

# eTwinning and ERASMUS+, Connected Actions

## Participation guide and tutorial

The National eTwinning Support Service promotes the opportunities offered by carrying out eTwinning projects in synergy with ERASMUS+. The two initiatives working together reinforces the European dimension and adds value by supporting, updating and improving the activities implemented under ERASMUS+ KA1 and KA2, as well as enriching the projects and increasing the quality of the proposals.

Therefore, this guide aims to provide guidance and a tutorial on how to participate for teachers who are interested in leveraging the potential and benefits of joint eTwinning/Erasmus+ action.



The following presentation provides a summary in graphic form of the content detailed in this guide. You can view it by clicking on the image:





*eTwinning and Erasmus+ presentation. Created with [Genially](#). Created in-house (SNA-INTEF). [CC BY SA License](#)*

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# Introduction

eTwinning is the largest community of teachers and schools in Europe, and it is part of the ERASMUS+ initiative.

The [ERASMUS+ Programme Guide](#) itself contains numerous references to the platform and encourages schools/teachers to join so they can use eTwinning to complement projects' physical mobility activities and to enhance cooperation with partners. The evaluation of Erasmus+ projects assesses the use of tools such as eTwinning under “Quality of project design” (KA1 and KA2) and “Impact” (KA2).

## eTwinning's potential and basic foundations

- It offers a **safe space for virtual collaboration** where **multidisciplinary collaborative projects** can be carried out with other schools, active methodologies can be implemented, all aspects and curricular content can be integrated, inclusion and diversity can be promoted, and meaningful, contextualised and global learning can be fostered.
- It provides tools to **transform learning**.
- It develops **digital competences** through the use of collaborative digital tools.
- It provides databases to find **partner institutions**.
- Professional networking and **professional development** opportunities: ongoing training through face-to-face and online courses (MOOCs, NOOCs, webinars, seminars, events, etc.), a variety of resources (kits, activities, best practices and didactic publications).
- Recognition of eTwinning activity with training credits, recognition of projects through Quality Seals and Awards.

Teachers and schools that participate in eTwinning are supported by the National Services in each country, which provide assistance during the registration process, partner search and throughout the project. They also promote the use of eTwinning

and quality projects, as well as organise professional development activities for teachers.

## Benefits of eTwinning/ERASMUS+ joint action

It enriches the project and increases the quality of the proposal: eTwinning provides multiple possibilities for **planning** and **implementing** KA1 and KA2 in school education (KA120-KA121 and KA122, KA210 and KA220):

- Reliable partner search. A careful selection is a guarantee of success.
- Common working environment: **TwinSpace** and **eTwinning Area**.
- Joint and collaborative preparation of the application form.
- Preparing for mobilities.
- It facilitates ongoing, fluid communication and collaboration through various tools (chat, forums, videoconferences, etc.).
- It encourages innovative and interactive activities that enrich the project.
- Continuity throughout the project: space for disseminating the project and project sustainability. TwinSpace is the ideal space for dissemination, generating a multiplier effect for the project.

## Registering on the platform

In order to become an eTwinner, the first step is to register on the ESEP Platform, which can be accessed via the following link:

<https://school-education.ec.europa.eu/en>

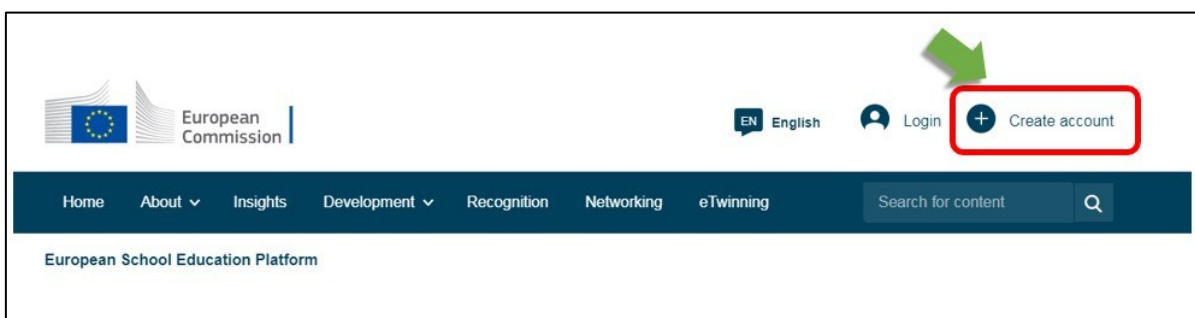


Figure 1. Screenshot showing the tab to create an account. Created in-house (INTEF) from the website [ESEP](#).  
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Here is a [quick reference guide](#) to register on the platform and a [step-by-step video](#) that will help you register on EU Login and on the ESEP platform.

## PHASE 1: Before starting. Planning projects through eTwinning

### Searching for partners

One of the foundations for guaranteeing a quality project is to ensure you carefully select partners with common interests so that the project will be well managed and cooperative in nature. The eTwinning portal is the largest database of European teachers available for international cooperation and offers various tools and ways to search for suitable partners for Erasmus+ KA1 mobility projects and KA2 cooperation projects.

Once the user has logged in to their personal space, in the main menu at the top called “**Networking**”, they can search for schools, people, projects and [search for partners](#):

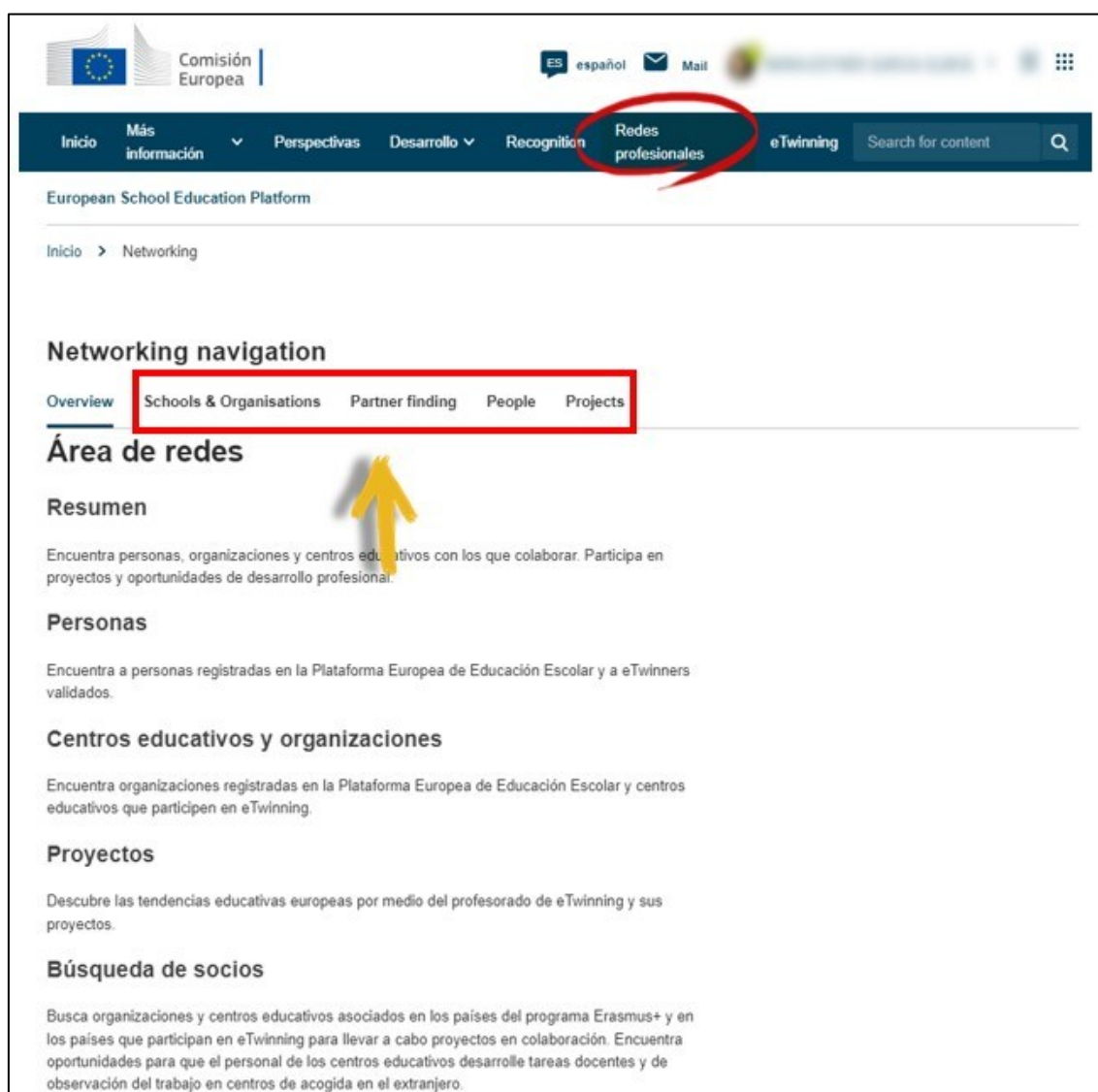


Figure 2. Screenshot showing the Connect tab. Created in-house (INTEF) from the website [ESEP](https://www.eTwinning.com/es). CC BY SA License

## Search for people

The people search engine allows you to find teachers by name and surname, as well as to apply advanced filters where you can narrow down your search according to different fields: subject, country, language and, if you are interested in finding anyone with an account, eTwinners or eTwinners who are only available for projects. By clicking on the selected user, you can access their personal profile and check if they and their background match what you are looking for in your project:

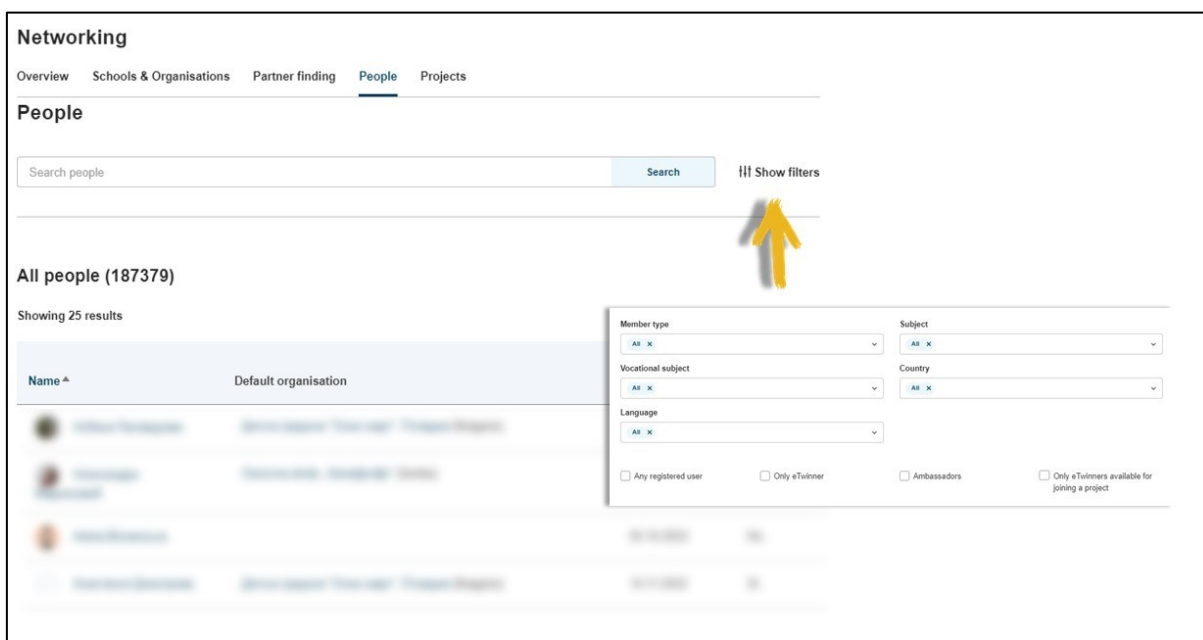


Figure 3.. Screenshot showing the filters in the networking area. Created in-house (INTEF) from the website [ESEP](#). CC BY SA License

### Search using advertised publications

The partner search engine is a meeting point for schools and teachers interested in organising and participating in mobility activities. Here you can find posts published by other teachers. Various filters can be set according to multiple criteria:

The screenshot shows the 'Partner finding' section of the eTwinning website. At the top, there is a breadcrumb trail: 'Inicio > Networking > Partner finding'. Below this, the 'Networking' section is active, with sub-tabs for 'Overview', 'Schools & Organisations', 'Partner finding', 'People', and 'Projects'. The 'Partner finding' tab is selected. A description states: 'Partner finding is a meeting point for schools and teachers interested in hosting mobility activities and taking part in them, such as teaching assignments, job shadowing or placements. Listings can be...'. A 'Show more' link is visible. A search bar with the placeholder 'Search postings' and a 'Search' button is present. A red circle highlights the 'Hide filters' button. Below the search bar, there are several filter categories, each with a dropdown menu set to 'All': 'Partnership type', 'Looking for', 'Country', 'Posting organisation', 'Language', 'Subject of teaching', 'Vocational subject of teaching', 'Age range', 'to', and 'Topic'. An 'Add posting' button is located in the top right corner of the main content area.

Figure 4. Screenshot showing the filters in the networking area. Created in-house (INTEF) from the website [ESEP](#). CC BY SA License

If the existing posts do not match your interests, you can edit and add one with your own collaborative project idea:



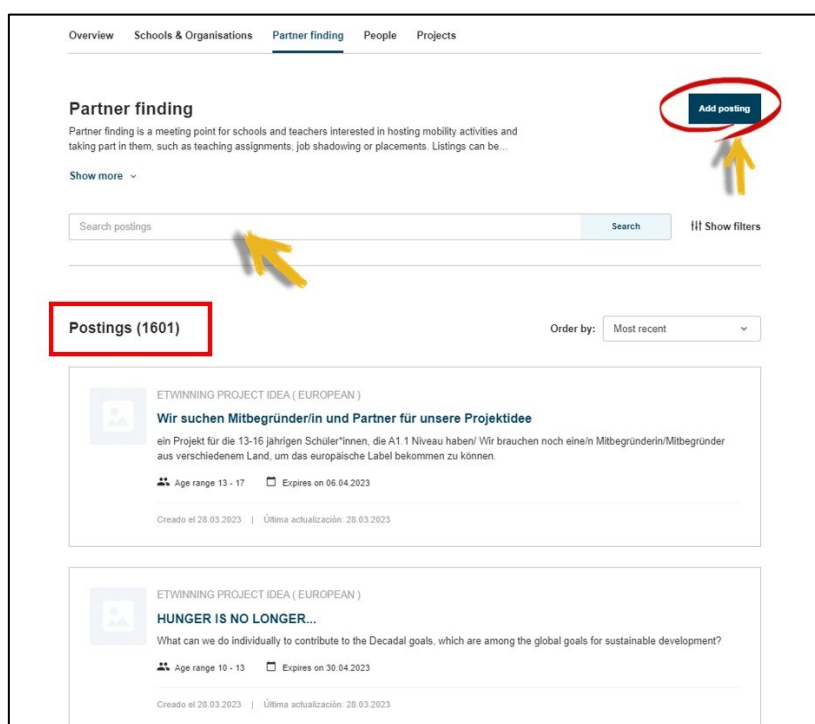


Figure 5. Figure 6.. Screenshot showing the Add posting tab. Created in-house (INTEF) from the website [ESEP](#)

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## Search by project

The “**Projects**” section allows you to search for existing projects by topic of interest, using filters similar to those used to search for people and partners.

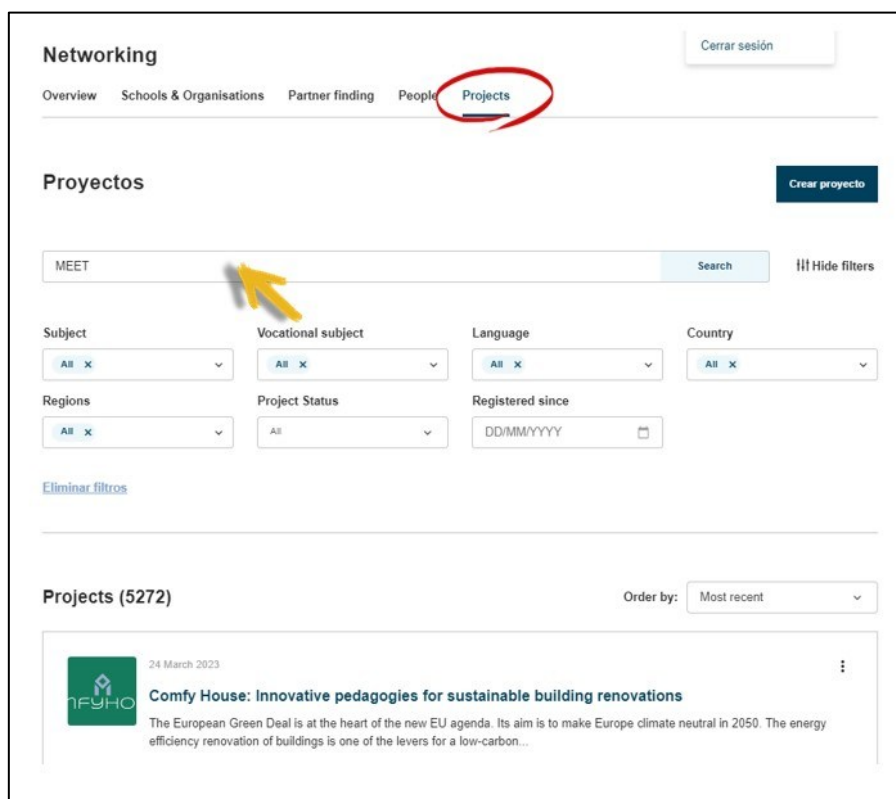


Figure 7. Screenshot showing the Projects tab. Created in-house (INTEF) from the website [ESEP](#). CC BY SA License

When you click on each project, you can view its general information and description, as well as the project's members. If it matches your interests, you can contact the founder through their profile and send them a message or contact request:

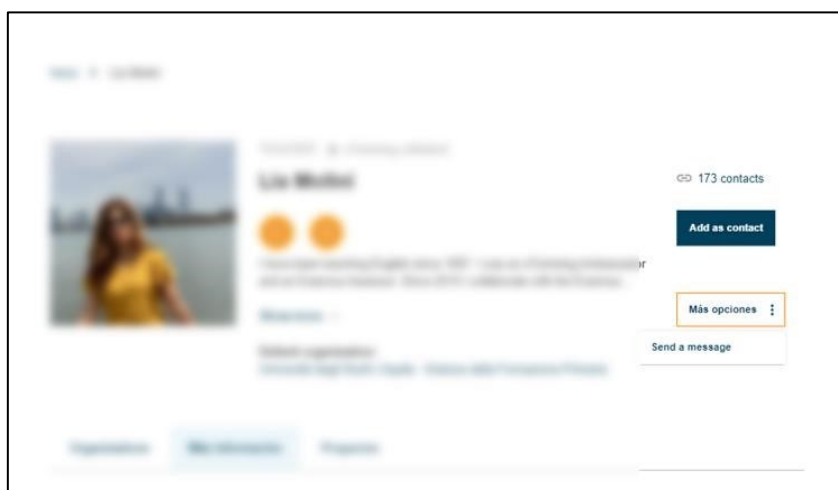
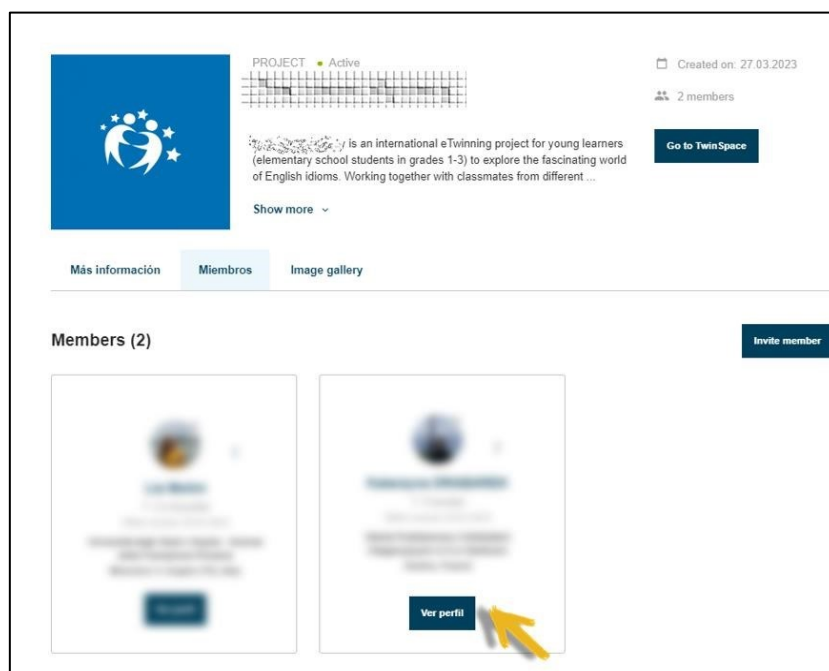


Figure 8. Screenshot showing some profiles. Created in-house (INTEF) from the website [ESEP](https://www.eTwinning.com/). CC BY SA License

Another way to find partners on the platform is through your own eTwinning space, which is also accessible from the main menu once you have logged in with your username and password.

This will redirect you to the **"Networking"** area mentioned above.

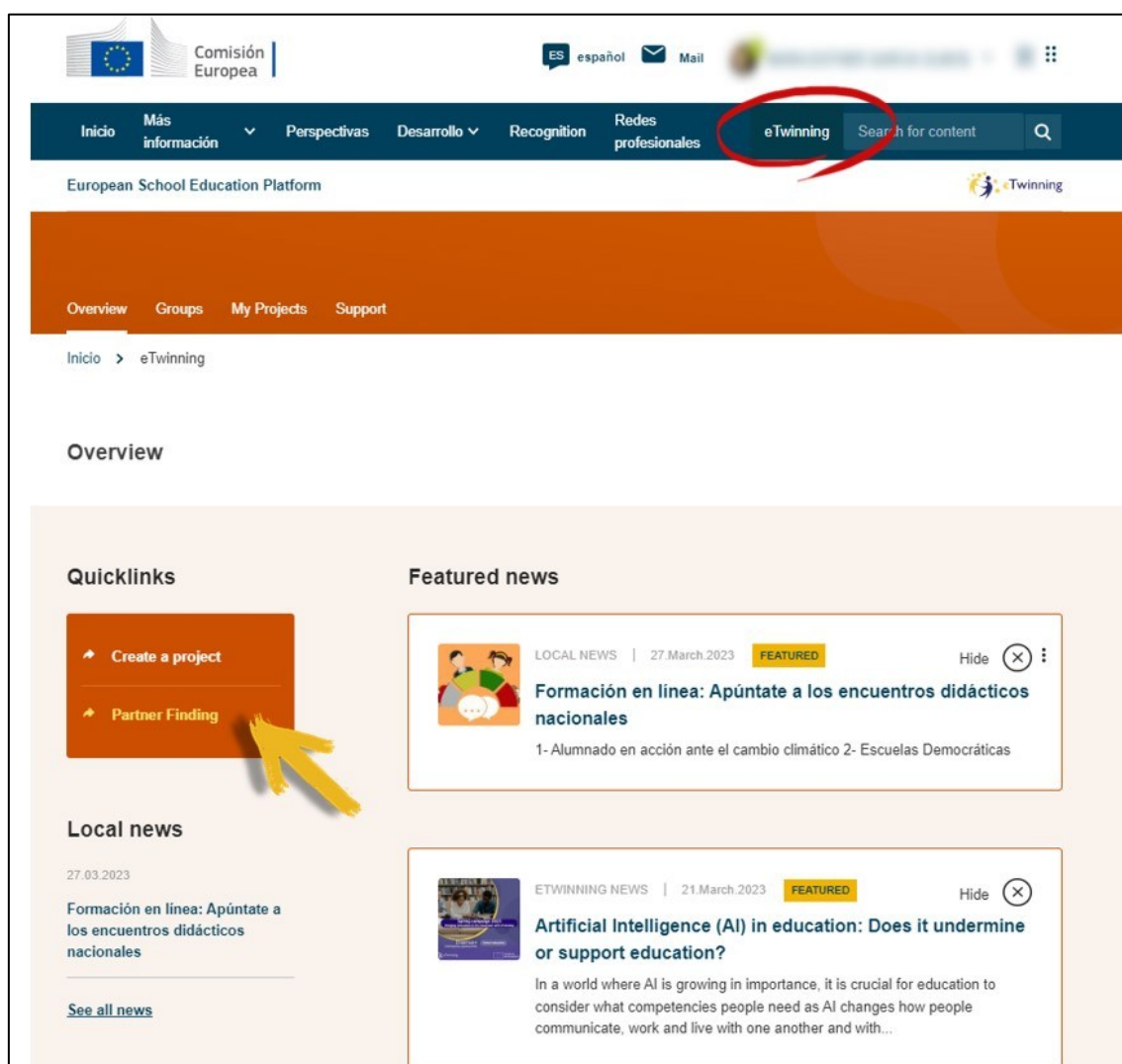


Figure 9. Screenshot showing the Partner Finding section. Created in-house (INTEF) from the website [ESEP](#).  
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### Join a group

Another way to get in touch with potential partners is to join an **eTwinning group**. These are virtual environments where eTwinners with common interests can meet and work together on a specific topic. It allows for a first contact with teachers with similar interests who are actively collaborating in a topical group, offering the possibility to share opinions and publish common materials. The other group members could be potential project partners with whom to negotiate and design a joint action.

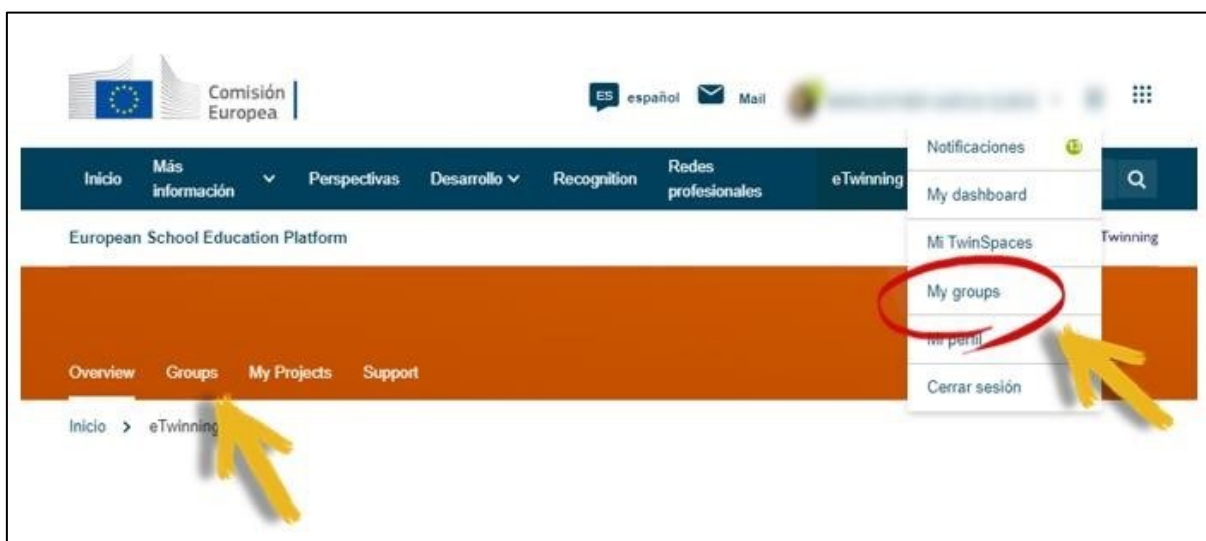


Figure 10. Screenshot showing My group tab. Created in-house (INTEF) from the website [ESEP](#). CC BY SA License

You can access the groups you have joined via the drop-down menu in your user profile, at the top right-hand sidebar:

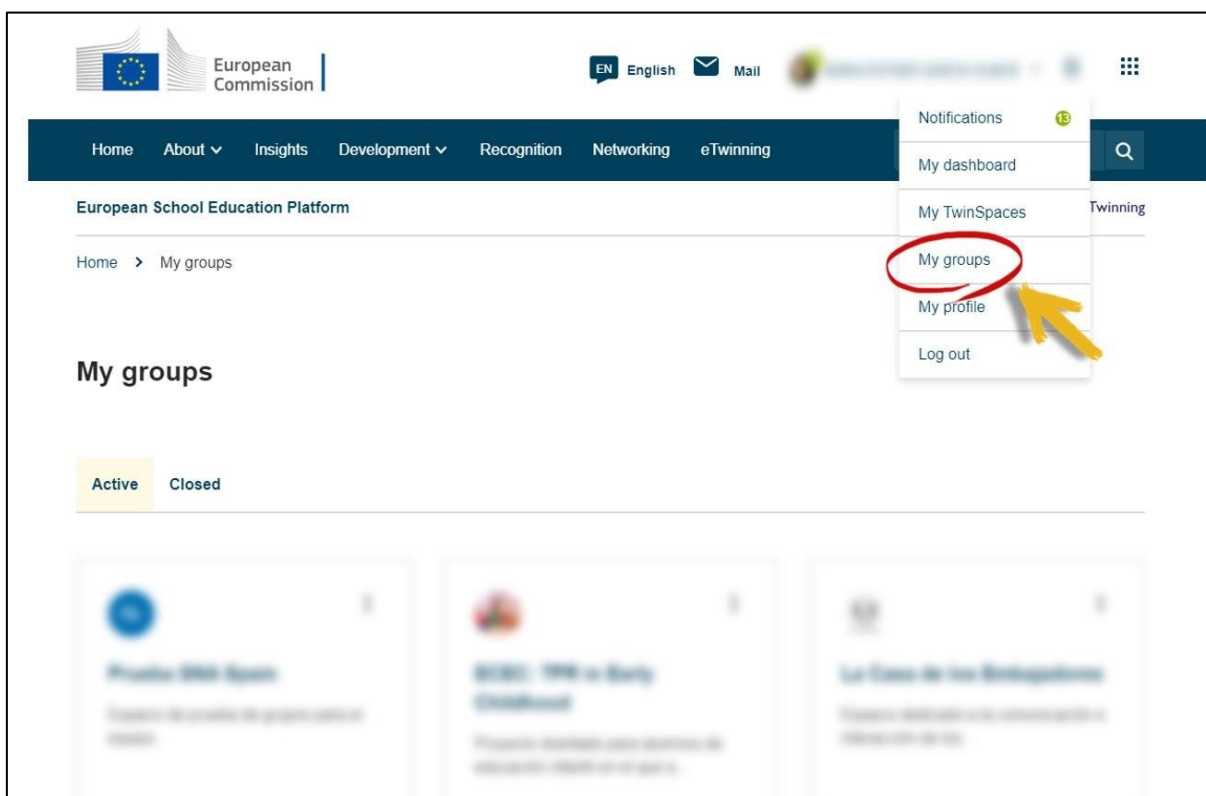


Figure 11. Screenshot showing My group tab. Created in-house (INTEF) from the website [ESEP](#). [CC BY SA License](#)

## Preparing and designing the project and future mobilities

The phase to prepare the project and mobilities is of great importance, and it is crucial to establish solid foundations to ensure their success and quality.

Once you have found partners to collaborate on the project, you must maintain frequent and fluid communication, and have an adequate, secure virtual space and communication channel to discuss, negotiate and reach agreements on the day-to-day design and implementation of the project and/or school partnership, as well as to complete the application form. The eTwinning platform offers collaboration and coordination tools with which to establish these solid foundations, and to monitor future mobilities: e-mail, chats, forums, videoconferences, etc. which facilitate and enrich coordination work, increasing the quality of the proposal. They are an opportunity to get to know our potential partners more directly, to observe their reactions and attitudes in more detail while negotiating the project design and to therefore determine the continuity and commitment to go ahead with an action involving mobilities.

### ***Filling out the application form***

This prior preparation can be done either through a **group** or through the **TwinSpace**, spaces where different materials and ideas can be shared, drafts of applications can be compiled, and agreements on the objectives to be pursued, project activities, the planned evaluation and the dissemination plan can be determined and evidenced. The virtual space ensures that the documentation is hosted in a single organised, secure place, allowing all members to access, supervise and view changes, improvements and corrections to the project implementation plan. Both the groups and TwinSpace allow for the creation of pages and sub-pages, providing structure when preparing the project design and a place to host materials, a discussion forum and online meetings.

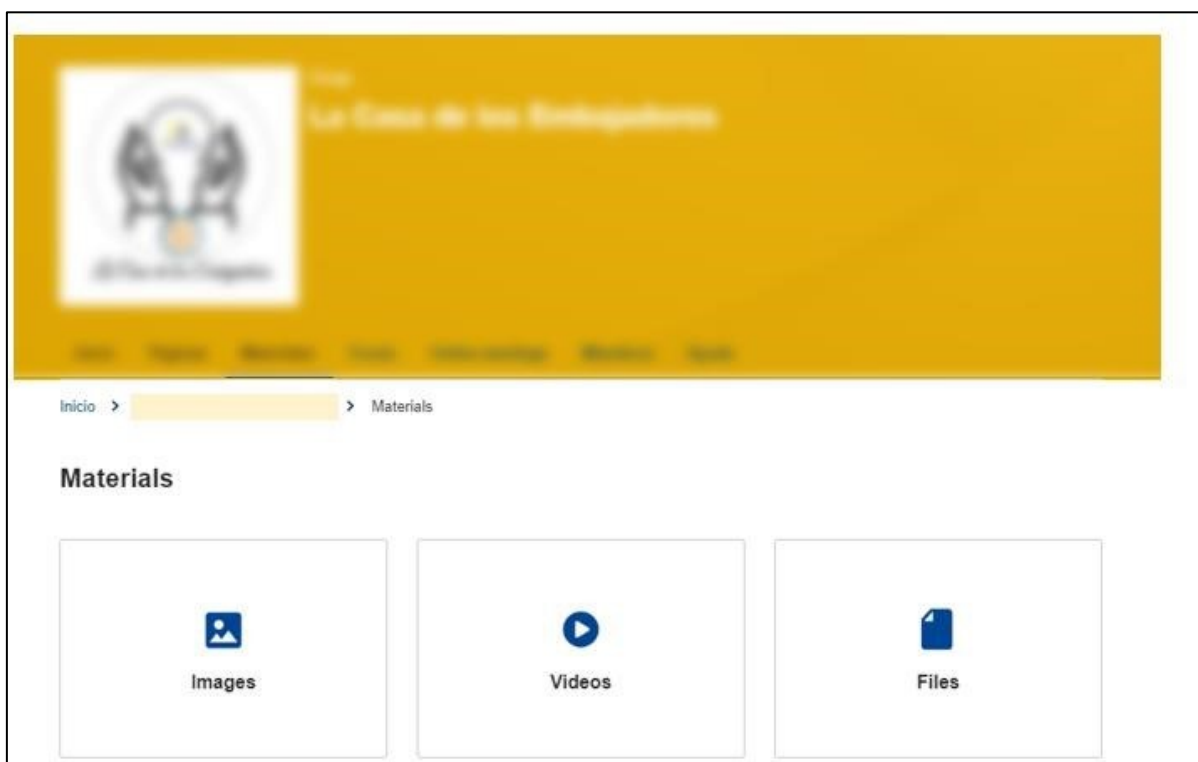
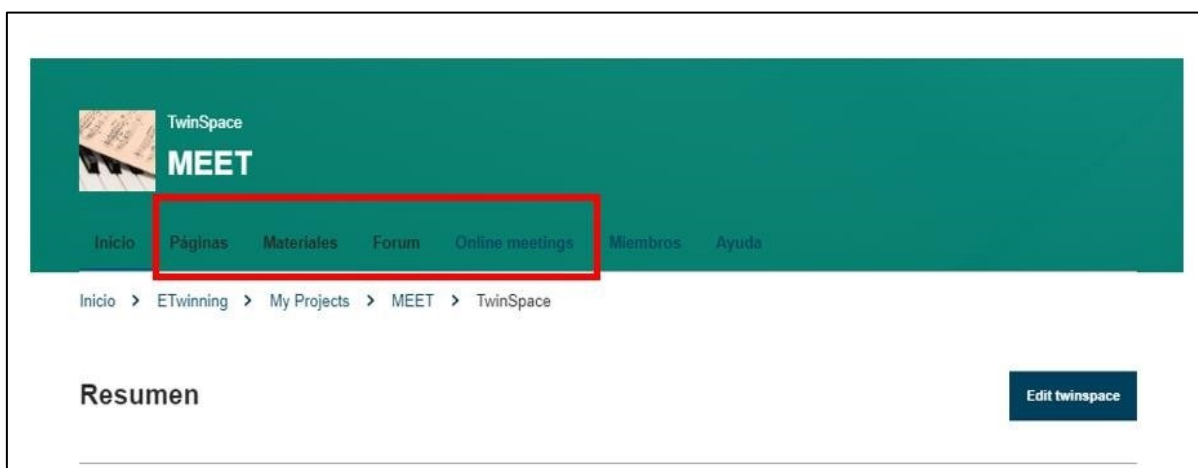


Figure 12. Screenshot showing different tabs. Created in-house (INTEF) from the website [ESEP](#). [CC BY SA License](#)



### ***Preparing staff and student mobilities***

On the other hand, when preparing **staff mobilities** (job shadowing, teaching periods or courses) both **groups** and **TwinSpaces** facilitate virtual interaction and allow for networking activities to be carried out among project members. They allow external applications to be embedded to prepare materials and give them a new dimension.

We can prepare for **student mobility** similarly: these spaces can become a place to connect for all mobility participants. Students can exchange opinions and discuss, post questions about the mobility, post and find information relevant to the mobilities, and students can be informed interactively about the host country, culture or customs.

### **PHASE 2: During project implementation**

When the project and mobilities are being implemented, the eTwinning portal can be used as a virtual space for transparent maintenance of all important agreements and documents, a secure communication channel and an agile means of contact.

Every project that is registered and approved generates a **TwinSpace**, the virtual collaborative space associated with said project, where project members (both students and teachers) can work together and establish agreements. It helps participants generate a solid structure and organise their work, carry out planned activities (application, timelines, meeting minutes, reports, graphic material, activities with students), as well as supervise the mobilities and monitor students throughout the entire project, not just at specific moments during the mobilities. This provides continuity to the activities proposed for the mobilities, enriching both actions and bringing added value to the plan.

In addition, an eTwinning project linked to an Erasmus+ project increases the success of both actions, thereby ensuring that the Erasmus+ priorities and objectives are more fully achieved:

- Promoting and improving digital competence.
- Addressing innovation in the teaching and learning process.
- Effective teacher networks are created.
- Peer learning is enhanced.
- Language skills are improved.
- Key and cross-curricular competences are strengthened.

In addition, there is the advantage of having the support of the *National eTwinning Support Service*, who provide valuable ideas, best practices and resources for carrying out successful projects, as well as the possibility to participate in their trainings (didactic meetings, webinars, MOOCs, NOOCs) and teacher professional development published in the eTwinning personal area. These training opportunities help teachers incorporate improvements and innovative aspects into the working methodology for the actions.

On the TwinSpace home page, project updates are shared in the *Teachers' Newsletter*; the home page also provides a space where other members (including students) can comment and create posts:

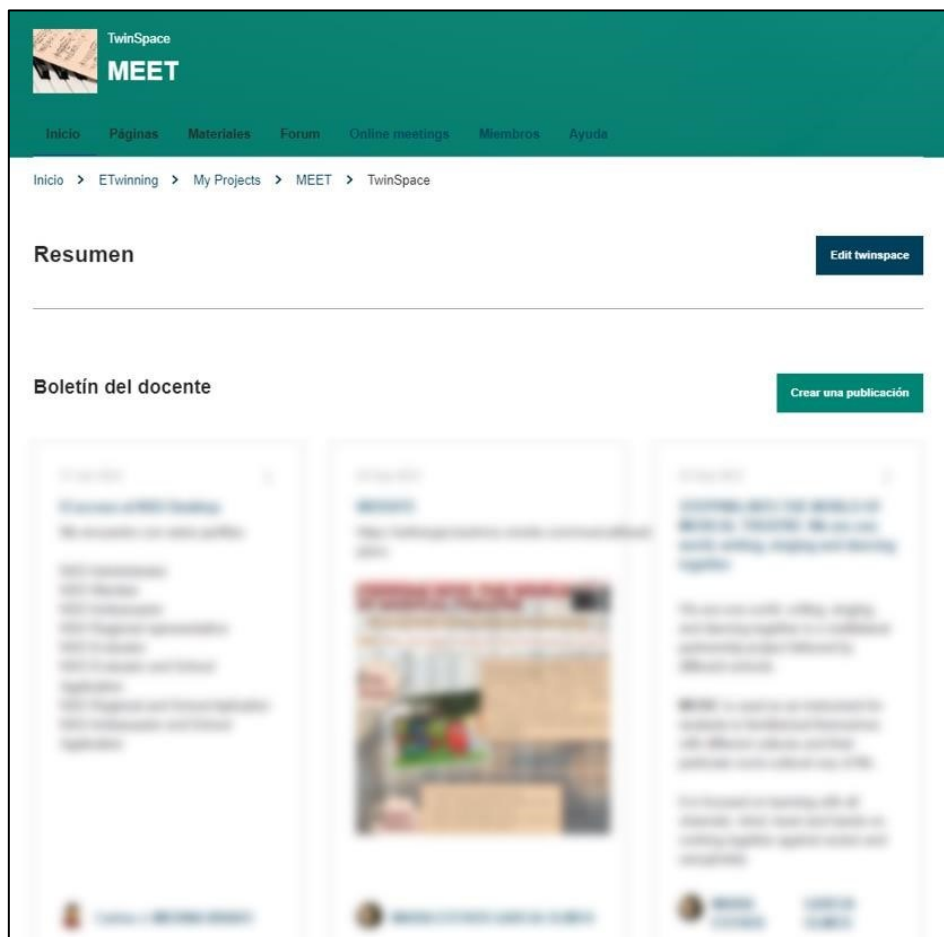


Figure 13. Screenshot showing the The teacher's bulletin in the TwinSpace. Created in-house (INTEF) from the website [ESEP](#). CC BY SA License

It also contains quick links to access the chat and create online meetings and discussion groups.

The project structure is created on TwinSpace, where it is organised into pages and sub-pages, on which the materials will later be posted:

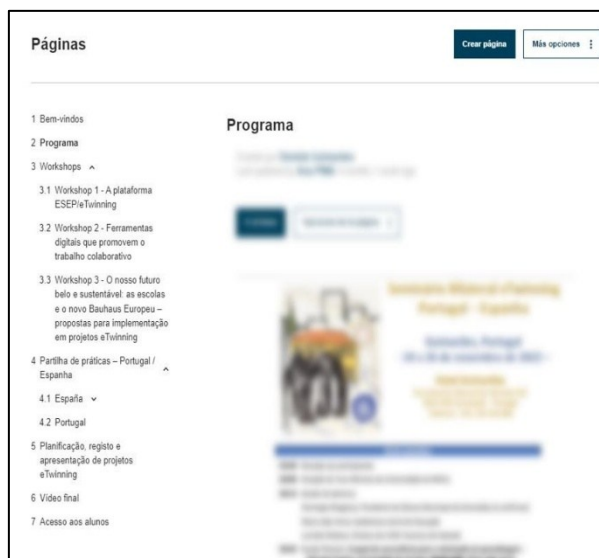


Figure 14. Screenshot showing TwinSpace. Created in-house (INTEF) from the website [ESEP](#)<sup>1</sup>. [CC BY SA License](#)<sup>2</sup>

It is also the ideal space to store the project materials (files, photographs, videos, polls, embedded tools such as Google Docs, Padlet, Genially, YouTube videos) and is where partners can communicate and interact through the forum and online meetings.

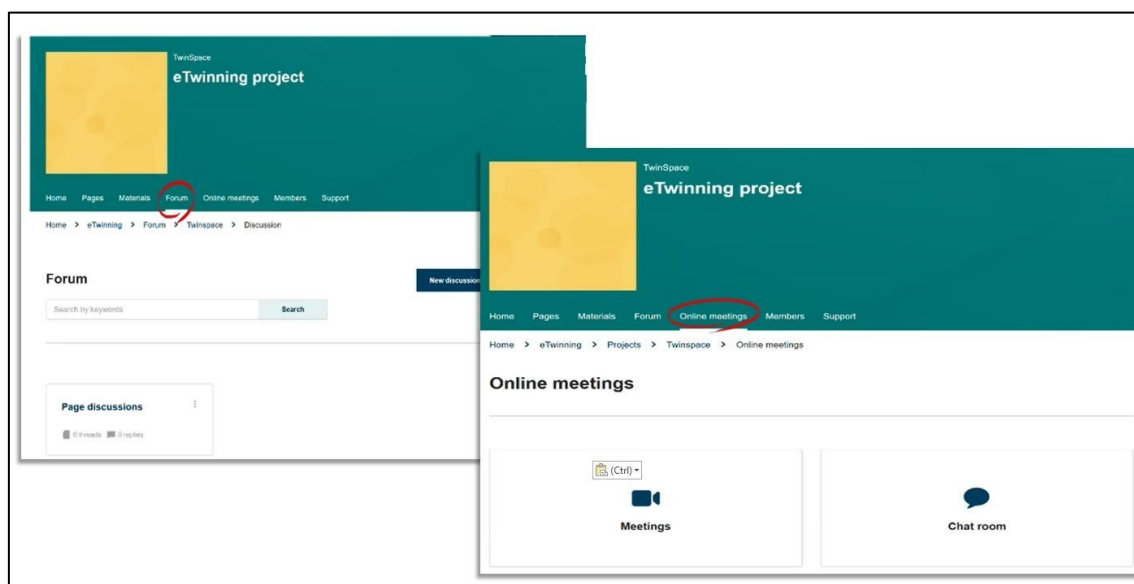


Figure 15. Screenshot showing the Materials section. Created in-house (INTEF) from the website [ESEP](#). [CC BY SA License](#)

All of this is stored, constituting a valuable repository. Having a well-structured and orderly workspace where activities and their progress can be clearly viewed helps to draft interim and final project reports, as well as when carrying out the final evaluation.

### PHASE 3: At the end of the project

Once the project has been completed, it is time for the partners to focus on disseminating results, final products, and achievements. eTwinning and the Erasmus+ KA1 and KA2 School Education actions offer dissemination opportunities that ensure a high project impact on beneficiaries and participating organisations. The projects' TwinSpaces make this dissemination possible by publishing the content and making teachers and students' work visible. Making the materials and information produced available to other users shows the project's achievements to other teachers and coordinators, serving as a model and helping to establish improvements in future mobilities.

In addition, it promotes and guarantees the project's sustainability: the materials available are accessible to all users and can be reused, thus giving rise to new collaborative projects in the future.

The joint action between eTwinning and Erasmus+ (KA1 and KA2) for School Education facilitates and multiplies recognition for the activity implemented, rewarding innovative initiatives that are integrated in the curriculum, collaborative, and that enjoy solid interaction and dissemination. Some of these rewards are: training credits, National Quality Labels, European Quality Labels, National and European Awards, eTwinning Schools, recognition of teaching careers, recognition of the quality of Erasmus+ projects and the EITA Awards.

eTwinning and Erasmus+ actions are based on the principles of the modern educational paradigm, connecting with the lines that guide and orient education in the 21st century. They offer tools to transform learning and make it more enriching and international. It is an ideal space that allows different elements of the curriculum to be linked, as well as to integrate the educational transformation we are undergoing, contributing a great deal to the new competency model.