respect were the main values and objectives promoted by the project.

The project had its positive impact even on the students' families who pleasingly hosted the school partners as if they were their own children, welcoming them with great heart. Local community was succesfully involved, too: the Lord Mayor and a headmistress of a school nearby were warmly pleased to meet the whole group.

Europe 2100:
A Sustainable Future for European Youth

Daniela Gentili,

Liceo Statale G. Bagatta, Desenzano del Garda (BS)

Country	Italy
Partner schools	Liceo Statale G.Bagatta, Desenzano del Garda, Italy
	Kennemer College, Beverwijk, the Netherlands (Coordinator)
	Lycée Alfred Meziers, Longwy, France
	Vilniaus Pilaites Gimnazija, Vilnius, Lithuania
School year	2015-2016 to be continued in 2016-2017
Main subjects	Geography, Civics, Science, Physics, English, ICT
Language	English
Number/Age of pupils	Age of pupils: 16-18
	Pupils directly involved in Project activities: 160 (40 in each partner country)
	Pupils targeted for dissemination and campaigning: about 200 in each partner school, besides potential users of the online Learning Portal.
Twinspace	TwinSpace https://twinspace.etwinning.net/4932/home

"Europe 2100: A Sustainable Future for European Youth" starts from an important issue: the need to change our habits in order to limit global warming. The project fosters in the students a proactive approach to problems, enforcing their communication tools and skills.

Personal motivation

It all started on eTwinning: looking for partners for an online project, on the web I met teachers who shared my goals and needs and on eTwinning I contacted the international partners I am working with at present. Together we decided to submit the Erasmus+ application we are now implementing.

eTwinning is the portal where we upload text, images, videos and all project outcomes in an open, yet protected environment. Teachers and students keep in touch on eTwinning before and after project activities which creates strong connections among them.

Internationalization, strongly supported by the Headmaster, has created opportunities not only in my daily work, but for other teachers and students in my school.

Teaching

This eTwinning / Erasmus+ Project starts from an important issue, demanding radical changes our life style and in the new generations: the need to reduce greenhouse gases emissions in order to limit global warming.

Four International Conferences, supported by University experts and researchers, are organized by the four partners for teachers and delegations of students.

Each Conference triggers multiple follow-up activities:

1. A Learning Portal created cooperatively by teachers and students: the teachers are responsible for the didactic aspect, while the students are actively involved both in the production of quality original materials (videos, slideshows, articles) and in the design of the web pages. LP Units on Climate Change, Energy Transition, Wind, Geothermal and Solar Power, Sustainable Food and Transport are already available. The Italian Units are created by Clil-trained teachers;

2. Peer-to-peer 'Erasmus Days', when delegate students present their peers what they have learnt at the International Conference;

3. Erasmus Talks, modeled on Ted Talks, filmed and posted on the project web pages to address a wider target on the net.

Sharing what they have learned, the students participating in the Conferences achieve two goals: achieved deeper understanding and large-scale dissemination.

colleagues, companies, institutions, associations and organizations, etc.

Implementing the Learning portal, addressing peers face-to-face or on video, not only do participants become aware of such an important issue as climate change, but develop the tools and communication skills needed to be active citizens.

This is the project strategy:

1. first, a team of caring, motivated students and teachers is built,

2. a pro-active attitude is developed with expert insight on a relevant issue for the students' curricula and for life,

3. students and teachers create the tools for effective communication: the Learning Portal, Erasmus Days, Erasmus Ted Talks, web pages,

4. participants develop lifelong learning skills: speaking in public, interviewing, debating, campaigning,

5. school staff exchange good practices and introduce long lasting innovations in teaching, integrating subjects and achieving long lasting effects.

Debating has been a strong asset in the partnership. The Dutch teachers have shared their specific expertise in Debating strategies with the other partners, who were less familiar with that practice. On the other hand, the Italian and French teachers have contributed with their experience in Clil. Those are just examples of how each eTwinniner has brought added value to the partnership.

EXCHANGING GOOD PRACTICES TO PREVENT EARLY SCHOOL LEAVING

Cristina Giuliani

Istituto Comprensivo F.lli Casetti, Preglia di Crevoladossola (VB)

Country	Italy
Partner schools	Højmeskolen, Odense SV, Denmark
School year	2014/2015-2015/2016
Main subjects	Early School Leaving / Combating failure in education
	Promoting social inclusion and well-being of pupils
	ICT - digital competences
Language	English
Age	59
Twinspace	https://twinspace.etwinning.net/2128/home

Early school leaving creates high individual, social and economic costs. Teachers have to develop new learning environments and approaches to teaching in order to remove barriers to learning. Goals: increasing of well-being living motivating and inclusive experiences improvement of foreign language and cross curricular skills strengthening of the concept of European citizenship

Personal motivation

Since our school is located in a small town in the north of Italy, eTwinning is an important community that can shorten the distance among countries and their culture; using the eTwinning platform pupils improve their language skills using them in real situations and learn to collaborate, to use new technologies, to be more tolerant. Furthermore, it provides effective professional development for teachers and access to a community of teachers and ideas. Even the local community benefits from eTwinning since the parents have learnt more about European countries hosting pupils from other countries during students exchanges included in the projects. In the school

Teaching

The two schools, using the Twinspace have exchanged experiences carried out in each school related to the topic of the project. Activities: Monthly meetings of the project team to analyse the project activities and the budget monthly meetings of the working Group for inclusion to strengthen collaboration in supporting students at risk October 2014 - May 2016: production of learning activities based on inclusive methodology to develop basic and cross curricular skills with related assessment stage laboratory activities during school time and extra-school activities to promote involvement and inclusion of disadvantaged pupils November 2014 - January 2015: Guidance Activity with visits to educational institutes

October 2014 - May 2016: eBooks and videos documenting activities to be exchanged between the schools and to be showed during meetings among the school and the stakeholders to promote the relevance of European dimension in education; 2 short - term exchanges of pupils to promote openness and foster the idea of European citizenship 2 project meetings

Results

Improvement of the school atmosphere; increasing capacity to cooperate on international level; rising of a better understanding of practices, policies, and systems in education trends in European countries; use of situated learning strategies with the production of new forms of assessment taking into account the process and the final results; sharing teaching materials (e-learning platform); enhancement of cooperation with families; enhancement of collaboration among schools, local authorities and stakeholders; increased involvement of students in the learning process; students' participation in school life; development of citizenship competences; improvement of basic and foreign language skills; enhancement of ITC skills..

EUtopia2015

Giuseppina Gualtieri

IIS Sansi Leonardi Volta, Spoleto (PG)

Country	Italy
Partner schools	Melpomeni Dimoulka, Geniko Likeio Amintaiou, Greece
School year	2014-2015
Main subjects	Philosophy, History, Literature, Cross curricular, logic, Latin and Greek literature, Drama
Language	English
Number and Age of pupils	57 pupils 15-16 years old involved
Twinspace	https://twinspace.etwinning.net/1069/home

We discussed the requirements of an ideal community – values and rules, wishes and responsibilities using ideas of philosophers and artists as stimuli to develop thoughts, student discussion and a better understanding of the European cultural heritage and challenges of an active citizenship.

Personal motivation

eTwinning gives me the opportunity to know European teachers, improving my English skills, training in learning activities; working in a team, learning different ways to teach, implementing my contents and competence; emphasizing cross curricular skills, using interdisciplinary approach working together with Italian colleagues in the class, involving my school community creating lots of didactic sources that can be published and reuse time after time; "extending" the class-setting with e-learning activities that are CLIL activities indeed; "augmenting reality" with ITC tools creating led-learners activities; encouraging Pupils' autonomy and personal initiative.

Teaching

Before starting, all the partners communicated daily via e-mail, discussing the way to implement the plan with their personal contribution: which philosophers we are going to analyze; which kind of connection can we create between the past and the present issues? Which questions are we starting from? When to do it properly? Because national systems have different holidays; how? Which activities or ITC tools we wanted students to use? How to allow student debates? How to encourage their autonomy? What have we achieved as final product? Public Twinspace; EUmagazine? Another important aspect was students communication which we encouraged with many forum activities.

Results

Students understanding of social responsibility; improved knowledge about European cultural heritage (philosophy, literature, Art) good governance values and community; English language ICT, interdisciplinary skills and internet literacy. The project won two labels, national and European, and an important Italian prize and a 3D printer. The school received an important mention in the local newspaper and promoted its international and ITC curriculum and an high CLIL activities. Once the school received the 3D printer, eTwinning offered a free training course implementing knowledge and competences in the school community.

European Student Days

Evlampia Kousidou, Edouard Caburet

5th General Lyceum, Thessaloniki
European School, Strasbourg

Country	Greece, France
Partner schools	European School of Strasbourg, Strasbourg, France
	Grup scholar "C. Brancoveanu", Horezu, Romania
	International School in Genoa, Genova, Italy
	Liceul Tehnologic Baia de Fier, Romania
	Instituto di Larino, Larino, Italy
School year	2015-2016
Main subjects	European Studies, Politics, Citizenship, History and Classical Studies
Language	English
Number and Age of pupils	15-18, 105 students
Twinspace	https://twinspace.etwinning.net/1069/home

Preparing our meeting in Strasbourg we got the students to know each other, to collaborate and to organize activities, workshops and finally the foundation and Constitution of European Student Council. In a cross-cultural citizenship dynamic, our students experienced true European Citizenship, realizing the role and the context of European Union, its Institutions and their decisive role to the future of European young citizens.

Personal motivation

In everyday teaching reality, I often experience difficulties "waking up" my students interest, through traditional and formal teaching. Trying to create an authentic learning environment, in order to obtain a more permanent result in their minds and knowledge, in a more motivating way, I choose Project-based Learning, through cooperative, creative activities, with alternative, not formal teaching methods, through the use of ICT. Etwinning is the best environment a teacher could use to fulfill the above educational goals, in a student-centered, diverse and authentic teaching environment, in a more motivating and fruitful way for all the involved parts, teachers and students. Through ICTs students collaborate with partners from all over Europe, from different cultural, educational, even social environment and backround, producing collaborative and creative "educational products", advancing knowledge, personal skills, understanding and accepting the different, the strange, the "other". All that with a mostly motivating and interesting way that uses all the skills and the hidden talents of our students that usual and traditionally teaching lessons can't. As far as the teachers concearn, eTwinning community provides exquisit opportunities for personal and vacational development and life-long learning, through the offered learning events, webinars and seminars, and more through the communication and collaboration with colleagues from countries all over Europe. ETwinning and its members is the best Personal Learning Network for teachers and students in Europe.

Our goals were to prepare the meeting days in Strasbourg by getting the students to know each other, to collaborate and to organize the activities, the workshops, the foundation of a new European Institution, to create a cross-cultural citizenship dynamic and finally to propose foundations for a future European council for high school life, an official representative body for students of Europe.

At first, after introducing themselves to Twinspace and exchanging messages and comments, the students made logos for the project and voted for the one using webtools such as Dotstorm. Teachers collaborated to decide the five workshope that would be organised and attended at our meeting days in Strasbourg. The workshops were: Students associations in Europe - How well do we know the European Institutions? - European culture - Representative bodies for High school students in Europe - Our future European citizenship. We started our workshops preparation answering one questionnaire for each, searching European students' knowledge, opinions and attitudes, on the discussed subjects, using Google forms. After collecting and studying the given answers, the students have chosen the workshop, they wanted to participate and they made a collaborative presentation for each, using Prezi or Powerpoint (on Google share). We also made a close group in Facebook, in which students and teachers have exchange messages, comments and everyday communication, before the meeting. We used the Twinspace and Google docs to make the necessary preparations for transport and accommodation matters. We used Tricider to discuss over the Constitution of the European Student Council. Finally during our meeting days in Strasbourg, all that work was presented to the participants of the workshops and on the final plenary session, the students have decided a Declaration of Principles. At the end the Constitution of the European Student Council has been discussed and voted by one by one article, by the participating students, published in its final form as an e-book, using Calameo.

All these activities had as main goal the true understanding of the European Union, the responsibility of European Citizens and the importance of participation and collaboration for the solution of the common problems.

It is more than obvious that all these activities before and during the meeting were published to the school community, the parents, the municipal and European authorities

(European Parliament, European Commission, Council of Europe), with the collaboration and approval of which this project was attended. This was one more goal of the project, getting students and teacher close to the authorities and the Institutions of the EU and Europe in general. We think that in this way, after all the searching, the studying, the discussing about the institutions, the problems, the values and the cultures that share European idendity, our students have understood more than clearly what Europe is about, what responsibility they have as future citizens of Europe and what citizenship is about. Knowing each other, realise their differences, accepting one another in respect and fruitful collaboration, finding solutions to common problems and taking decisions, making plans for their common future, they have really understood what citizenship really means. In the years of Eurosceptisism and pessimism (our meeting was few days after the Brussells attack), our students found the way, with this project to experience Eurooptimism and decided to collaborate, to promote common goals, dreams, their common future. As far as the school community concearn, in each school at least 2-3 teachers were involved in this project and all the colleagues were informed about the results of the project.

Who is Knocking at my door?

Antonella Lai

Charles Darwin, Rome

Country	Italy
Partner schools	• Geniko Lykeio Argalastis, Argalasti, GREECE
	• IES Radio Exterior, Alicante, SPAIN
	• Kogeka 8, Geel, BELGIUM
	• Lycée Jean Bouin, Saint Quentin, FRANCE
	• Stadtteilschule Poppenbüttel , Hamburg, GERMANY
	• Tuna Anadolou Vocational High School, Istanbul, TURKEY
	• Uddevalla Gymnasieskola Agneberg, Uddevalla, SWEDEN
School year	2014
Main subjects	Subjects: Migration, Early Leaving School, Racism, Stereotypes, Tolerance, Acceptance of differences.
Language	English and National languages
Number/Age of pupils	Average age: 15/19 year-old
Twinspace	https://twinspace.etwinning.net/2638/home

The main purpose of the project was to draw students' attention to the value of cultural diversity, raise awareness on tolerance towards migrants, and invite students to integrate themselves into the societies in which they now live - learning about the culture a person lives in. The project encouraged and taught how to work corroboratively with pupils from other countries, in a non-formal learning environment, explore different civic rights and responsibilities in order to understand the consequences of intolerance and discrimination and to become aware of a European sense of citizenship and tolerance, gaining valuable life-skills.

Personal motivation

Before starting to work with eTwinning I was looking for a change of the formal teaching approach and for a more supporting educational environment. This project has widened my professional experience and fostered alternative, non formal teaching methods. Based on collaborative experiences, it has had a lasting effect on my personal career in terms of increased motivation, improved communicative skills and better ICT competences. Using many forms of communication technology and sharing educational projects and diverse teaching methods it is actually a tool to be used as a 'bridge' to Europe.

Generally speaking I have witnessed a change in the students in terms of increased self-esteem and confidence.

Taking part to the project has brought new motivation and interest, and, in almost all the students involved, also enjoyment towards their learning. All in all I think that they have become better prepared to face new challenges of everyday life. Personally this experience helped me in developing my own pedagogical skills. I experienced a constantly closer interaction of all the pupils and staff involved and this was essential for the successful outcome of the project. The experience of being in direct contact with another person had the positive feedback of enhancing and improving their ability to create effective interpersonal communication. The latter is an essential issue nowadays and gaining a better awareness of the cultural differences between individuals strengthened relationships based on respect, diversity and acceptance of others. I witnessed among the pupils, as well as the partner teachers, feelings of true acceptance, respect and validation of the other and this was one of the best achievements of the whole project.

Participants prepared presentation on study visit's topic. These presentations gave students the chance of searching and learning about the project topic deeply. Seminars were given to share experience and knowledge by both specialists and people who had experienced on the topics. These seminars gave detailed information about the topics to students, families and teachers. Project Forum/Wall for discussing allowed visitors to submit their own barriers, concerns or ideas.

Teaching

Questionnaires - after collecting all questionnaires, data were transferred into pc graphics to be better valued and will be reported on the project blog.

During the activities the participants prepared workshops about relevant topics. Each school participated in several project visits which brought together students and teachers from a number of participating schools. During these visits the students discussed and evaluated and the content of the previously prepared material. Field trips enabled students to visit historical and archaeological places of interest.

IC- Students and teachers were encouraged to work on certain tasks, using different approaches, into a non-formal learning environment, developing and practicing competencies such us their personal-interpersonal attitudes, linguistic, artistic and ICT skills, in order to fulfil the aim, objectives and purposes of their participation to the partnership. We tried to combine the outdoor education and e-Learning environment into the m-Learning (mobile learning) culture. This helped to overcome the idea of stereotype.

Planning- The cooperation and communication were both on horizontal and vertical levels: students-teachers in their schools, and students-students, teachers-teachers, students-teachers in the countries involved. Each school had an Erasmus+ team, whose activity was coordinated by a teacher. The coordinator monitored the distribution of tasks between the students and teachers. Deadlines were followed up by each subproject's manager and the main project coordinator monitored progress and deadlines by informing other members about any issues or changes. Each school took role as host and organizer for different events within the project.

All those engaged in the project continually kept in touch with each other by phone or Internet (mailing, chat, online conferences). Each local coordinator respected the periodical online meetings. Collaboration- Project's activities were planned by all the partners during the application form filling.

Turkish school as the project coordinator was in charge with the management, kept all the communication and collaboration channels open, managed eventual obstacles and monitored the fulfilment of each partnership's activity.

All schools were equally involved in all stages of partnership's activities' development: planning, implementation and evaluation. Before starting each activity and based on a common agreement, the coordinator distributed to each school's project manager written task responsibilities, and established deadlines according to the work calendar. Coordinators of each school distributed the tasks to each member of the schools involved and monitored the accomplishment of all activities.

Results

The project achieved: 1) Positive changes: tolerance education for sustainable future seeks. It recognized contextual socioeconomic problems, promoted positive behaviour, a sense of responsibility, national identity, social justice, as well as gender, class and economic equity. It had positive results on changing stereotyped behaviours. 2) Life-long: learning is a life-long activity. Students who took part in this project had an experience that they will never forget and affecting their life-long learning approach. 3) Holistic: "Who is Knocking At My Door" helped students to recognize prejudice and discriminatory behaviours, to exercise critical thinking, to adopt responsible relational behaviour which is learner-centred and holistic. It recognized the potential for teachers and students to learn from each other.

4) Integrative: the project promoted the integration of content and processes related to society, the social environment and the economy, within an inter-disciplinary context; enabling individuals to make connections between personal, local, national, regional and global fields. 5) Systemic: students gained respect towards other people's culture and opinions, learned how to deal with critical issues as well as inter-relationships, taking into account their social and historical contexts.

They dealt with issues related to development of population well-being, health, peace, human rights, democracy, tolerance, stereotypes and prejudices. They promoted opportunities for democratic participation at all levels.

6) Relevant: lives and livelihoods of learners and of the society were discussed. Besides it built bridges between learning and real life, including the development of skills and the inclusion of hands-on activities. It analysed successful traditional practices and programmes. 7) Action-oriented: learning is precursor to action. Self awareness education for Sustainable Development encourages self-motivation, and is pro-active rather than reactive. Students had responsibilities during the all phases of the project, which made them active participants in the group. 8) Dynamic: the project encouraged pupils to research and to collect data to enable planning, guide educational activities and develop research competencies. In doing so, educators and students used at best the most appropriate technology.

9) Respectful: the project, via cultural diversity awareness education, encouraged respect for and care of their own country, taking advantage from the learning possibilities offered by culture, heritage, oral traditions and traditional knowledge systems. 10) Temporal: we tried to achieve a look towards the future, learn from the past and consider the present. 11) Ethical: the activity helped to develop ethical considerations, including consideration for all forms of life on the planet, with a view on improving standards of tolerance and respectful behaviour. 12) Sustainable: all the work promoted sustainable human development, work-related learning and life skills. By stimulating the motivation for learning, pupils became able to find differences and similarities between partner countries and learned how to promote respect for cultural diversity in order to live peacefully together in the united Europe. 13) Dissemination: the project also targeted families, local citizens and anyone we could reach. Within the partners, during the meetings, we had project corners in every partner school to inform other students and teachers by means of posters to disseminate the project in the school. We also used different ways to disseminate our project: events, gadgets, local media and press.
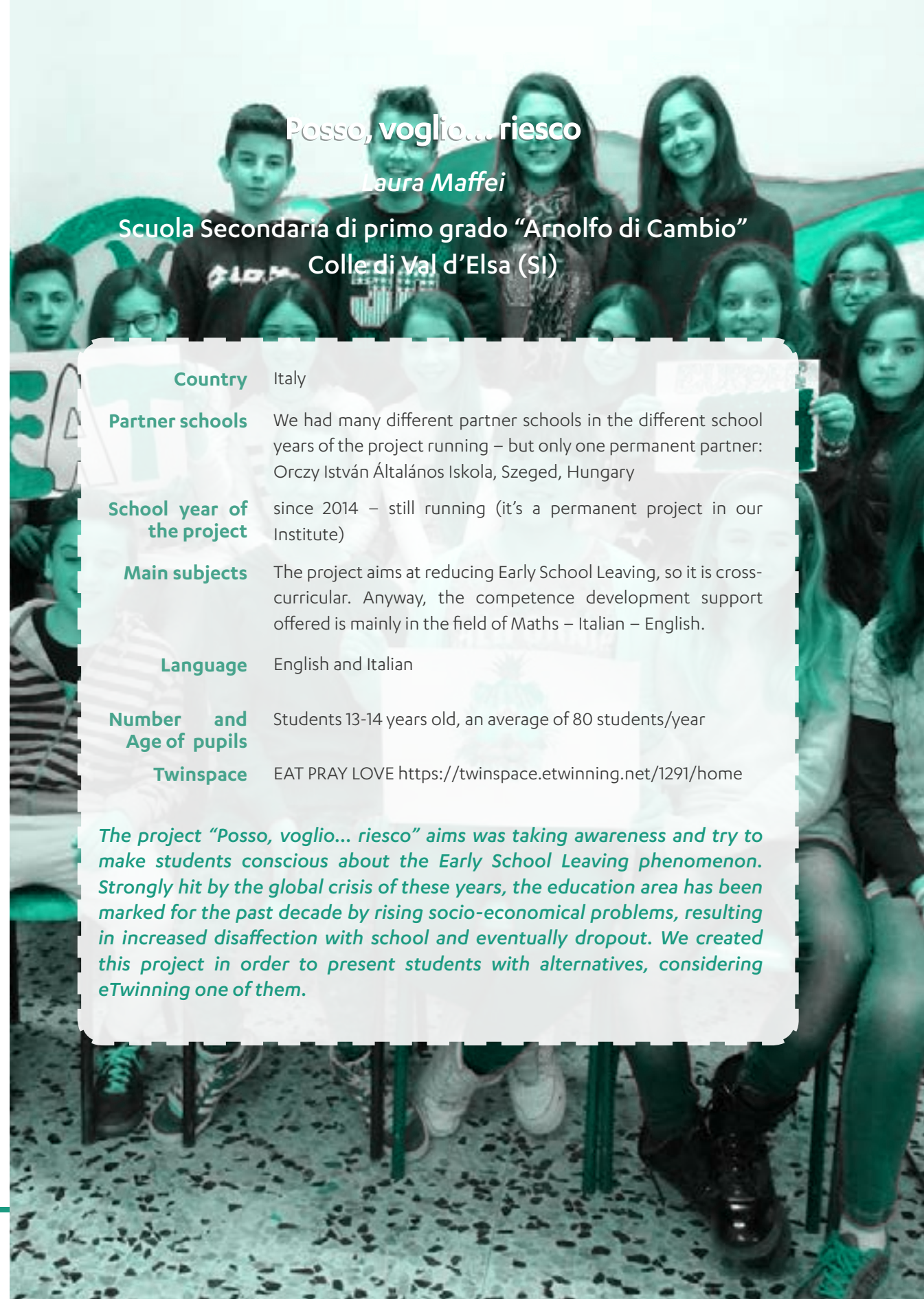
Posso, voglio... riesco
Laura Maffei
Scuola Secondaria di primo grado "Arnolfo di Cambio"
Colle di Val d'Elsa (SI)

Country	Italy
Partner schools	We had many different partner schools in the different school years of the project running – but only one permanent partner: Orczy István Általános Iskola, Szeged, Hungary
School year of the project	since 2014 – still running (it's a permanent project in our Institute)
Main subjects	The project aims at reducing Early School Leaving, so it is cross-curricular. Anyway, the competence development support offered is mainly in the field of Maths – Italian – English.
Language	English and Italian
Number and Age of pupils	Students 13-14 years old, an average of 80 students/year
Twinspace	EAT PRAY LOVE https://twinspace.etwinning.net/1291/home

The project "Posso, voglio... riesco" aims was taking awareness and try to make students conscious about the Early School Leaving phenomenon. Strongly hit by the global crisis of these years, the education area has been marked for the past decade by rising socio-economical problems, resulting in increased disaffection with school and eventually dropout. We created this project in order to present students with alternatives, considering eTwinning one of them.

Personal motivation

I believe reducing ESL is the first step towards a better school and eventually, a better society: which means promoting success for all, in school, and after.

In order to prevent students from dropping out, we have to provide them with different pathways to success, build confidence, give them tools for participation and collaboration. All of these opportunities can be found in eTwinning.

Students at risk need to be motivated first, and then it will be possible to work on competences. The meeting with the "other" (the unknown partner/s) that eTwinning provides, is the perfect way to engage them while teaching collaboration and helping them redefine themselves.

Through teaching methods based on cooperation and communication, eTwinning creates a fertile environment in school, where all actors – headmaster, teachers, students, families – support each other, fostering each other's success and competences.

Teaching

The project was structured on 6 steps: 1- DETECT learners at risk; 2- SELECT among the activities; 3- MONITOR the progress; 4- EVALUATE; 5- DISSEMINATE results; 6- ADJUST/RETHINK.

The students worked in group of 10/12, usually in the ICT school lab. Teachers set for them short term goals, providing constant revision. Whenever the class dealt with a subject, teachers tried to link it as closely as possible with something that students would have been able to do in their eTwinning project with the partners, so that they can see the practical use of what they are learning. During the activities teachers usually explained a theoretical rule, then students co-created small tutorials with different ICT tools for the partners, who are studying Italian as a second Language. It was a matter of changing roles: for once, they

could be the ones who teach.

During the project activities teachers let students introducing their work during school meetings and other events, they encouraged their collaboration with each other and with the foreign partners.

Results

The evidence collected during the project showed that students following these pathways perform better also in national tests: this means that non-traditional strategies and a collective learning approach worked well also in traditional tests.

eTwinning allowed these students to experiment, to see mistakes as information and experience (not frustration), to expand networks and encounters without stress or fear.

Students at risk of dropping out often live in a narrow reality and have a rigid perception of themselves and what they can (and cannot) do or be: eTwinning takes them in an European dimension and gives them increased confidence, and a glimpse of what they could do and be. Through meeting, talking, and working with foreign partners, the students got the ability to speak in real

context of interaction and exchange to solve problems and focused on a common goal.

Europe for inclusion

Patrizia Mercuri

Istituto Comprensivo San Donato, Sassari

Country	Italy
Partner schools	• College Jean Jaures – Cenon - France
	• Tautskola 99 Baltie Zirgi - Drusti - Latvia
	• Jieznas Gymnasium – Jieznas - Lithuania
	• Szkola Podstawowa Nr 7 Im. Wojska Polskiego – Leszno - Poland
	• Agrupamento De Escolas Coimbra Sul – Coimbra - Portugal
	• Scoala Gimnaziala, "I. I. Mironescu Romania" - Tazlau - Romania
	• Gap Kiz Anadolu Lisesi – Sanlurfa - Turkey
School year	2014-2017
Main subjects	The project has got a transdisciplinary approach
Language	English and mothertongue
Number/age of pupils	from 3 up to 18 years old
Twinspace	https://twinspace.etwinning.net/16189/materials/images

Today the collaboration among teachers, still assume the shape of a passage of information rather than a professional collaboration aimed at meliorate students' achievements. The added value lays in the implementation of student-oriented didactic techniques so that the large use of traditional methods in transmitting knowledge in highly structured situations can be avoided. Under this point of view the partnership tends to exploit the possibility offered to teachers to learn the best specific didactic practices through the demonstration of their effectiveness in progress.

Personal motivation

The project we are carrying out is not an Etwinning project, but an Erasmus+ action KA2 school to school partnership. Our partnership is using the Etwinning platform as a place where to share the products we are meanwhile producing. However, step by step, we are realizing the potentiality of this platform and the richness of tools at disposal.

We will discuss about this aspect in our next meeting and try to exploit the potentialities of this community.

Teaching

Our strategic partnership is aimed at developing initiatives to promote young people's social inclusion and well-being at school HOW? Improving students' key-competences THROUGH the revision and strengthness of the teaching professions

Step by step we are working at the elaboration of an Organic Protocol for the Inclusion of Students with Special Needs with the aim to change attitudes, approaches and methodologies inside our schools . The project implies a detailed examination of how the obstacles to learning and to each student's participation can be overcome

All the 8 schools involved in the project enroll a certain percentage of students with Special Educational Needs such as:

• Orphans , Students belonging to very poor/deprived families, Immigrants, Nomads , Students with disabilities, Students with affective problems (lack of self-esteem, anxiety without self-control, low motivation, eating disorders), Students with cognitive delays , Students with mood and behaviour disorders (showing aggressiveness, limit-crossing behaviour, bullying, depression), Students with scholastic skill disorders.

The inclusive development in our schools has been based on a research procedure which has the purpose of promoting a serious school self-assessment and self-development.

An inclusive approach in schools calls for important changes at organizative and managerial level. The scientific framework to our project is defined inside the following Guide Lines:

•"Index for Inclusion" by Booth and Ainscow, published in 2000

•The kit for the QUADIS pedagogical quality of inclusion self-assessment, elaborated by a research group from Lombardy Region Italy The other point is the necessity of developing a curriculum attentive to diversity and to the promotion of inclusive formative plans: an inclusive school offers inclusive lessons In its third year, the project foresees the elaboration of Teachers'

Recommendations with a range of inclusive lessons (with structure, methodological and organizative and evaluation)

Learning, Teaching and Training Activities

The idea is to experiment inclusive lessons based on different methodological approaches to try out during the training sessions organized in the different countries involved. The LTT activities are conducted by specialized teachers working in the schools of the partnership. All the school involved share all the varieties of special needs previously listed, but each of them has developed a special ability in some peculiar aspects of the Special Educative Needs. The idea is to "Exploit" of our European colleagues' competences and Government financial investments in teacher training Teachers will have to reflect on the application of the didactic, methodological and evaluative strategies to apply

Structuring Specific Training Courses for Teachers

The six training sessions planned foresee :

• Training interventions (phase of the professional advice and

familiarization with contents and tools)

• COACHING support (actions both backing and supporting pedagogically and on the organizative point of view during the whole training sessions) After the training sessions, teachers try out an inclusive lesson with the local students. The training sessions are interactive, based on discussions among all the partner groups.

The group work assure the developing of sharing, counseling and training on the methodologies and the didactic tools adopted and to be adopted. The host school coordinator tutor the training session so that the activities can be interactive and learner-centred. An inclusive way of teaching and learning.

The five day session are organized in this way:

•1st day: introduction to the theoretical and normative framework

• 2nd day: introduction to example of inclusive activities : lab

• 3rd day: producing an inclusive lesson in group-work modality: work

 • 4th day: testing lessons previously planned by the host country in the classes with the local students

• 5th day: Assessment and transferability

Teachers have to fill in a trinee's journal, a tool elaborated by the Scientific Committee in order to give an answer to the different levels of competences and formative teachers' needs.

The assessment of the LTT activities is carried out thanks to a Quality Manual: booklet of assessment instruments for the LTT Activities elaborated by the Scientific Transnational Committee.

Results

Learning objectives:

• Alphabetization at the new formative idea of a consistent group of teachers from all the countries involved

• Building of a new vision

• Acquisition of the awareness of the importance of the relationship among teachers and transversal didactic organization, communication and group activities.

Results obtained:

  • Learning different inclusive approaches

  • Definition of best practices

  • Experimentation of new teachers' role: tutoring, coaching, training

  • Development of methodological and didactic competences

  • Elaboration of modular plans to be published

Teaching objectives:

• Experimentation of the new formative idea

• Strict didactic and methodological collaboration among the European teachers

• Skill in documenting the acquisition of processes

Results obtained:

  • Self-evaluation of the didactic intervention

  • Application of the learnt methodologies through microteachings

  • Active participation and positive climate

  • Application of cooperative-learning

  • Renewing of the didactic plan after the evaluation phase

Schooling objectives:

• Critical and constructive comparison among peers, with a peculiar attention to the European and international debate going on

• Didactic planning as a tool to build a school which takes care of a multiplicity of languages and stimulus right for the nowadays society

• Developing the interdependence among teacher, group-work and school development

Results obtained:

• Development of didactic research in the prospective of the building of a learning organization in the schools involved

• Renewing of the usual pedagogic, strategic and instrumental praxis.

• Developing of professional competences

• Use of innovative methodologies

WOMEN´S @MB@SS@DORS @ SCHOOL

Zuzana Mészárosová

Obchodná akadémia, Levice

Country	Slovakia
Partner schools	Liceo Statale "Carlo Porta", Erba, Italy Teacher: Letizia Divino
School year	2015/2016
Main subjects	Civics, Social studies and communication, English, ICT, Human Rights Club
Language	English
Number and Age of pupils	Age - 16 – 19, 60 involved students
Twinspace	https://twinspace.etwinning.net

The project is focused on women's issues. It stimulates students' interest in the status of women in the society, understanding of gender inequalities and opportunities to help women to improve their situation. Students try to seek and find the path how young people can support women who are victims of discriminations. These particular activities lead students to shape the right moral attitude, empathy and depth of support humanity. Schools cooperation on the project is dedicated to promote the European Year of Combating Violence against Women.

Personal motivation

Personal motivation is important for the project success. It has been really necessary for the teacher to be motivated and then to motivate students to understand women´s issues, women´s role in life, differences and common attributes of their lives in the 21 century. What is more, we succeeded to influence students´ attitudes and the need of help women who suffer from gender disparity and various forms of home or other kinds of violence. Students were involved into campaigns aimed to support suffering women and they have built the vision of women´s better life in the future

Teaching

Mutual work on the project was aimed to encourage students to become co-responsible for a better future of women, to be ready to help women and to broaden their horizons on the subject. Students of both participating schools debate and compare the situation of women in Slovakia and Italy, as well as in other countries. They use Web 2.0 tools and video conferencing for mutual discussion and collaboration. The added value of partners´ cooperation is their real involvement to campaigns supporting women (e.g. the Istanbul Convention, chain support of women and girls forced into early marriages in Burkina Faso); Partners worked in collaborative tasks via virtual resources and Web 2.0 tools. Students actively participated in all project phases from planning through implementation, project activities, evaluation and promotion of the project on Open Day, to a meeting of parents and in the dissemination on the school website and in local newspapers.

The project fulfilled its objectives and assumptions and is a real asset for students, for suffering women who were supported in students´ campaigns but also for everyone whom it has been presented as it helped them to

understand the importance of teaching these issues. Implementation of the project to the school curricula means great influence on students, their attitudes towards women, work on this project made involved students better people who are ready to help. The school and its staff benefited from the project by better visibility, credibility, attractivness, exposure, development, internationalization and the involvement of external participants - parents, colleagues, NGOs, institutions, associations and organizations. The project provides visible results in the form of high quality project outputs and especially in the increased interest of students interested in the subject.

Hostel Europe

Maria Teresa Rughi

I.I.S. G.Mazzatinti- Gubbio (PG)

Country	Italy
Partner schools	I.I.S. "G.Mazzatinti" - Gubbio (PG) – ITALY, Šilalės r. Laukuvos Norberto Vėliaus gimnazija Lithuania, Liceo Statale G. Novello Codogno(Lodi)Italy, Plunge academic Adolfas Jucys Basic school, Lithuania, Ramstad skole,Bærum Norway
School year	2015 / 2016
Main subjects	History and Social studies,Geography, Religion, Languages
Language	English
Number/Age of pupils	Age 14-16 . Total number 93
Twinspace	https://twinspace.etwinning.net/11411/home

The main issue of the project is the urgent theme of broader migration movements. Therefore the main goals were centered on the key competences of cultural awareness and active citizenship. The related activities required the students to adopt the proper behaviour to face the challenge of acceptance and inclusion, practise empathy and tolerance, understand the reasons of migration, reflect on personal and general history, learn about the European developments, conflicts in Europe and the Middle East, suggest some tips to give help and find possible solutions cooperatively.

Personal motivation

We believe that if young people learn to value human dignity and human rights, cultural diversity and democracy, these values will be used as the foundation for their choices and actions, and they will pursue their lives in a manner that respects the dignity and human rights and the principles of democracy. Through eTwinning we have the opportunity to get acquainted with other cultures through cooperation among international partners. We understand that conflicts often arise because we know too little of each other. eTwinning helps to bridge the gap.

Teaching

The methodology was based on PBL approach, focused on questions, critical thinking and problem solving. We have talked about sport as a powerful mean of acceptance and integration. We compared data on migration in our countries and checked how much young people know about the European Union. We met refugees, read articles on Syrian situation, investigated on personal stories of migrants. Collaboration was a constant until the very last step in which transnational teams agreed on proposals to be sent to local authorities. A variety of ICT tools was used to create products, share and debate.

The organizational phases were decided by teachers and monitored through google docs, e-mail and facebook messages.

Results

The project turned out to be a favourable context to practice not only values, such as human dignity, human rights, cultural diversity, but also attitudes and skills. Among the attitudes we could mention openness to cultural otherness, respect, civic-mindedness, responsibility, tolerance. Students could also practice some transversal skills: co-operation and conflict resolution, taking action together in a reciprocal and co-ordinated manner, identifying and setting group goals.

Supercitizen's almanac

Marina Screpanti

Istituto Comprensivo 3, Chieti

Country	Italy
Partner schools	Istituto Comprensivo 3 Chieti (Italy)
	Skola Podstawowa 32 Bielsko-Biala (Poland)
School year	2012/2013
Main subjects	English, Citizenships, Primary School Subjects
Language	English
Number/Age of pupils	9/11
Link Twinspace	http://new-twinspace.etwinning.net/web/p92523

This project was a guide for young Europeans who learnt together about the rights and duties of citizens, respect for democratic values and human rights, the importance of solidarity, tolerance and participation in a democratic society in a funny, creative and pleasant way, mainly playing. The participants to this project worked together, debated, reflected on their future, took actions, enjoyed activities together.

Personal motivation

I was involved in this project together with an "old" partner of mine. We had already worked together many times so we perfectly knew that our students loved to learn by playing. So we thought of a series of activities that could promote values of citizenship in a funny and pleasant way. The students were very happy to take part in it and the Headmaster as well as it helped students to positively change their behavior. In fact, during the project the students took good actions at home, at school and out of school. The project was very creative as well and realized in giving students better ICT and language competences and key competences. The project was recognized as a valuable project, winning the European Prize 2013 Wettbewerb Europäischer.

Teaching

Teachers familiarized students with the topic of the project, the meaning of citizenship. All participants imagined a character, a "Supercitizen", designing for him clothes and needed tools. They worked together discussing the virtues that the Supercitizen should have represented. They imagined the Supercitizen in real situations and described the way he would have solved the problem. They created a Supercitizen's Almanac. Every month in each school students were awarded a special prize called after proving to be a good citizen: Goodness Prize, Good Action Prize, Eco friendly Prize, Care Prize, Vol-unteering Prize,...The winners won a special decorated pin designed by students them-selves and printed on metal. Students also sent each other "messages in bottles" re-garding citizenship to be decoded by partners. They used creativity and fun to learn

Results

Students acquired social and moral responsibility, people caring and personal stuff, respect and self-confidence. They learnt to behave responsibly towards others taking active actions that could be recognized by teachers and parents. Parents, in fact, took an active role in the project as they had to give evidence of their children behaviors during the contests that teachers launched every month in the Twinspace. That meant parents' collaboration and recognition to the work done at school. Parents thanked teachers as their children changed positively their behaviors at home and out, helping mums in the housework, taking more care of their stuff, saving little money to help poor and trying to solve their little problems without giving up.

V.O.I.C.E.

(Values Opinions Ideas of Children from Europe)

Marina Screpanti

Istituto Comprensivo 3, Chieti

Country	Italy
Partner schools	Istituto Comprensivo 3 Chieti (Italy)
	Skola Podstawowa 32 Bielsko Biala (Poland
	Ecole de Vouillers- Vouilliers (France)
	Godwin Junior School- London (England)
School year	2012/2013
Main subjects	Citizenship, Mother tongue, History, Geography, English
Language	English
Number/Age of pupils	Students aged from 7 to 12. Number of students: about 100
Twinspace	http://new-twinspace.etwinning.net/web/p90619

The project V.O.I.C.E. aimed to change students' habits bettering their behaviors and promoting good values and competence in solving problems. The project gave partner teachers more confidence in working collaboratively. All subjects in the project developed the key competences especially learning to learn, entrepreneur-ship and sense of initiative. In the end everybody deepened awareness of what it means to be a European citizen, developing a sense of European identity.

Personal motivation

My partners and I decided to work on the topic CITIZENSHIP which was the 2013's topic as we wanted our students be active people able to solve problems. We started brainstorming the project activities but we left our students the possibility to add or change things in the activities depending on their ideas and proposals. In fact, our main wish was to let our students be proactive and full of sense of initiative and creative. Our idea was to let our students understand the importance of being European citizens and of being good citizens, willing to help people and to get in touch with others easily, promoting values and ideas. We also wanted them to consider communication a mean of solving problems without conflicts. Those ideas encountered our Headmasters' and pupils parents'

Teaching

Teachers and students analyzed together the meaning of the word "citizenship" and the features of a good and active European citizen creating the ABC of the good citizen. Students got to know each other by communicating via Twin-Space, using various ICT tools and videoconferencing. They expressed their ideas on important issues related to European Citizenship by creating video clips, video slideshows, posters, collages and a magazine. They promoted them-selves to be voted in order to take part in School Councils. Children helped their partners to solve their problems finding the best solutions they considered the best; they also found solutions for their own problems organizing markets to raise funds, involving parents too. Students and teachers wrote V.O.I.C.E. magazine which was distributed among parents and the community in order to spread their voices about citizenship.

Students learnt how to be active and responsible citizens through their daily experiences and collaboration with their peers from other European countries. They gained skills required to develop respect in relations with other children and adults, on the basis that everyone belongs to the same international community. They understood that the prob-lems of humanity are everybody's problems and that we all have the duty to help solving them. The use of the platform enhanced ICT skills useful to foster teamwork and collaboration among fellow classmates and partners. The project educated children to be curious about, and respectful of other European cultures and languages. Last but not least, they learnt that it's important to communicate and that a good communication can help solve conflicts. conflicts in a pacific way. V.O.I.C.E. magazine "shouted" the value of citizenship in the whole community.

Working with Movies – moving People and their Idea

Giuseppe Ungaro

Liceo Scientifico "Galilei", Bitonto (BA)

Country	Italy
Partner schools	Gymnasium Kenzingen, Kenzingen, GERMANY
	Etablissement secondaire général et technique Lycée Louis Thuillier, Amiens, FRANCE
	Escola Secundária 3 EB Dr. Jorge Augusto Correia, Tavira, PORTUGAL
	Instituto de Enseñanza Secundaria Gran Capitán 'IES Gran Capitán', Córdoba, SPAIN
	PROF. FAİK SOMER GÜZEL SANATLAR VE SPOR LİSESİ, ISTANBUL, TURKEY
	Gimnazija"M.A.Reljković", Vinkovci, CROATIA
	Liceo Scientifico "Galilei", Bitonto, ITALY
School year	2013-2015
Main subjects	Ethics, Psychology, Sociology, Citizenship, History, Music, Religion, English, Art, Politics, Philosophy, Technology.
Language	English
Number/Age of pupils	16-19 – 1075 pupils.

The project was based on visual & performing arts & focused on fundamental human values such as democracy, social justice, tolerance, non-discrimination, solidarity, trying to promote social inclusion at "different" levels through different artistic performances but above all by means of the most powerful means of education, that is CINEMA. This experience gave me the chance to detect & appreciate other hidden skills in my learners as well as other European pupils; in this way teachers can become talent-scouts of their students.

Persona motivation

Working with eTwinning offered me & keeps on offering me interesting possibilities to meet & collaborate with several colleagues of different subjects & countries, bringing us closer & closer. Collaborating interactively with other European colleagues always enriches me with other educational perspectives and this is an added value to my educational point of view which can be always open to newer & newer ideas, theories but above all good (and best) practices, thanks to the breadth and depth of digital media content that is immersive and engaging and brings the world into the classroom to give every student the chance to experience different fascinating societies, cultures, places and events. All this is effectively possible if there is an enlightened Headmaster who supports her/his teachers by recognizing their efforts and will to improve their teaching style.

Teaching

The seven participating schools produced a short movie on a particular human value & an urgent corresponding social problem. During each international meeting, after watching the film, there was a cinema forum among students who were shot. We (teachers from different countries) managed to make our pupils interact as a supranational & transnational European class allowing the cooperative learning between trainers & trainees & the peer education among students. Indeed these teaching-learning methodologies increase our (teachers' & learners') "curiositas" towards all that is meaningfully different & our motivation to teach & to learn. In this way we all understood the importance of a lifelong learning which goes beyond school learning. In fact they became proficient in using camera for shooting and particular ICT programmes for editing. As for the organizational phases, During planning stage of the project we decided these tasks: the general coordination for Germany, the installation and maintenance of our web page for Croatia, the film cutting for France, the coordination of the soundtrack for Italy, the coordination of the production of the film posters for Portugal, the coordination of the uploading of all joined products on the EST site for Spain, the evaluation for each project meeting for Turkey.

Results

This project gave European students, teachers, staff & parents (personally involved in the organization & in shooting the short films) the opportunity to share all that they believe, feel, enjoy, read, listen to, have & are, so as to enrich each other with a mutual added value (springing from their own different tangible & intangible heritages), thanks to which they have holistically acquired a real supranational & transnational EUROPAANSCHAUUNG, where the whole, that is Europe, is more, better than the sum of all its single parts (or nations). The Italian movie "Knockin' on Earth's Door", scripted, played & shot by learners, is a good practice to build an open multicultural society on the principle of "conviviality of differences" which can be a humble contribution for a new ethic for European Citizenship. Moreover, local public institutions (for the permission to perform the Italian show "Music the only real Esperanto among different national Peoples" at the 19th century theatre in Bitonto, for instance) & local dance associations were involved in the organization in all countries.

Join Us

Monica Valeri

I.C. "P. Egidi", Viterbo

Country	Italy
Partner schools	Zakladna skola – Turany – Slovakia
	Colegiul National de Arta "Octav Bancila" – Iasi – Romania
	Kuusalu Keskkool – Kuusalu – Estonia
School year	2015/2018
Main subjects	Music – Sport – English
Language	English
Number/Age of pupils	Age: 11/14 Pupils: 200
Twinspace	https://twinspace.etwinning.net/18115/home

The project "Join Us" develops a model of inclusive education as described by the guidelines of the European Agency for Special Needs and Inclusive Education.

It is centered on the importance of two inclusive subjects: Music and Sport. It aims at the creation of a new figure: the inclusive teacher.

Personal motivation

eTwinning has been very important in our project because it has helped us to look for European partners who were interested in the same topic that we had decided to develop.

It has also been used to favour virtual relationships among students before and after mobilities especially to get to know each other.

Even for the teachers it has been a special space to upload videos, photos and documents. It is really a place where headmasters, students and teachers can share their knowledge.

Teaching

The focus of the project is linked to two school subjects: Music and Sport. The general objectives are:

- Create strategic cooperation between operators in the sector of formal and non-formal / informal education in order to develop experimental tools of social innovation and inclusion

- Implement new forms of learning for students with special needs, thanks to virtual mobility and better use of ICT

- Develop new tools and methods for the professional development of teachers and Headmasters, for better initial and lifelong education

The specific objectives are:

- Codify two new profiles of inclusive education for teachers of music and PE useful both for initial and in-service training, that one would get by attending two eLearning training courses, both Intellectual Outputs of the Project

1. An e-learning training course for learning inclusive methodologies using music, aimed at developing skills and abilities for all teachers (working with students aged 11-13).

2. A training course in e-learning mode for learning inclusive methodologies using sport and movement. The scientific management is led by Special Olympics.

3. Data collection and processing, through the use of structured and semi-structured questionnaires, interviews and online surveys about the benefits

arising from education inclusive.

4. Profile of Inclusive Teacher - Music

5. Profile of Inclusive Teacher - PE

These intellectual products will be presented during two events multipliers, to be held respectively in Italy, in occasion of the 2017 Special Olympics, and in Brussels at the European Parliament.

6. Blended mobility for learners (virtual and physical), which will aim primarily to allow also students with special needs to participate and teachers to experiment methods learned

7. Short term exchange of groups of pupils to be held in Brussels, at the European Institutions with the involvement of the European Agency for Special Needs and Inclusive Education.

Ready, steady, grow slow: Investing time and skills in sustainable European citizenship (RSgS)

Beate Vollmer

Albert-Schweitzer- / Geschwister-Scholl Gymnasium, Marl

Country	Germany
Partner schools	Maria Rosaria Fasanelli, Liceo Statale "Niccolò Machiavelli", Rome, Italy
	Jose Antonio Araque Guerrero, Colegio Cristo Rey, Madrid, Spain
	Julien Jehl, Lycée Albert Camus, Rilleux-de-la Pape, France
	Beata Jaros, Publiczne Liceum Ogólnokształcące Nr II z Oddziałami Dwujęzycznymiw Opolu, Poland
School year	2014 / 2015
Main subjects	Cross-curricular approach: History, cultural studies, the arts, maths, philosophy, social sciences, physical education, language and literature
Language	English, yet the use of our partners' mother tongue was encouraged
Number/Age of pupils	Age range: 13 – 18; total number of involved pupils: 210
Twinspace	http://twinspace.etwinning.net/345/home

Growing up in contemporary Europe implies an extensive increase in chances and a natural confrontation with challenges. 'Ready, steady, grow slow' aims at preparing pupils carefully and diligently to become enlightened European citizens. Enlightened European citizenship requires in-depth knowledge about Europe and the EU, an intelligent use of one's personal resources (knowledge, skills, attitudes), a critical reflection of one's values, a continuous dedication to the European cause of 'unity in diversity'. It also implies painstaking perseverance to shape and nurture democracy, time to develop one's personality in self-determination and to make one's potential flourish for the benefit of society at large.

Personal motivation

Having gained some experience with Comenius projects I discovered eTwinning in 2008, which has been a revelation to me, both professionally and personally.

eTwinning has definitely enriched my professional abilities and has generated a constant interest in experimenting with innovative ways of learning and teaching. Fostering critical thinking, empowering pupils with 21st century skills and introducing entrepreneurial education are my constant endeavours. In recent years the integration of project-based learning is definitely a key element in my educational exploits. It is a means to address the individual strengths and weaknesses of my pupils and to help them realize their potential.

eTwinning projects have the added bonus of being almost comparable to autopoietic systems, i. e. you start with an idea, turn it into a structured design for a project which gradually is incredibly enriched by the imaginative potential that unfolds in collaboration with your students and the dynamics that evolve in interaction with your European partners. You eventually are rewarded with a sense of achievement for having approached a topic in a more holistic, interdisciplinary way and a gain self-confidence, critical thinking and cultural awareness on the part of all participating students.

Teaching

Pupils invested time in learning processes to scrutinize the phenomenon of time from three angles: 1) Time considered from a historical point of view: Can time teach us a lesson? 2) time as a biological fact: How does our biological clock tick? 3) time as a structuring element in art: How is time reflected in art? Each module considered the basic question from a personal, social and cultural perspective.

RSgS achieved an original synthesis of topic and method because it was structured more-dimensionally. We worked on the phenomenon of time in an interdisciplinary way, i. e. pupils acquired knowledge (topic orientation – horizontal plane) and we integrated the principles of deceleration and practically applied them (learning according to competences = vertical structure) so that a structured network of learning experience was offered. RSgS united European partners who exchanged ideas about an important European current issue: European citizenship in today's society characterised by knowledge orientation and acceleration.

Together in intercultural exchanges with a high degree of self-regulation pupils practised and widened important key competences and transversal skills, above all the strengthening of learner autonomy by fostering 'social literacy': mutual learning activities, cooperative and shared tasks that fortified interdependence between pupils. RSgS provided innovative learning arrangements by re-evaluating the pedagogical relevance of the game. The principle of 'gamification' was introduced, turning the dimension of deceleration into practice: a flower clock in the school garden, crochet caps, crochet flowers, Arcimboldo portraits, memory games. The project supported the democratic decision-making competence of pupils so that personal efficacy in the learning process could be experienced: international team work, division of tasks, democratic participation in project design, planning and running workshops, evaluation.

The digital competence of our pupils has been engaged and fortified by means of content and method: we reflected critically on the chances and challenges of digital technologies for our lives, we considered what 'enlightened' media literacy means.

Students made intensive use of the Twinspace, did research in the internet, created highly original products (videos, posters, a historic board game, memory card games), integrated new tools.

All partners were involved in the planning stage of the project. Together we collected ideas and agreed on the sequence of topics. The solid team structure enabled us to define our project activities and we translated the modules into concrete and methodical project steps.

We increased the number of shared tasks so that to conclude them interdependent structures were favoured. This supported considerably the creation of a strong international team structure, since every member felt responsible for the success of the project. Pupils used their substantial decision-making role (choice and realization of the carousel ideas, game production), they learned cooperative skills and experienced themselves as co-producers who together can turn their ideas into practice.

That is why the project has considerably fostered 'entrepreneurial skills': Pupils experienced the clearly defined, envisaged and realistic goal (game production, common Facebook page, work of art production, collaborative writing) as a real challenge, took over responsibility and controlled on their own the process of their work.

Results RSgS has contributed to develop European literacy. Above all the dimension of process has been focussed on, with regard to historical events, biological life-spans and artistic production phases. By learning more about the cultural heritage of Europe in an interdisciplinary way students have acquired operational knowledge that helps them to define their own cultural roots, enhances their understanding of their partners' culture, sharpens their perception of their role as citizens of Europe and raises their awareness of their potential as responsible changemakers for a sustainable Europe.

Students have developed important (life-) skills that are needed to brave the challenges in this digital age: they have solidified their intercultural competence in interactive project tasks, they have strengthened their civic competence by participating in a European project in an international team which favoured democratic decision-making processes. RSgS has supported gender equality and equity by providing a range of interdependent learning incentives designed to meet the needs of different types of learners.

RSgS has created many occasions for pupils to promote their personal growth and to assist their autonomy by using decelerated and decelerating methods.

We re-evaluated the pedagogical relevance of the game by applying the principle of 'gamification' to some learning arrangements.

eTwinning has a positive impact on the school environment. The integration of a European dimension into the educational programme not only promotes the internationalization of the school, but the cooperation with European partners also raises the community spirit of the school. eTwinning contributes to redefining the ethics of a school, since it prepares students to become responsible European citizens, it inspires teachers to improve their professionalism by giving incentives for innovative teaching methods.
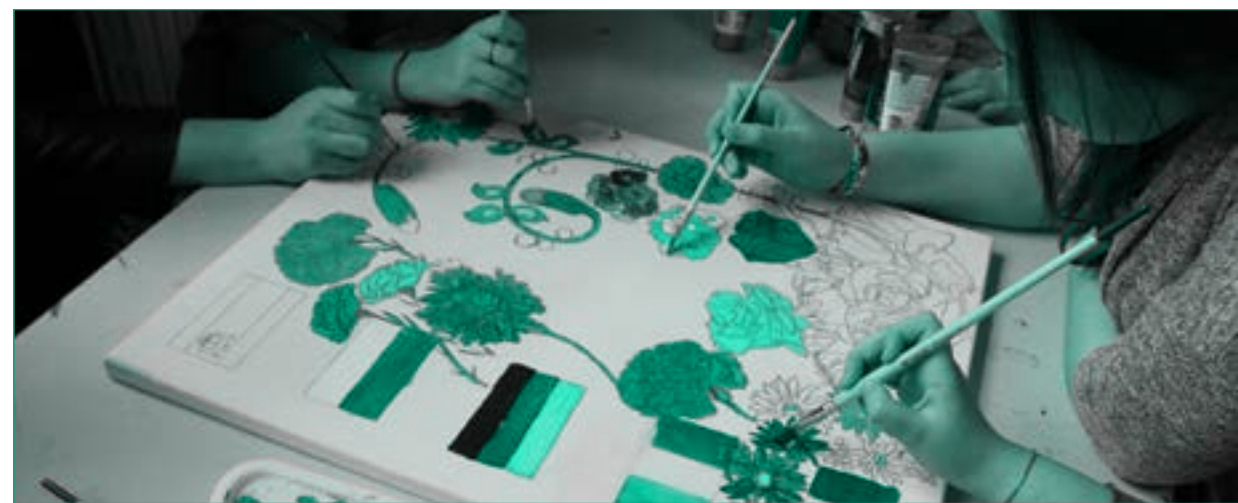
Women as Spiritus Movens towards Equality in the European Citizenship

Barbara Walasik

IX Liceum Ogólnokształcące im. C. K. Norwida, Częstochowa

Country	Poland
Partner schools	Lycée Sud Médoc La Boétie Le Taillan Médoc, France
	Kuopion Klassiliinen Lukio, Kuopio, Finland
	Polo Liceale "G.Mazzatinti" Gubbio, Italy
	Darüşşafaka Eğitim Kurumları Istanbul, Turkey
	IX Liceum Ogólnokształcące im C.K.Norwida Częstochowa, Poland
School year	2nd school year Started: 1 September 2014
Main subjects	Art, Biology, Citizenship, History of Culture, Informatics/ICT, Natural Sciences, Politics, Physical Education, Chemistry, Economics, Ethics, Mathematics, History, Music, Foreign Languages, Philosophy/ Logic, Social Studies/Sociology, Technology
Language	English
Number/Age of pupils	16-19 years 40 students involved
Twinspace	https://twinspace.etwinning.net/2456/home

The project was about the current and vital needs of our students. We focused especially on our students' insecurities concerning their education and future employment and how to cope with these issues. We dealt with teenagers' presence in the virtual world, prejudice, social exclusion and how to prevent them. With this project we aim to reduce the stigma of social and personal failure and exclusion, as well as to raise our students' hopes for successful future careers and lives.

Personal motivation

The project I coordinate is a Key Activity 2 Erasmus+ project for which we use

Twinspace in eTwinning as the main working platform. We have chosen a topic relating to women because we come from different cultural and social backgrounds and, as a result, the attitude towards women is different in our countries. We also think that in the 21st century the problem of gender unequality is still present. Thanks to this project, I gained extensive knowledge about women's achievements and their contribution towards the development of the European citizenship. That contribution is underestimated and deserves much more appreciation. Twinspace has enabled me and other teachers to communicate and upload a lot of materials, namely: detailed instructions for each activity, schedules, minutes of teachers' meetings, description of completed tasks, photos and videos, surveys, dissemination results, links and pedagogical manuals for teachers with examples of good practice in partner countries.

Teaching

Our project consists of 14 activities. All of them have titles and each activity has a "Woman Patron" that has been chosen by common voting among students after their presentations of different candidates during the first meeting in Spain. During each activity we work at national level in partner schools by carrying out research, interviews and surveys or making PP / Prezi presentations and Glogsters. We upload all the results and materials in Twinspace for all the partners. During international workshops we continue the activities together by presenting and discussing our videos, holding panel discussions about problems (i. e. social exclusion, prejudice, school dropout, unjust attitude towards

women), or writing newspaper articles/essays. Afterwards, the final results are uploaded in the Twinspace and in this way we complete the activity, that can be replicated by others. Twinspace works as an archive or a journal of our project.

The main objectives of our project consist in:

improving attainment of our students in basic and transversal skills, especially entrepreneurship; encouraging multilingualism and developing digital skills; teaching critical thinking, problem solving, risk assessment and decision making; reinforcing intercultural awareness; raising awareness of women's influence on the development of the European citizenship; drawing attention to the problem of unjust treatment of genders. Not only students and teachers are involved in this project. Parents are active participants as well. They play the role of interviewees in the videos prepared by students, provide reliable information about the life in the past and support/help their children with their tasks. They are also host parents for international students during the meeting in our school.

Santi Scimeca

Santi Scimeca, eTwinning Project Manager, European Schoolnet

After two days of workshops, lessons, discussions and sharing of practice examples, all part of the programme of the Thematic Conference which took place in Florence on 21-23 September 2016, I am even more convinced than ever that the notion of citizenship has dramatically changed since I was a student a few decades ago. Current *official* definitions still give 'citizenship' the meaning of a 'status' connected to a territory. But it is clear that citizenship can be better defined nowadays as a dynamic relationship between individuals and the globalised society we live in, with all the problems, opportunities, threats and benefits of a changing world with no boundaries. What is certain is that the generation of tomorrow does not only need to learn to *do* things (e.g. possibly find a job), but also to *become* a specific type of person: an active, responsible and hopefully happy member of the society.

But are we growing citizens in our schools? Are our schools assisting in this process?

Let me mention a personal experience as a starting point. On the 22nd of March 2016 the world was shaken again by terrorist attacks. This time they reached the capital of Europe, Brussels, and one of the places kamikaze chose to kill innocent people was the metro station of Maelbeek, a few metres away from my office. Such dramatic events changed the world, have been in the news for weeks and it was virtually impossible not to comment, discuss, get emotional about them. Everywhere in the world: in offices, factories, supermarkets, on the street. Well, almost everywhere.

When my son, who is 12, came back from his secondary school lessons on 23rd of March I asked him how his teachers decided to approach what had happened in Brussels. His answer froze me: "We have not talked about it at all. We went on as nothing had happened: we went through some historical events which took place 500 years ago, we studied the mountains and the rivers of a couple of countries, and finally we focused on the bodies which govern the European Union".

"And there was no mention of what happened in Brussels?" I enquired almost in despair. His silence felt guilty. I reassured him: he was not the one to blame.

A few days later I happened to talk with a couple of his teachers, and I could not refrain from asking whether they talked about the terrorist attacks in Brussels (I knew the answer, but

it is better to be diplomatic). Their reaction confirmed for me that some schools still live in another planet, made of books, theory and exams: "You know, we have a program to respect, and we are late. And besides, I am not sure young kids would be able to understand..".

The teachers who are reading these proceedings have probably been less distracted by 'the program' or 'the exams' and, in their lessons, I am sure they found the way and the time to introduce their students and pupils, of whatever age, to the reasons which led to what happened in Brussels, or in Paris a few months earlier. Pupils who, by the way, have quite often different religious and cultural background, sometimes coming from different countries. The teachers who didn't find the time probably lost the occasion to give one of the most memorable lessons of their lives.

The Thematic Conference which contributes to the papers collated in this book engaged 250 school managers and principals from 40 countries. On the last day, after numerous sessions and workshops where participants could address all possible aspects of 'citizenship', a panel discussion was arranged. Four participants from different countries were asked to give their opinion on a few topics, and this triggered an interesting discussion.

The first question addressed a general issue: are schools ready for citizenship? Does the curriculum, the time schedule, the setting of the school and of the classroom provide a good environment for students to become (better) citizens? The panel's reactions ranged from a quite pessimistic view ('schools are conservative by nature') to a more hopeful one ('potentially yes, but only with the right people'). None of the people were however too convinced that schools are really ready for the moment to deal with complex issues which go beyond the teaching practices of the past decades. And this is true not only for subjects like citizenship, but also for teaching methodologies which go beyond the traditional transmissive paradigm.

Other questions the panel had to discuss focused on how ready teachers and principals are when it comes to growing (future) citizens. The answer did not change much: pioneers, namely the teachers who have already updated they way they teach, are also more ready to engage their pupils in activities which nurture their sense of responsibility and let their "voice be heard". Citizenship is also about becoming 'a subject' in the society, but probably, as one traditional teacher would put it, for many teachers the ideal student is the one who stays silent in the classroom and does not pose any question. Finally, the panel addressed the question how eTwinning can help teachers to embed citizenship in their lessons. Here the participants unanimously agreed that by expanding students' networks, studying in a different language, dealing with cross curricular topics and enhancing team work, all with the intelligent use of technology, eTwinning is the perfect environment to develop students and pupils as 'subjects', thus planting the seeds of their future as being citizens of the world.

The thematic conference confirmed a trend which we observe in the various conferences and workshops organised within the eTwinning programme: some teachers, an active and enthusiastic minority, are ready for this complex and dynamic society, and give their students the means to be ready as well. Our hope is that such pioneers will be strong and resilient enough to engage also their colleagues and convince them that the sense of citizenship, in its broadest sense, is probably one of the few things which will not become obsolete in a few years' time.

This publication presents the proceedings of the European thematic Conference "Citizenship: A new Ethic for the 21st Century – The Contribution of eTwinning", held in Florence, from 21 to 23 September 2016.

The Conference was organized by the eTwinning Italy National Support Service, based at Indire, in collaboration with the eTwinning Central Support Services and the European Commission. The conference was attended by more than 250 teachers and school administrators coming from more than 36 countries.

The theme of the event was inspired by the Declaration "Promoting Citizenship and the Common Values of Freedom, Tolerance and Non Discrimination through Education", adopted on March 17, 2015, in Paris by the European Union. All the sessions have been linked to a common and general goal: how to assist teachers in promoting the values of the Paris Declaration, through their work on the eTwinning platform. The results achieved in over 10 years of eTwinning were also presented.

All the materials (presentations and multimedia resources) are collected and completely available here: http://etwinning.indire.it/etwinning-conference-florence-2016/

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