Supporting citizenship education through eTwinning

eTwinning

Erasmus+
Enriching lives, opening minds.

Supporting citizenship education through eTwinning

Table of contents

Foreword

Roxana Mînzatu
Executive Vice-President for Social Rights and Skills, Quality Jobs and Preparedness

Citizenship is more than a legal status. It is a shared commitment to a community built on rights, responsibilities, and values. It means belonging – to a society, to a democracy, to a story we shape together. It means participating actively, whether by voting, volunteering, or engaging in dialogue. It means taking responsibility not only for ourselves, but also for others – guided by our common values of freedom, democracy and solidarity.

But citizenship is not a given; it is learned. It is practiced. And it is lived, day by day. This effort begins in our classrooms. This 2025 eTwinning book is a tribute to this daily practice. It reflects the collective effort of teachers and students across Europe to transform these values into lived experiences, empowering young people to become informed, responsible, and engaged citizens.

This edition is special. It celebrates the 20th anniversary of eTwinning, one of the flagship initiatives of the Erasmus+ programme. For two decades, eTwinning has united classrooms across Europe, encouraging cross-border collaboration, digital innovation, and intercultural exchange.

At a time of growing geopolitical tensions, celebrating what unites us as European citizens is more important than ever. Last year's European elections were one such moment. In four Member States, 16-year olds were eligible to vote in the European elections for the first time. Their votes represent more than a democratic milestone; they are a powerful reminder that our youth are not just the future – they are active participants in the present.

Yet, to take part in democracy meaningfully, young people need the knowledge, skills, and confidence to engage. That's why my first major initiative was the Union of Skills, with the Action Plan on Basic Skills at its core. Citizenship is now recognised as one of the five essential skills every European learner must acquire – alongside literacy, maths, science and digital

skills. This is more than a policy decision; it is a commitment to our future.

In parallel, the new European Preparedness Union Strategy will ensure stronger citizenship education by focusing, for instance, on building the skills to recognise and tackle misinformation and disinformation from a young age. Preparedness is now a core educational priority, and will be embedded in youth programmes like Erasmus+ and the European Solidarity Corps.

The eTwinning community is already leading the way. Through your projects, you are showing students what it means to be European citizens – not in theory, but in practice. You are cultivating the critical thinking, curiosity, and collaboration that underpin our democratic societies.

To all 312,000 schools and 1.2 million teachers who have taken part in eTwinning since 2005: thank you. Your passion and perseverance have benefitted more than 12 million pupils.

As we look ahead, I call on you to continue this vital work. Let us shape the next 20 years with the same spirit of innovation, inclusion and inspiration. Together, we will ensure that every young European feels part of our shared story – and ready to write the next chapter.

Roxana Mînzatu
Executive Vice-President for Social Rights and Skills, Quality Jobs and Preparedness

1 How does eTwinning support citizenship education?

Through citizenship education, teachers hold a powerful role in preparing young people to become thoughtful, engaged citizens who contribute meaningfully to their communities and the wider world. While other factors such as parents and societal and cultural influences are crucial, schools are often where civic attitudes and behaviours are formed, providing pupils with the knowledge, skills and values they need to actively participate in political, social and civic life. The European report 'Young citizens' views and engagement in a changing Europe'[1] highlights that civic knowledge is closely linked to positive citizenship attitudes, including a greater appreciation for freedom of movement, environmental cooperation, sustainable behaviours and a more favourable view of both the European Union and the cooperation between European countries.

In support of this critical goal, the European Commission recently introduced the Action Plan on Basic Skills[2], which recognises citizenship as one of the fundamental skills for learners to thrive in today's world. The action plan highlights how citizenship skills – alongside literacy, numeracy, science and digital competence – are a key pillar of lifelong learning. It calls for educational institutions to prioritise the development of civic competences to prepare young people for fully participating in democratic life and contributing to a resilient, cohesive society. As teachers, you are at the forefront of this mission – empowering pupils with not only academic knowledge, but also the skills to be informed, critical and responsible citizens.

In this context, the eTwinning community offers teachers a gateway to enrich citizenship education[3] through cross-border collaboration. Imagine your pupils engaging in meaningful dialogue with peers across Europe, exploring societal issues and strengthening their commitment to democratic values. Through eTwinning, classrooms become bridges, fostering a collective sense of European identity, solidarity and shared responsibility. For teachers, eTwinning and the European School Education Platform offer opportunities to connect with like-minded colleagues, exchange best practices and discover strategies for embedding citizenship education into daily teaching. Whether you are working in early childhood, primary, secondary or vocational education, you will find a wealth of support and inspiration.

A key advantage of eTwinning is its ability to bring together diverse cultural perspectives in a secure online space. Through collaborative projects, pupils can explore issues such as democratic participation, cultural heritage, social justice and climate action. These real-world themes spark curiosity and critical reflection, equipping pupils with vital skills in intercultural communication, teamwork and creative problem-solving. By working alongside peers from other countries, pupils develop a deeper understanding of the world's

---

1 - https://www.iea.nl/publications/study-reports/national-reports-iea-studies/iccs-2022-european-report
2 - https://europa.eu/!9TrYgg
3 - https://europa.eu/!4mK7nF

interconnectedness and the collective action needed to address shared challenges. eTwinning projects don't just enrich academic learning, they help shape global citizens. Pupils build empathy, social responsibility and the resilience needed for life in diverse societies. Across and beyond Europe, eTwinning offers countless examples of how citizenship can be embedded into everyday practice. Projects successfully:

- strengthen pupils' grasp of citizenship through collaborative, hands-on activities,
- promote democratic values, inclusion and respect for diversity,
- address urgent global issues like inequality, human rights and peacebuilding,
- enhance communication and intercultural dialogue skills,
- foster critical thinking and problem-solving,
- empower learners to take informed action within their communities and beyond.

This publication showcases 24 innovative examples of successful eTwinning projects and provides practical activities to help you integrate citizenship education[4] into your teaching. It is an invitation to inspire and be inspired – demonstrating how, together, we can nurture the next generation of active, responsible citizens. In recent years, the eTwinning community has embraced key topics such as inclusion, cultural heritage, climate change, media literacy, active citizenship and digital citizenship. The 2025 theme, Citizenship education: Celebrating what unites us[5], brings these elements together, encouraging teachers and pupils to tangibly experience shared values and the principles[6] underpinning the European Union.

4 - https://europa.eu/!jDpPR9
5 - https://europa.eu/!YBbHCJ
6 - https://europa.eu/!hXjC6M

2

From policy to practice: Implementing citizenship education

Reflecting on citizenship education in Europe

Daria Arlavi and Hristina Petkova, European Commission, Directorate-General for Education, Youth, Sport and Culture

Different EU steering documents emphasise the importance of citizenship education in tackling Europe's current challenges, such as rising populism, declining institutional trust and threats to the rule of law. Issues like disinformation, manipulated media and hate speech further complicate this landscape.

Promoting citizenship education in schools has been a long-standing objective of European cooperation in the field of education. The [Paris Declaration][7] (2015) and the [Council Recommendation][8] on promoting common values, inclusive education and the European dimension of teaching (2018) call for a renewed focus on EU values and citizenship education, emphasising the European context, heritage and the Union's functioning. The 2018 [Council Recommendation][9] on key competences for lifelong learning defines citizenship competence as the ability to engage responsibly in civic life, grounded in an understanding of social, economic, legal and political structures. The 2021 [strategic framework for the European Education Area][10] (2021-2030) highlights the importance of civic, intercultural and social competences, and encourages Member States to act on these priorities. The [Council conclusions][11] on the contribution of education and training to strengthening common European values and democratic citizenship (2023) echo this, underscoring the need for skills that support active participation in EU democratic processes. The 2025 [Commission's Action Plan on Basic Skills][12] expands the concept of basic skills to include citizenship skills alongside literacy and digital skills.

Citizenship education has been a key focus of the European Education Area's [Strategic Framework Working Group on equality and values in education and training][13]. This group examined various [challenges and considerations][14] for citizenship education across Europe. Here are some of the main messages:

- Despite increased focus on the importance of citizenship education, there remains a substantial gap between policy goals and their practical implementation.

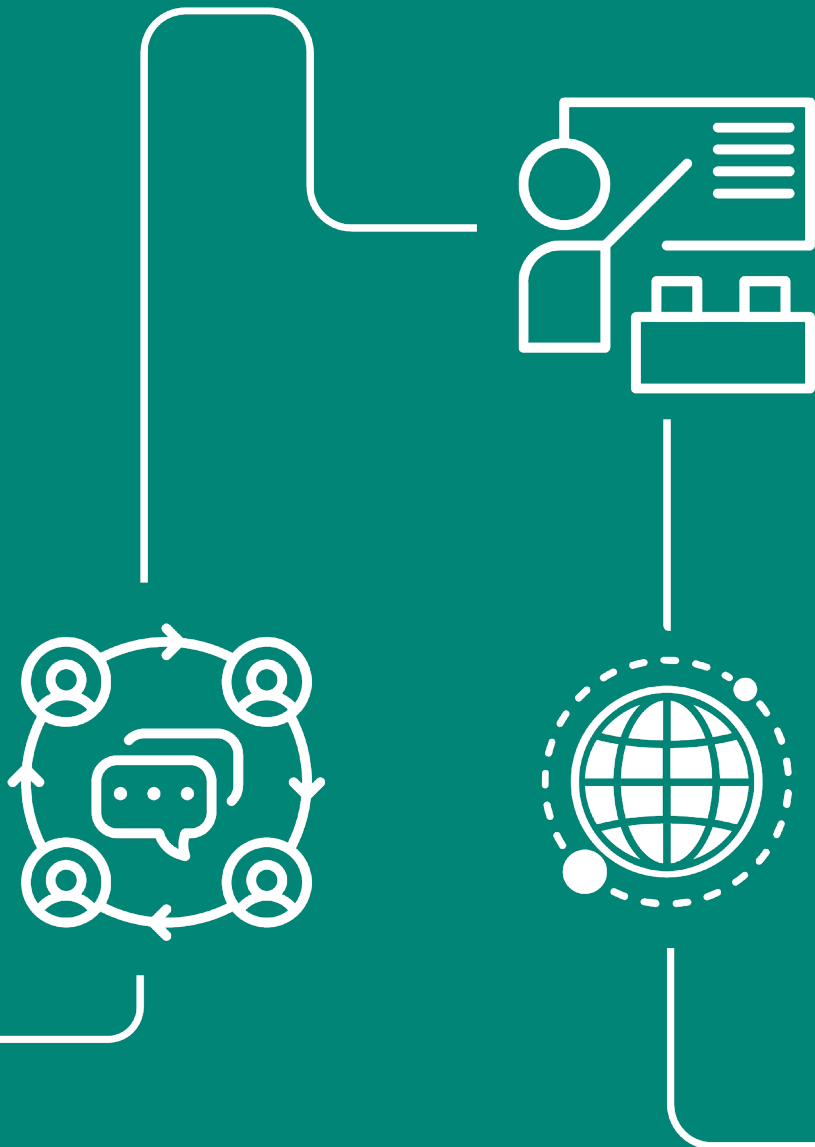7 - https://europa.eu/!XMvnV6
8 - https://europa.eu/!njj4ct
9 - https://europa.eu/!gKdbVq
10 - https://europa.eu/!8bWkYt
11 - https://europa.eu/!btgGX6
12 - https://europa.eu/!9TrYgg
13 - https://europa.eu/!X6bmYy
14 - https://europa.eu/!4mK7nF

- To stay pertinent, citizenship education must address societal shifts and complex global challenges. However, schools often struggle to grasp and implement its fundamental aspects due to time constraints and crowded curricula.
- Teaching citizenship education can be challenging, particularly if initial training and ongoing professional development are inadequate. The scarcity of effective teaching resources or the difficulty in locating them can be problematic.
- Emphasising transformational and action-oriented pedagogical approaches, including practical and fieldwork experiences, is essential. Discussions on inclusion, equity, democratic values, human rights and cultural diversity should avoid a top-down approach, allowing room for critical reflection.
- Citizenship education frequently involves discussions on controversial, political, religious or ethical topics, which some teachers might find uncomfortable. Rather than shying away from controversial or sensitive topics, these issues should be approached thoughtfully and respectfully in an age-appropriate manner.
- Some parents or caregivers may view citizenship education as indoctrination or inappropriate. Differences between school-taught values and those at home can lead to challenging dynamics for teachers and students. Offering learning opportunities and joint workshops for parents, students, and teachers facilitates open dialogue and mutual understanding, strengthening citizenship education.
- Effective school leadership is vital in providing teachers with the necessary support and guidance.
- Citizenship education should be integrated into school practices, fostering environments where democracy is actively practised. Implementing a whole-school approach, including collaboration with civil society organisations, is crucial.

Teaching hope

Herco Fonteijn, Associate Professor, Maastricht University

Today, even adults hesitate to follow the news as it can be overwhelming. Climate scientists were already worried about our planet, and now, in some parts of the world, their important work is even being shut down. The New York Times recently reported that words like *equality*, *advocacy*, *social justice*, *mental health* and *belonging* are quietly disappearing from government priorities. In parallel, psychologist Jonathan Haidt warns that increasing numbers of young people believe their lives are meaningless, considering the extended use of social media and online networks that dissociate them from real-world communities. Human rights, democracy and the rule of law are under pressure. Just a few years ago, global citizenship was seen as a responsibility to make the world better; today, there are parts of the world where it is framed as a threat to local interests.

Yet the challenges we face are far too big for any one country – or even a small group of countries – to solve alone. International cooperation is essential. At the same time, many believe that today's major global problems stem from the decisions of highly educated people. That is why more and more people are looking to the next generation – and again to education – for hope. Teachers are at the heart of that hope. Today's pupils need to develop new kinds of competences: alongside knowledge, a strong moral compass and the ability to work effectively with unlike-minded people. They must learn to design solutions that are economically, socially and environmentally sustainable. In short, they need competences for system innovation[15].

This is where the stories in this book come alive. Through eTwinning projects across Europe and beyond, teachers have embedded these vital competences into everyday learning.

The examples you will find here show pupils engaging with real-world problems: from eco-art, tree planting and zero-waste alphabets to creating fictional sustainable civilisations and space-travelling SDG (sustainable development goals) heroes. Learners explored gender equality, accessible cities, local UNESCO heritage and the roots of EU identity. Others studied elections, learned to tackle misinformation and even designed youth advocacy campaigns. And while doing so, they learned to care for and collaborate, often building bridges between cultures. In one sobering project, pupils from France, Georgia, Greece, Italy, Jordan, Latvia, Poland, Portugal, Türkiye and Ukraine created a video teaching others how to react to air raid sirens and how to prepare a go-bag – a worrying sign of the times, but also a testament to their resilience and solidarity.

Beyond knowledge, these projects help pupils build interpersonal and intercultural skills. They can also provide tools for navigating the digital world responsibly, encouraging active digital citizenship, safe internet use and an awareness of the challenges of AI. But beyond digital skills,

---

15 - https://www.mdpi.com/2071-1050/13/4/1737

pupils are developing the very qualities they will need to thrive in an AI-driven world: imagination, dialogue, fairness, resilience, leadership, open-mindedness and ethical sensitivity. Many of these qualities echo the Council of Europe's [Reference Framework of Competences for Democratic Culture](16). This is particularly important considering that the recent [International Civic and Citizenship Education Study European report](17) showcases that pupils who possessed greater civic knowledge tended to engage in sustainable behaviours more frequently compared to their peers with lower levels of civic knowledge.

This book is timely, hopeful and practical. It shows how committed teachers are already helping pupils build the knowledge, values and skills they need to become active, responsible members of the world in transformation. If you believe in making the world safe for human differences – and helping children become thoughtful, active and responsible citizens – you will find inspiration in these pages.

16 - https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture
17 - https://www.iea.nl/publications/study-reports/national-reports-iea-studies/iccs-2022-european-report

3   eTwinning projects

In this chapter, we showcase a collection of eTwinning projects carried out by teachers and pupils from across Europe and beyond. Alongside an overview of each project's core objectives and activities, this chapter gives voice to the teachers and pupils involved, who share personal reflections and insights from their eTwinning journey.

Schoolnest: A place of wellbeing #eTwinnovation

Countries: Czechia, Estonia, Greece, Portugal, Slovakia, Spain, Türkiye

Educational level: Early childhood education and care

Project link: https://school-education.ec.europa. eu/en/etwinning/projects/schoolnest-place-wellbeing-etwinnovation

Outcome: https://shorturl.at/ULxKG

WHAT The project explored citizenship through the lens of seasons, nature and cultural traditions. Pupils connected with their surroundings and one another by investigating environmental topics, sharing local customs and learning about life in other countries. Activities focused on sustainability, heritage and community life, encouraging pupils to think about their role in both local and global contexts.

HOW **Playful inquiry**

By linking everyday experiences – like observing seasonal changes or celebrating traditions – to creative tasks, the project turned the school year into a journey of discovery. Pupils documented their findings, shared stories and customs with peers in other countries and explored themes such as waste reduction and biodiversity through hands-on challenges and experiments.

Active roles

Pupils weren't just learners, they became explorers, artists and communicators. Whether walking through a nearby forest, sketching eco-themed artworks or recording weather patterns, they took the lead in making sense of the world around them. Working with peers across Europe added new perspectives and fostered curiosity.

Creative expression and dialogue

Through performances, digital storytelling and visual art, pupils shared what they had learned and created. Ongoing feedback from classmates and partner

schools gave them the chance to refine their ideas, think critically and feel part of something bigger, helping them see how individual actions connect to shared responsibilities.

> *During the project, my pupils explored local nature, shared their findings and raised awareness of the impact of climate change on species like swallows and bees. Their actions demonstrated active citizenship and a commitment to preserving nature.*

> *I helped protect swallows by making clay nests to show how much they need our help. I also worked with friends to create bee games that teach others how important bees are. Together, we learned how to care for nature and make the world better.*

I believe I can…
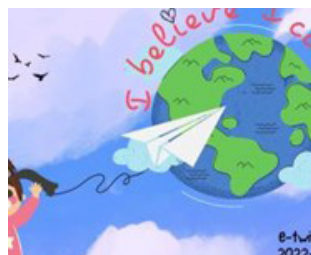
Countries: Cyprus, Greece, Poland, Serbia

Educational level: Early childhood education and care

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/i-believe-i-can

Outcome: https://shorturl.at/gZJVb

WHAT The project tackled gender-based inequalities and societal disparities by exploring the lives of eight pioneering women who defied stereotypes. Through these real-life examples, pupils examined themes of fairness, rights and representation. They connected personal ambition with social responsibility, while questioning stereotypes and developing a deeper understanding of equality.

HOW **Role-based learning**
Pupils stepped into the shoes of researchers, designers and campaigners as they investigated the lives of inspirational women and worked together to unpack complex social themes. They led discussions, conducted interviews and explored pupils' rights and gender issues through collaborative research.

Creative expression and teamwork

By producing school newspapers, designing awareness campaigns, and working in teams, pupils turned their learning into action. These shared creations sparked dialogue and expression, while building empathy, communication skills and a sense of agency.

Critical engagement

The project encouraged pupils to reflect on social norms and think about the kind of society they want to live in. With guidance and support, they voiced their ideas, challenged bias and took part in shaping inclusive narratives, laying the groundwork for active citizenship and social awareness.

> *Anti-discrimination education should be central to the curriculum, as pupils often adopt familial biases. Challenging these prejudices is key to building a more equitable world where everyone's rights to dignity, justice and equality are upheld.*

> *All people regardless of their gender or race or special needs can achieve things if they believe in themselves.*

We have a voice: For a better future, beautiful, sustainable, together #etw4future
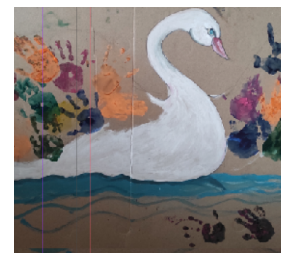
Countries: Greece, Iceland, Lithuania, Poland, Serbia, Türkiye

Educational level: Early childhood education and care

Project link: https://school-education.ec.europa. eu/en/etwinning/projects/we-have-voice-better-future-beautiful-sustainable-together-etw4future

Outcome: https://shorturl.at/IZ2MQ

WHAT Rooted in the values of democracy, inclusion and sustainability, the project encouraged pupils to reflect on their rights and responsibilities as citizens. Drawing on the New European Bauhaus and the eTwinning theme 'Our future, beautiful, sustainable, together', pupils explored key societal issues such as climate action, migration and participation through hands-on, collaborative experiences that linked personal agency with collective impact.

HOW **Democratic practices**

Pupils took initiative in shaping their school environments by drafting rights-based charters, forming councils and developing advocacy materials. These democratic processes gave them space to express ideas, negotiate with peers and see how their voices could influence real decisions.

Community work

Through community-driven activities, like planting trees or joining awareness campaigns for refugee rights, pupils moved from discussion to action. These activities not only connected learning to real-world issues but also

strengthened their sense of belonging and responsibility.

Shared reflection

Group work and cross-border exchanges promoted open dialogue and critical thinking. Pupils were invited to reflect on their experiences and values, creating a shared vision of the future while learning to work together across differences and develop thoughtful, creative responses to complex challenges.

> *I always knew discussing rights and responsibilities mattered, but seeing pupils engage through councils, campaigns and hands-on activities showed me how this deepens their agency. Citizenship education is most effective when it's action-based and pupil-driven.*

> *Pupil's quote: Speaking up, helping others and taking responsibility for our community makes a real difference. Everyone's voice matters.*

Artful STEM tellers, creative STEAM solvers

Countries: Greece, Romania, Türkiye

Educational level: Early childhood education and care

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/artful-stem-tellers-creative-steam-solvers

Outcome: https://shorturl.at/CQVga

WHAT This project introduced young learners to citizenship by addressing inclusion and sustainability. Starting from reimagining urban spaces, pupils reflected on how cities can be made more accessible and welcoming for everyone. Using creativity, technology and teamwork, they tackled real-world social issues in age-appropriate, hands-on tasks that brought civic values like empathy and respect to life.

HOW **Designing with purpose**

Pupils took part in urban design challenges that combined storytelling, coding and robotics. They designed inclusive city models and developed digital narratives that reflected their ideas for accessible, sustainable communities. These tasks helped them see how technology can be used to jointly solve social problems.

Collaborative exploration

Through discussions, group work and peer feedback, pupils explored what it means to live together in diverse societies. They shared perspectives, co-created solutions, and learned to listen and respond thoughtfully – all while building confidence in their ability to shape their surroundings.

Creative reflection

Prototyping, role play and artistic expression allowed pupils to connect civic themes with personal experiences. Whether crafting a story or building a model, they were encouraged to reflect on the needs of others, think critically and express their ideas in meaningful ways, learning that active citizenship begins with small, thoughtful actions.

> *Even young pupils can contribute meaningful, innovative ideas on inclusion and sustainability. I learned that collaborative, hands-on projects foster critical thinking about social responsibility. Their use of technology and creativity in citizenship education was eye-opening.*

> *Everyone should feel included in their city. Building a city for everyone made me feel happy.*

I have rights

Countries: Greece, Italy, Portugal, Romania, Spain, Türkiye

Educational level: Primary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/i-have-rights

Outcome: https://shorturl.at/mQz3N

WHAT The project connected pupils with real-world challenges related to human rights, sustainability and community responsibility. Anchored in the UN Convention on the Rights of the Child and the Sustainable Development Goals, it invited pupils to reflect on their roles as global citizens. Through hands-on learning, they examined how individual and collective choices can contribute to a more just and sustainable future.

HOW **Engaged inquiry**

Pupils explored social and environmental issues through discussion, research and critical analysis. They debated real-life case studies, examined global challenges and connected these themes to their own lives and communities.

Creative outreach

By designing campaigns using posters, videos and presentations, pupils raised awareness among their peers and organised local events. These activities gave them the opportunity to share their insights, build confidence and encourage action among others.

Learning by doing

Community service, teamwork and peer dialogue helped pupils turn values into action. They reflected on their responsibilities, worked with others, and gained a practical experience in advocating for change – building both empathy and a stronger sense of civic purpose.

> *Active engagement with real-world issues fosters a stronger sense of responsibility and empathy in pupils. Experiential learning is key to effective citizenship education, promoting critical thinking, collaboration and deeper social awareness.*

> *Being an active citizen means using your voice and actions to create positive change. Even small efforts, like raising awareness or helping your community, can make a big impact.*

Let's play with EU

Countries: Finland, Germany, Greece, Portugal

Educational level: Primary education

Project link: https://school-education.ec.europa.eu/en/etwinning/projects/lets-play-eu

Outcome: https://shorturl.at/gjQ6Y

WHAT The project approached European citizenship through creative, tech-rich collaboration among pupils from different countries. By blending digital literacy with intercultural exchange, pupils could better understand Europe's cultural diversity and their own role within it. Activities focused on communication, creativity and responsible digital engagement, all while building a shared sense of identity and belonging.

HOW **Interactive learning**

Pupils took part in virtual exchanges, AI-assisted interviews, and immersive storytelling tasks using tools like AR, VR and AI. From designing board games about the EU to co-writing a European-themed song, each task invited them to learn through play, dialogue and experimentation.

Cultural exploration

Through group research and presentations, pupils introduced their own regions and learned about others. Recipe swaps, illustrations and storytelling offered a playful, tangible way to appreciate European diversity while encouraging openness and curiosity.

Digital citizenship in practice

By engaging with AI and digital tools, pupils reflected on how technology shapes their lives and how to use it ethically. They experienced online collaboration, co-created digital content and developed a deeper understanding of respectful communication in digital spaces, reinforcing skills essential for today's citizens.

> *An innovative and engaging moment arose when pupils asked Fobizz AI personas (like Einstein, Greta Thunberg, Elvis and Superman) how they could make a meaningful impact despite being young and small.*

> *Projects with pupils from other countries help us understand different cultures. And even young citizens can contribute to our communities and make a difference to the world with our ideas.*

3,2,1… Blast off! The SDG heroes are here to help!

Countries: Greece, Italy, Spain, Türkiye

Educational level: Primary education

Project link: https://school-education.ec.europa.eu/en/etwinning/projects/321blast-sdg-heroes-are-here-help

Outcome: https://shorturl.at/iH1jL

WHAT Through an imaginative space-themed adventure, the project introduced pupils to the Sustainable Development Goals (SDGs) in a playful and meaningful way. Framed as a journey across four themed galaxies – Eco, Socio, Enviro, and the 17th Galaxy – pupils explored global challenges such as climate action, equality and human rights. Along the way, they developed a sense of responsibility and empathy and learnt that even young learners can make a difference.

HOW **Learning through play**

Pupils became SDG heroes, taking on creative missions that combined storytelling, crafts, and games. Role plays and imaginative design, like building spaceships or inventing characters, helped make complex ideas accessible and engaging.

Hands-on creation
By working together across countries, pupils co-designed digital board games, a shared song with AI-generated elements and a virtual gallery of their work. These collaborative outputs brought the SDGs to life and gave pupils a sense of achievement and shared purpose.

Celebration and motivation
To keep the adventure lively, pupils earned fun rewards for completing each mission, from sit-next-to-a-friend passes to themed costume parties. This light-hearted approach helped sustain enthusiasm while developing teamwork, creativity and a genuine interest in sustainability and citizenship.

> *Citizenship is not just a term, but an important responsibility that requires active engagement in social, environmental and economic processes. So, citizens should work collaboratively for sustainable development.*

> *Active citizenship is important for taking care of the world around us. We can be an active citizen by helping others and making things better for everyone. Every small step is a good start for a sustainable future.*

Today's children are the architects of the future

Countries: Greece, Italy, Jordan, Republic of Moldova, Romania, Slovakia, Türkiye

Educational level: Primary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/todays- children-are-architects-future

Outcome: https://shorturl.at/13P8L

WHAT The project addressed active citizenship by inviting pupils to investigate social issues and connect with peers in other countries. Through dialogue, research and creative expression, they examined themes such as equality, sustainability and human rights. The project supported the development of civic values like empathy, responsibility and respect for diversity, while deepening pupils' understanding of their role in shaping a fairer society.

HOW **Collaborative inquiry**

Pupils worked in international teams to research global challenges linked to the Sustainable Development Goals. They designed surveys, led group discussions and developed campaigns to share their findings, linking classroom learning to real-world concerns.

Creative communication

Digital storytelling, multimedia presentations and virtual debates gave pupils space to express their views and advocate for change. These tools supported both critical thinking and creativity, helping pupils reflect on their values and communicate effectively across cultures.

Participation and reflection

Ongoing dialogue and peer exchanges encouraged pupils to listen, question and collaborate. By actively contributing to project decisions and outcomes, they built connections with peers from other countries and gained insights into how shared values can be expressed in different ways, strengthening their identity as informed, active citizens.

> *We used collaborative digital storytelling to explore social issues, fostering critical thinking and digital literacy. Through debates, role-play and virtual simulations, pupils actively practised democratic participation and responsible citizenship.*

> *Citizenship is not just about knowing your rights, but also your responsibilities. I realised how important it is to talk and collaborate with others.*

The Little Prince on STEAM #eTwinnovation

Countries: Greece, Spain, Türkiye

Educational level: Primary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/little- prince-steametwinnovation

Outcome: https://shorturl.at/GoBMJ

WHAT The project combined storytelling with scientific thinking by inviting pupils to reimagine fairytales without magical solutions. Instead, they explored how real-world knowledge, from sustainability to engineering, could resolve fictional problems. By blending science, technology, arts and global issues, pupils developed creative solutions that reflected empathy, innovation, and a shared sense of responsibility in an interconnected world.

HOW **Inventive storytelling**

Pupils worked together to rewrite traditional stories through a future-focused lens. Using digital platforms such as StoryJumper and AI-assisted tools, they crafted narratives that replaced fantasy with scientific reasoning by designing new worlds, civilisations and technologies that addressed the original story's challenges.

STEAM in action

Through model-making, speculative design and hands-on experimentation, pupils explored how science and technology could bring their ideas to life. They built planets, mapped societies and tested sustainable solutions, all while applying STEM knowledge in creative ways.

Dialogue and reflection

Working in international teams, pupils exchanged ideas, shared cultural perspectives and reflected on the values embedded in their stories. These conversations deepened their understanding of global citizenship, digital collaboration and the power of narrative to inspire change.

> *Hands-on collaboration across cultures is the most effective way to learn citizenship. Working with international partners fostered empathy, teamwork and global awareness, proving that real-world projects make citizenship education truly impactful.*

> *Even small actions can make a big difference. Working together, sharing ideas and respecting others can help solve real problems in our communities and the world.*

Building a B.R.I.G.H.T. future

Countries: Italy, Spain, Türkiye

Educational level: Lower secondary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/building-bright-future

Outcome: https://shorturl.at/r3kKk

WHAT This project encouraged pupils to take ownership of their communities by identifying and transforming neglected spaces into sustainable, welcoming environments. Through hands-on action and collaborative inquiry, they explored social and environmental challenges, linking local problems with global citizenship themes. These experiences helped pupils understand the value of civic participation, teamwork, and community impact.

HOW **From ideas to action**

Pupils began by researching local issues and brainstorming solutions in small groups. They conducted field observations, gathered feedback and designed practical interventions, such as greening public spaces or promoting social

inclusion through accessibility. Their work was rooted in social sustainability, reflecting both environmental and social priorities.

Cross-border collaboration

Working with peers from other countries, pupils exchanged ideas, compared challenges and presented their plans during virtual meetings. These international exchanges broadened their perspectives, encouraged mutual respect and helped them see local actions as part of wider, shared responsibility.

Community involvement

Pupils engaged with local residents, families, and school stakeholders by organising awareness campaigns, co-leading clean-up events and showcasing their designs to the representatives of their municipalities. This real-world engagement gave their learning purpose and visibility, while strengthening communication, leadership and their long-term commitment to active citizenship.

> *Rather than treating the project as just an academic task, pupils engaged municipality and community leaders, confidently presenting the environmental, social and recreational benefits of their plans in line with the Sustainable Development Goals.*

> *I realised that being an active citizen means taking responsibility for the world around you, and I was proud to contribute to making our community better and more sustainable.*

Europe@ns. Yes, we can.

Countries: Italy, Romania, Spain

Educational level: Lower secondary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/europens-yes-we-can

Outcome: https://shorturl.at/tGmyu

WHAT The project invited pupils to become familiar with European identity by learning about the EU's history, values and Member States. Through research, discussion and creative collaboration, they reflected on concepts like peace, solidarity and cultural diversity. Activities encouraged critical thinking and helped pupils understand what it means to be part of a shared European community.

HOW   Exploring Europe

Pupils worked in national teams to research their own and other European countries, learning about traditions, geography and political structures. They examined the origins of the European Union and reflected on its core principles, such as democracy, cooperation and respect for diversity.

Creative thinking

In international groups, pupils imagined and designed an ideal European country. They co-created everything from the flag and currency to the laws and official language, bringing democratic values to life through creative teamwork.

Dialogue and participation

Forum discussions gave pupils space to exchange ideas and challenge stereotypes. Activities like a cross-country Kahoot quiz and co-writing a new EU motto encouraged engagement, intercultural dialogue and a stronger sense of belonging to Europe.

> *Pupils bring ideas shaped by their experiences and culture but may also be influenced by stereotypes. Projects like this help teachers foster democratic values, critical thinking and broader perspectives in the classroom.*

> *Although we have different ideas, we can be on the same side, work together and find a final shared solution.*

EU4Teens

Countries: France, Germany, Greece, Spain

Educational level: Lower secondary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/eu4teens

Outcome: https://shorturl.at/uXUBF

WHAT Framed around the 2024 European Union elections, the project invited pupils to explore what the EU means for their lives and futures. In response to widespread misinformation and mixed media narratives, pupils engaged in critical discussions about European values, institutions and opportunities. They created original digital content that reflected their perspectives as young Europeans.

HOW   Cross-border research

Twelve international teams, each including pupils from four different countries, worked together through a combination of live meetings and asynchronous communication. Using platforms like Cryptpad, Digipad and video conferencing, they researched topics, exchanged ideas and planned joint outputs.

Media production

Pupils co-produced podcasts on European themes using Bandlab and contributed to an online magazine created with Madmagz. These multimedia formats gave space for reflection, creativity and authentic voice, while also sharpening digital and media skills.

Critical engagement

By taking a closer look at EU institutions, elections and shared values, pupils learned to question assumptions, evaluate sources and articulate informed opinions. Their active involvement not only supported democratic learning but also encouraged intercultural dialogue and a sense of shared European identity.

> *We must constantly familiarise pupils with the history, values and advantages of the European Union to make them more critical of the misinformation and half-truths they encounter on social media.*

> *If we don't care about our democracy, we will lose a society where people with different opinions have to get together and find common ground in order to get the best possible solution for all of us.*

Lead4Peace
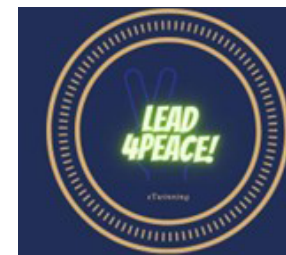
Countries: France, Georgia, Greece, Italy, Jordan, Latvia, North Macedonia, Poland, Portugal, Türkiye, Ukraine

Educational level: Lower secondary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/lead4peace

Outcome: https://shorturl.at/Kvtqc

WHAT Rooted in values of peace, tolerance and shared humanity, the project brought together pupils from different countries to reflect on global challenges and promote inclusion. Drawing inspiration from the UN Sustainable Development Goals – particularly Goal 16 – it linked classroom learning with real-world issues like conflict, disaster preparedness and human rights. Through creative

expression and community involvement, pupils explored how compassion and cooperation can shape a more just and peaceful world.

HOW **Creative expression and reflection**

Pupils co-created poems, stories, posters and phrasebooks to raise awareness of peace, diversity and emergency response. Projects such as the 'ABCs of Peace', a collaborative SDG-themed story and videos on go-bag essentials helped them express ideas while learning practical life skills.

Outreach and advocacy

From marking Human Rights Day to leading charity drives and school-wide peace campaigns, pupils extended their learning into their communities. These experiences gave their work meaning beyond the classroom and helped build empathy, initiative and social responsibility.

Intercultural and participatory learning

Online meetings and shared tasks encouraged intercultural dialogue and teamwork. Pupils took on roles as writers, designers, organisers and researchers, learning to lead, give feedback and work across cultures. Involving parents in activities also helped bridge school and home, reinforcing the relevance of peace, safety and inclusion in everyday life.

> *The project helped pupils analyse social and political issues, make informed decisions and challenge injustice, with real-life applications like charity events and supporting vulnerable community members.*

> *The project inspired me to engage in volunteering and my community.*

Let's green the future

Countries: Italy, Romania, Serbia, Slovakia, Türkiye

Educational level: Lower secondary education

Project link: https://school-education.ec.europa.eu/en/etwinning/projects/lets-green-future

Outcome: https://shorturl.at/ORXdv

WHAT The project focused on environmental citizenship, encouraging pupils to think critically about climate change and sustainability. Through research and creative digital work, they explored how individual and collective actions can support a healthier planet. Activities promoted eco-friendly habits and deepened pupils' understanding of environmental challenges and their connection to social responsibility.

HOW **Creative exploration**

Pupils co-designed innovative outputs such as a zero-waste alphabet, a collaborative storybook and an AI-powered chatbot, EnviroBot_24, to raise awareness about sustainability. They used surveys to measure climate awareness and created digital exhibitions and public service videos to communicate their findings.

Collaborative action

Working in international teams, pupils shared ideas and developed content for social media campaigns and virtual presentations. Digital tools enhanced their engagement, while joint efforts supported teamwork, intercultural learning and civic participation.

Local impact

Beyond the digital realm, pupils partnered with local authorities to carry out environmental clean-up actions. These experiences grounded their learning in real-life contributions and helped them strengthen their identity as active, responsible citizens, while building critical thinking, problem-solving and digital literacy skills.

> *Our pupils demonstrated active citizenship by collaborating with local authorities to organise an environmental clean-up. Using the chatbot (EnviroBot_24), they educated their community and reached an international audience.*

> *Active citizenship is not just about voting or participating in official processes; there are many ways to contribute to society. Even small actions, like organising a clean-up, can make a big difference.*

Me, my heritage and you

Countries: Finland, France, Italy, Spain

Educational level: Lower secondary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/me-my-heritage-and-you

Outcome: https://shorturl.at/lwpub

WHAT The project approached cultural heritage and global citizenship through the lens of UNESCO World Heritage sites. Pupils learned about the value of preserving local and international cultural landmarks, developing a shared sense of responsibility and appreciation for Europe's diverse heritage. By researching, presenting and nominating heritage sites, they reflected on identity, inclusion and the importance of protecting our common past for future generations.

HOW   **Digital storytelling**

Pupils worked in international teams to research and map UNESCO sites, share personal connections to local heritage and nominate new places for inclusion on the UNESCO tentative list. They used videos, forums and digital storytelling to present their ideas and build connections across cultures.

Creative co-creation

Using online tools and the TwinSpace, pupils created visual content, co-wrote articles and voted on project decisions like choosing the project logo. These tasks encouraged them to express themselves, listen to others and reflect on different cultural perspectives.

Active participation

Decision-making, evaluation and problem-solving were built into the process, giving pupils a genuine sense of ownership. Whether discussing in online forums or preparing joint presentations, they practised teamwork, leadership and critical thinking – deepening their engagement with the values of citizenship and cultural preservation.

> *Working in transnational groups to nominate UNESCO heritage sites encouraged pupils to think critically about cultural preservation, fostered a sense of shared responsibility and deepened their understanding of active European citizenship.*

> *I've realised that small actions can create big changes. It's about speaking up, acting and supporting those around you.*

Dade's journey of change
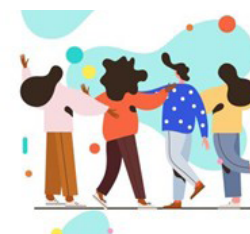
Countries: Germany, Greece, Italy, Lithuania, Poland, Portugal, Spain, Türkiye

Educational level: Lower secondary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/dades-journey-change

Outcome: https://shorturl.at/JHKEK

WHAT The project invited pupils to explore pressing global challenges – ranging from climate change and biodiversity loss to digital safety and migration – through the lens of global citizenship. By blending citizenship education with digital literacy, environmental studies and human rights, pupils examined these interconnected issues creatively and critically. Their work highlighted shared values, ethical reflection and the power of collective action in shaping a sustainable and inclusive future.

HOW   **Interdisciplinary exploration**

Pupils worked together to create artistic responses to complex topics, producing posters, videos, songs and eBooks. A co-created thematic calendar linked sustainability, wellbeing, human rights and cultural events, helping pupils recognise common threads across European cultures and strengthening their sense of interconnectedness.

Innovative multi-perspectivity

Through online forums and role-based task forces, pupils took on the roles of journalists, scientists and youth ambassadors, approaching challenges from multiple viewpoints. They also co-designed 'Dade's Avatar', a digital persona created with AI, to reflect collective values and spark conversation on the role of technology in sustainability.

Ethical dialogue and outreach

Pupils engaged in ongoing discussion around digital dilemmas, climate responsibility and inclusion. They reflected on ethical scenarios and proposed responsible, forward-thinking solutions. Their final outputs – ranging from animations to awareness campaigns – were shared both locally and internationally, reinforcing a commitment to informed, creative action and community engagement.

> *An example of an experience where my pupils demonstrated active citizenship during this project was during the climate change task force activity where they assumed roles (e.g. influencer, scientist) in international teams to discuss and propose solutions to climate change.*

> *If we care about the environment, it will reward us. As a result, we'll lead a healthier life, in a purer place. We'll also co-exist in harmony in this world.*

Digital entrepreneurship and Generation Z

Countries: Romania, Türkiye

Educational level: Initial vocational education and training

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/digital-entrepreneurship-and-generation-z

Outcome: https://shorturl.at/S1EXM

WHAT The project addressed the identity and potential of Generation Z through the themes of digital citizenship, entrepreneurship and cultural awareness. Learners examined how digital technologies shape their lives and how they can use them creatively and responsibly. Through interdisciplinary, competency-based learning, they developed key skills in communication, critical thinking and digital literacy while reflecting on their role as global citizens.

HOW **Creative digital engagement**

Learners co-created mind maps on themes like wellbeing, entrepreneurship and identity, produced digital newsletters and dictionaries, and celebrated eTwinning Day with a collaborative video. They also set up social media channels and used tools like Kahoot to explore project themes interactively, strengthening both their technical and communication skills.

Cross-curricular learning

The project was embedded into classroom planning across subjects, allowing learners to connect language learning, STEM, social studies and media education in meaningful ways. Activities supported a wide range of key competencies, from multilingualism and scientific thinking to adaptability and collaboration.

Bringing others on board

Teachers from different disciplines worked closely together, alongside learners, families and school leaders, to create a dynamic, inclusive learning environment. This approach encouraged participation, built ownership and fostered a school-wide culture of engagement and reflection.

Digital entrepreneurship projects encouraged my pupils not only to focus on economic success, but also to act with social responsibility awareness. Generation Z should realise the importance of fulfilling citizenship rights and duties in the digital world, creating social change and contributing to sustainable development.

It felt different to see myself with European citizens while interviewing business representatives during digital Citizenship Day celebrations and during international webinars.

Open your window to Europe!

Countries: Germany, Netherlands, Spain

Educational level: Initial vocational education and training

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/open-your-window-europe

Outcome: https://shorturl.at/E5AVw

WHAT The project connected vocational learners across three schools to reflect on their experiences from Erasmus+ and eTwinning projects. By sharing insights into culture, language and workplace expectations, they strengthened their sense of European identity while building skills in English, digital literacy and intercultural communication. The project placed a strong emphasis on real-life learning, encouraging pupils to think critically about travel, work and cultural diversity.

HOW **Cross-cultural exchange**

Using TwinSpace, Teams and online forums, learners discussed European customs and languages and workplace safety. They created country infographics, exchanged letters and co-wrote four collaborative eBooks offering travel tips and advice for future Erasmus+ participants.

Language and digital skills

Writing motivational letters, introducing their schools via video and working in English across all activities helped learners boost both their language proficiency and IT confidence. Digital tools supported creativity and collaboration, while making learning feel purposeful and relevant.

Learner-led approach

Teachers guided the process, but learners shaped the content. They compared educational systems, challenged cultural stereotypes, and co-created materials that reflected their own experiences. This participatory model promoted autonomy, empathy, and inclusive teamwork, equipping learners with valuable tools for life, learning and future mobility.

A key moment of active citizenship was when my pupils challenged stereotypes by comparing cultural realities through discussions on TwinSpace. They respectfully debated misconceptions, shared personal experiences and built a more accurate understanding of different European cultures.

It's about making a difference, no matter how small, by engaging with others and being open to new perspectives. It helps break stereotypes, build connections and create a more inclusive world.

Not single use, convert and reuse
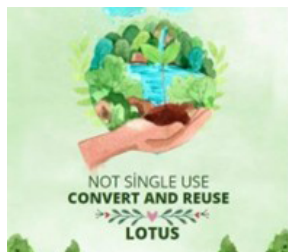
Countries: Portugal, Türkiye

Educational level: Initial vocational education and training

Project link: https://school-education.ec.europa.eu/en/etwinning/projects/not-single-use-convert-and-reuse

Outcome: https://shorturl.at/7sKYi

WHAT The project approached sustainability by encouraging learners to understand the impact of human behaviour on the planet and to take meaningful action. Through interdisciplinary learning, they investigated issues such as carbon footprints, waste reduction and the circular economy. Learners connected theory with practice through creative projects and community outreach, building a sense of environmental responsibility and active citizenship.

HOW **Action-based learning**

Learners worked in groups to research local environmental problems and propose practical solutions. They organised awareness campaigns, hosted debates and led reuse workshops, turning ideas into action within their schools and wider communities.

Community learning

From upcycling projects to volunteering initiatives, learners found hands-on ways to explore sustainability. These activities allowed them to reflect on their habits, understand the value of resources, and think critically about their role in protecting the environment.

Collaborative impact

Through teamwork and dialogue, learners strengthened communication and problem-solving skills while promoting a shared commitment to sustainability. By engaging their peers, teachers and families, they helped foster a culture of environmental awareness grounded in empathy, responsibility and civic participation.

> *A remarkable moment of active citizenship occurred when my pupils organised an awareness campaign about reducing waste at school. The highlight was an action to collect and reuse materials, involving the entire school community, demonstrating initiative and shared responsibility.*

> *I felt like an active citizen when we helped transform waste into new products. It was gratifying to see that we could give a second life to materials that would normally be discarded.*

Cyber security

Countries: North Macedonia, Poland, Portugal, Romania, Tunisia, Türkiye

Educational level: Initial vocational education and training

Project link: https://school-education.ec.europa.eu/en/etwinning/projects/cyber-security-2

Outcome: https://shorturl.at/6mh6E

WHAT The project addressed the link between citizenship and digital life by focusing on online safety, cyber security and responsible behaviour in digital spaces. Learners examined how their actions impact others online and learned how to protect themselves and their communities. By addressing real-world digital challenges, the project promoted empathy, ethical awareness and active digital citizenship.

HOW **Investigating digital risks**

Learners researched topics such as cyberbullying, personal data protection and misinformation. Through group discussions and case studies, they analysed real-life incidents and proposed practical solutions, developing both awareness and resilience in the digital world.

Creating and sharing

As content creators, learners produced infographics, videos and digital campaigns to educate others on cyber safety. These co-created materials were shared across schools and online platforms, reinforcing the importance of digital responsibility and ethical use of technology.

Critical reflection

By presenting their findings and engaging in peer feedback, learners strengthened their communication and critical thinking skills. The project encouraged them to reflect on digital rights, evaluate the consequences of online behaviour and consider careers in cyber security, building a foundation for responsible and informed digital citizenship.

> *A moment when my pupils demonstrated active citizenship during this project was when they organised a 'Safe Internet Week' at school. They created awareness campaigns, shared tips on online safety and encouraged their peers to adopt responsible digital habits.*

> *Participating in this project taught me that being responsible online is just as important as being responsible in real life. I learned how to protect my personal information and how to help others stay safe in the digital world.*

E.Y.E.S. on democracy (Engaged Young European Students)

Countries: Italy, Spain

Educational level: Upper secondary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/eyes-democracy-engaged-young-european-students

Outcome: https://shorturl.at/SaeJ3

WHAT The project invited pupils to reflect on the meaning of democracy and their role in upholding its values. Through a unique cross-country collaboration between two European Parliament Ambassador Schools, pupils explored issues such as discrimination, stereotypes and civic responsibility. By connecting personal experiences with wider European values, the project helped them understand that democracy thrives through active participation, dialogue and respect for human rights.

HOW **Joint exploration**

Working in 12 transnational teams, pupils investigated themes like European identity, collective memory and democratic governance. They created podcasts, position papers, videos and even a pupil-led 'model government', using debate and research to examine the challenges facing democracy today.

Learner-led participation

Pupils led discussions, shared reflections and co-designed activities, both during live sessions and asynchronous tools. Their work emphasised teamwork, negotiation and civic problem-solving, giving them ownership of the process and encouraging deeper critical engagement.

Active reflection

By analysing case studies, conducting surveys and producing creative content, pupils strengthened their understanding of democratic principles and their relevance in everyday life. The experience fostered empathy, accountability and a sense of belonging to a shared European project, preparing them to be thoughtful, active citizens in an evolving democratic society.

A significant moment was when pupils wrote their teams' position papers on the importance of remembrance and the dangers of indifference in preserving democracy. In their transnational teams, they discussed how historical atrocities like the Holocaust show the consequences of turning a blind eye to intolerance.

Participating in this eTwinning project taught me that democracy and European values are not just theoretical concepts, but something we all need to actively protect and promote.

NextGen EUropeans

Countries: Bulgaria, Hungary, Italy, Poland, Romania

Educational level: Upper secondary education

Project link: https://school-education. ec.europa.eu/en/etwinning/projects/nextgen-europeans

Outcome: https://shorturl.at/1vrII

WHAT The project approached European citizenship and cultural heritage through creative, learner-led activities that connected pupils to the values, opportunities and identity of the European Union. Inspired by the NextGenerationEU plan, it encouraged Generation Z pupils to reflect on what it means to be European today. Topics ranged from EU youth initiatives to the ethical use of AI, all framed within a celebration of Europe's shared cultural achievements.

HOW **Creative engagement**

Pupils created infographics, social media posts and audio and video content to express their views on European identity and values. They conducted web research using official EU sources, and turned their findings into accessible, engaging content for their peers by working both individually and collaboratively.

Dialogue and expression

Interactive forums, virtual boards and online tools enabled pupils to exchange perspectives and take part in fact-based debates. These discussions fostered reflection on topics like diversity, ethics and unity, while developing media literacy and communication skills.

Celebrating culture

The project featured multilingual activities based on European literature, culminating in a live event on the International Day of European Authors. By connecting cultural exploration with civic education, pupils built a stronger sense of belonging and appreciation for Europe's rich cultural heritage.

Teaching citizenship effectively requires helping pupils see the relevance of institutions in their everyday lives and empowering them to recognise how their actions can shape a better future. They embodied active citizenship in the final activity by debating and taking a stand on issues they had previously identified and proposed.

The European Union is much more than we are taught at school in our citizenship lessons, and it was great to learn about the opportunities it offers to young people like us.

SocioScienceTwinning

Countries: Italy, Portugal, Romania, Türkiye

Educational level: Upper secondary education

Project link: https://school-education.ec.europa.eu/en/etwinning/projects/sociosciencetwinning

Outcome: https://shorturl.at/nO3j8

WHAT The project brought socio-scientific issues into the classroom, encouraging pupils to reflect on the ethical, social and scientific dimensions of topics such as climate change, genetic engineering, AI and bioethics. By critically evaluating real-world dilemmas, pupils developed their scientific literacy, strengthened ethical reasoning and reflected on the role of science in society, preparing them to make informed decisions as responsible citizens.:

HOW **Research and argumentation**

Pupils built evidence-based arguments using Toulmin's model, drawing on literature reviews, expert insights and structured evaluation of sources. Academic mentors supported their inquiry, helping them apply research practices and ethical reasoning in analysing complex issues.

Interdisciplinary outputs

Working in teams, pupils created digital content using tools like Canva, Padlet and Mentimeter. Their final outputs included co-created presentations and a pupil-led podcast series that showcased their perspectives on science-related societal challenges.

Debates and reflection

Structured debates and peer discussions gave pupils space to express and refine their views, while practising respectful, evidence-informed dialogue. These experiences deepened their understanding of the impact of science on daily life and encouraged them to think critically, communicate effectively and act responsibly.

As a teacher, I learned that socio-scientific issues are essential for citizenship education. Toulmin's argumentation model enhanced pupils' critical thinking and decision-making. Evaluating reliable sources and building evidence-based arguments empower them as responsible citizens.

Being an active citizen means making informed decisions and respecting different perspectives. It's about using reliable information to understand societal issues and contribute to positive change. Everyone has a role in shaping the future, and small actions can make big differences.

European changemakers

Countries: Ireland, Netherlands, Slovenia, Spain

Educational level: Upper secondary education

Project link: https://school-education.ec.europa.eu/en/etwinning/projects/european-changemakers/twinspace

Outcome: https://shorturl.at/AY9EV

WHAT Framed around the 2024 European Parliament elections, the project encouraged pupils to explore democratic participation, youth advocacy and the challenge of misinformation. Although most participants were not yet eligible to vote, they took an active role in learning how democracy functions and how young people can influence change. Through political manifesto writing, campaign design and collaborative research, pupils gained insight into the responsibilities and opportunities of citizenship at national and European levels.

HOW **Youth-led collaboration**

Over 100 pupils from 50 European Parliament Ambassador Schools worked in international teams to research issues they cared about, develop policy proposals and design campaigns. They created political manifestos and strategies to counter misinformation, applying critical thinking and civic literacy in every step.

Public engagement and feedback

Teams presented their work in webinars and received feedback from peers and experts, supporting reflection, discussion and refinement. Activities also included public speaking, digital advocacy and fact-checking exercises, all aimed at empowering pupils to communicate their ideas and make their voices heard.

Flexibility and scalability

Designed to adapt to different contexts, the project's flexible structure allowed teachers to tailor it to their classroom needs. Whether used in full or in part, the project model provided a powerful means for meaningful civic engagement and media education, encouraging pupils to think globally and act locally.

Citizenship education should not be taught as a separate subject and should not be on a timetable just to tick a box. It should be embodied in school life. Pupils should be able to see democracy in action in their schools and be able to be a part of this through initiatives like pupil councils, class representatives, awareness campaigns and projects such as this.

You can learn so much more through an eTwinning project compared with what you learn during your regular classes. It amazes me that you can improve your skills and knowledge in such a fun way through eTwinning.

4 Activities

The following chapter introduces a series of activities designed to bring the annual theme 'Citizenship education: Celebrating what unites us' to life through active, participatory learning. These activities can be integrated into eTwinning projects or used independently. They engage pupils in various aspects of citizenship education, including shared identity, critical thinking, democratic participation, social responsibility and cultural awareness.

Peace and conflict resolution

Education level: Early childhood education and care

Title of the activity: Together we grow – a guide to empathy and respect

Activity proposed by Antigoni Mavromichali, teacher at 100th Kindergarten of Athens, Greece

Objectives
The purpose of this activity is to engage pupils in peace and conflict resolution by teaching dialogue, negotiation and seeking peaceful solutions. Its main objectives include:

- fostering collaboration and empathy among pupils by sharing personal 'wants' and engaging in group activities,
- encouraging active listening and mutual respect, giving each pupil the chance to express their needs and feelings,
- promoting teamwork and cross-cultural communication through the creation of transnational groups and shared artistic expressions,
- developing a resource (a guidebook) that promotes understanding, empathy and problem-solving strategies within the school community.

Description
- Introduction (30 minutes): The teacher uses a real-life example of a pupil conflict to present the Freinet technique of the pupils' council. Pupils discuss general concerns and 'wants', which they will record on a weekly template with post-it notes. A large poster divided by days of the week is created for pupils to add their post-its.
- Voting (15 minutes): Pupils select a president and secretary to manage the entries and facilitate the process.
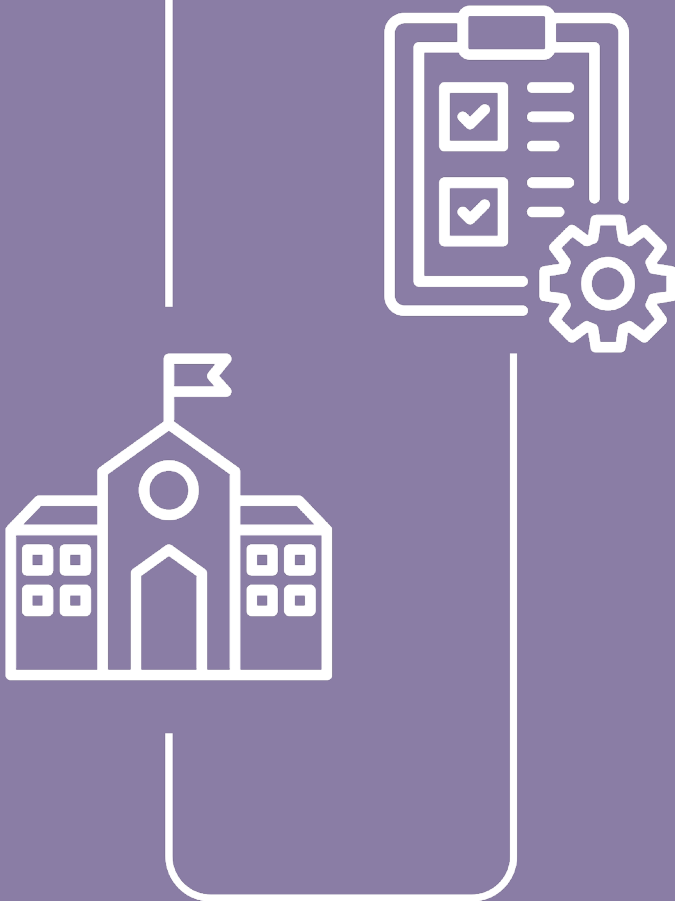
- Daily entry (10 minutes): Each day, pupils have time to add their 'wants' to the poster.
- Presentation and categorisation: The president and secretary lead a plenary discussion on the entries. The class categorises the 'wants' into themes such as respect, kindness and safety. The pupils' council summarises the 'wants' and prepares them for the virtual meeting with partner schools.
- Transnational collaboration (40 minutes): Pupils from partner schools meet virtually to compare their categorised 'wants'. Groups discuss similarities and differences and propose the general categories.
- Creative expression and proposal (45 minutes): Pupils join a specific category group (based on their interest), working in transnational groups. Using digital tools (e.g. Draw Chat, Colorillo), groups create visual representations (drawings) of their proposals to manage the conflicts for each category.
- Final output (1 hour): The guidebook includes each categorised 'want' on one side and its corresponding creative drawing and solutions on the other (Canva tool). Optional: Include multilingual audio recordings of the 'wants' and proposals to enrich the guidebook.

Evaluation

- Pupils reflect on their contributions and learning through a brief comment.
- The teacher evaluates the depth of discussion, creativity and the practicality of the solutions. Teacher assessment also includes evaluating active participation, understanding empathy and respect and the quality of the final guidebook.
- The guidebook itself is assessed for clarity, creativity and how effectively it communicates pupils' 'wants' and solutions, with additional consideration for including multilingual audio.

Environmental awareness and civic participation

Education level: Primary education

Title of the activity: Bee friendly school – a petition for more wildflowers

Activity proposed by Paraskevi Belogia, teacher of English at 16th Primary School of Larissa, Greece

Objectives

The purpose of this activity is to engage pupils in a hands-on, real-world initiative that combines environmental awareness with civic participation. The main objectives include:

- teaching pupils about civic engagement and how they can influence local decision-making,
- raising awareness of the importance of bees and biodiversity,
- developing persuasive writing and teamwork skills,
- encouraging interaction with the local government to promote environmental action.

Description

Introduction to petitions (45 minutes)
- Start with a discussion on a TwinSpace forum with the subject: *What is a petition? How can it help bring positive change?*
- Create a page in a TwinSpace and include links and descriptions of examples of simple successful petitions. Create a TwinBoard in this page and invite pupils to share any other successful examples.
- Prepare and run a lesson to introduce the topic. Why are bees important? Why do they need more wildflowers? If the partner schools face different issues, they can work on them and compare.
- Discuss the role of the mayor and how local government decisions affect the environment.
   - Split pupils into small groups and ask them to brainstorm about what they think the mayor's job involves.
   - Ask groups to prepare a brief a slide presentation to explain the mayor's role.

Identifying the issue (30 minutes)
- Discuss biodiversity and habitat loss from a global standpoint, relating it to local issues. Explain that bees are important for pollination, but they are struggling because of habitat loss.
- Ask pupils to observe their schoolyard (if possible, take a short walk) and identify if there are enough flowers for bees. Pupils can share

photos or videos of their schoolyards on the project's TwinSpace.

- In an online meeting, ask pupils to brainstorm solutions: *What can we do in our school to help bees?*

Writing the petition (30 minutes)

- Use online collaborative tools to draft the petition. Allow real-time editing and comments from pupils in different countries. Decide together on a petition asking the mayor to support planting more wildflowers in the schoolyard and public green spaces. Example:

Dear Mayor [name],
We, the students of [school name], are concerned about the decline of bees in our town. Bees are important for pollinating plants, but they struggle to find flowers to feed on. We ask for your support in planting more wildflowers in our schoolyard and local parks. This will help bees survive and make our community greener and more beautiful. We hope you will support our request. Thank you!

- Ensure the petition has space for names and signatures.
- Collect signatures (1–2 days, outside class)
- Encourage pupils to collect signatures from classmates, teachers and parents. Afterwards, discuss the importance of explaining the petition when asking for signatures.

Preparing for the meeting (30 minutes)

- Practise how to present the petition to the mayor and assign speaking roles (explaining the issue, presenting the petition, answering questions).

Meeting the mayor (30–60 minutes, depending on availability)

- Arrange a visit to the mayor's office or invite the mayor (or a representative) to school.
- Have pupils formally present their petition.

Reflection and discussion (45 minutes)

- Discuss with your partners how it felt to take action. You may ask pupils to describe their experience in a TwinBoard, so their international peers are informed.
- Reflect on what they learned about civic engagement. Split pupils into international groups and ask them to prepare an infographic with the main key messages about civic engagement.
- Explore what they can do next if the mayor supports their idea or if they need to take further steps.

Evaluation

- Use Mentimeter to run live polls or word clouds (e.g. What was the most important thing you learned?).
- Create a collaborative impact map using Google Maps or Padlet to pin each school's petition, showing where pupils took action. Schools can add photos, videos or summaries of their petitions and outcomes.
- Organise a final virtual meeting where pupils from different schools present their petitions, discuss what they learned and share future action plans.

Notes

- This activity can be adapted for other issues that are important to pupils, such as reducing plastic waste, improving playground safety and increasing recycling bins in public spaces.
- Encouraging pupils to take action on issues they care about helps them develop civic responsibility and understand the power of their voices in making a difference.
- This activity can also be adapted to young pupils in early childhood education and care.

Democracy and social responsibility

Education level: **Lower secondary education**

Title of the activity: **Establishing the constitution of Kidtopia**

Activity proposed by Esin Yalçin, Social studies teacher at Hasanağa Şehit Piyade Er Kadir Çavuşoğlu Secondary School, Türkiye

Objectives

This activity aims to teach pupils about democratic principles, social responsibility and societal rules within a community. The main objectives include:

- increasing pupils' awareness of their future roles in society,
- contributing to their development as more conscious and responsible individuals,
- encouraging critical thinking and reflection on the common good and personal responsibility,
- developing a sense of civic engagement and responsibility in a democratic context.

Description

- Introduction to society and democracy (30 minutes): Begin by introducing pupils to the concepts of democracy, governance and societal rules. Discuss the importance of rules for maintaining order, justice and fairness. Ask pupils to describe examples of real-world constitutions or social contracts on a TwinBoard/page on TwinSpace to illustrate how societies are governed by agreed-upon rules.

- Brainstorming (30 minutes): Pupils are divided into international groups (3–5 members) in breakout rooms or asynchronous discussion boards. Ask pupils to imagine they are the founders of a new city called Kidtopia. Pupils brainstorm ideas about what they want Kidtopia to be like by discussing questions such as:
  - *What should the city look like? What kind of environment will it have?*
  - *What are the core values that will guide life in Kidtopia?*
  - *How should people in Kidtopia treat each other?*

- Groups record their ideas on a shared document and collaboratively sketch the city or draw a flag/symbol to represent Kidtopia. Presentations are uploaded on TwinSpace where other teams can view and comment on them.

- Afterwards, have each group present their vision for Kidtopia, including key values and goals they wish to accomplish in their society. Through brainstorming, pupils identify the necessary rules to govern their society. Each pupil presents ideas for rules that would ensure peace, order and justice within the community.

- Now that pupils have a clear vision for their community, guide them in the process of creating rules that reflect the values they want to uphold. In the same groups, pupils will brainstorm specific laws and guidelines that will maintain peace, order and fairness in Kidtopia. Ask the following questions to help guide their rule-making:
  - *What rights and responsibilities will citizens of Kidtopia have?*
  - *How will conflicts be resolved?*

- Then, each group presents their list of rules and pupils collectively discuss, revise and vote (using the Poll option on TwinSpace) on which rules should be included in the final version of the *Constitution of Kidtopia.*

- Reflection (45 minutes): Pupils reflect on what it means to be a responsible citizen within a community. Encourage them to consider how rules in Kidtopia relate to their roles in society and how can they apply the values of Kidtopia in their own lives. Pupils can share their reflections in a verbal or written format.

Evaluation

- Teachers observe pupil participation and contributions during brainstorming, debate and group discussions.
- Pupils provide feedback on their peers' contributions and ideas.
- Pupils submit a short reflection or an action proposal detailing how the values of the Kidtopia Constitution can be applied to their lives.

Gender equality and civic engagement

Education level: Upper secondary education

Title of the activity: The assembly women – women's voices from ancient to modern times

Activity proposed by Maria Lorenza Campanella, teacher of English Language and Literature at Liceo Scientifico Statale 'G. Berto' in Vibo Valentia (Secondary education), Italy

Objectives

This activity is part of an eTwinning project conducted in partnership with two schools from Spain, two from Italy, one from France and one from Greece. Pupils engage in a comparative study of historical and contemporary female figures, enhancing their understanding of gender roles and civic engagement. The main objectives include:

- developing pupils' awareness of the historical status of women and the evolution of women's rights,
- examining the gender gap and its relevance in today's world while fostering a sense of civic responsibility,
- promoting the study of classical languages and encouraging an appreciation of classical culture as a foundation for European citizenship.

Description

Pupils will work collaboratively in international teams to research ten influential women from antiquity who made significant contributions to their societies. They will then draw comparisons with contemporary women who inspire them and discuss the parallels between past and present struggles and achievements.

- Topic selection (1 week): Pupils engage in discussions via the project forum on TwinSpace and agree on which historical figures to research.
- Research phase (2 weeks): Pupils conduct research on their chosen

historical figures, gathering relevant information from credible sources.

- Content development (2 weeks): Pupils compile their findings, add references and formulate a thought-provoking question for a final quiz.

- Interview preparation (2 weeks): Each pupil interviews a woman from their community who inspires them, documenting her experiences and achievements.

- Uploading and reflection (1 week): Pupils upload their interviews to the TwinSpace, categorising them under the names of historically significant women with whom they identify. They also provide written explanations for their choices.

- Cross-country inspiration (2–3 weeks): Pupils review interviews from their peers in other countries, select a woman who inspires them and engage in forum discussions to reflect on their selections. They also comment on their classmates' choices.

Evaluation

- Active participation in a quiz to assess comprehension of the contributions of women in antiquity.

- Engagement in reflective discussions on the significance of inspiring women, both historical and modern.

- Contribution to class discussions, demonstrating a deep understanding of the themes explored.

Scientific reasoning and active citizenship

Education level: Upper secondary education

Title of the activity: Argue to act – engaging with socio-scientific issues through argumentation

Activity proposed by Yaprak Bebek, Biology teacher at Gölcük Science High School, Türkiye

Objectives

This activity aims to promote critical thinking, scientific reasoning and active citizenship by exploring socio-scientific issues. The main objectives include:

- understanding the importance of civic responsibility by evaluating real-world problems that affect society,

- practising active citizenship through informed discussion and decision-making,

- fostering empathy by considering diverse perspectives and ethical implications,

- improving digital collaboration skills by engaging in an online discussion environment.

Description

- Introduction to socio-scientific issues and argumentation (30 minutes): Begin by introducing the concept of socio-scientific issues (SSIs) such as vaccination, climate change and AI ethics. Afterwards, explain Toulmin's model of argumentation (Claim, Data, Warrant) using a simple example to help pupils understand the structure of an argument. Show a short video or article to spark pupils' interest in the topic and provide context for the issues. Pupils engage in a quick quiz or discussion on a forum on TwinSpace to check understanding.

- Topic selection and group formation (30 minutes): Pupils brainstorm various socio-scientific issues relevant to their community or the global context. Through a voting process (using polls or forums on TwinSpace), they select one issue to focus on for the activity. Divide pupils into small international groups (4–5 pupils per group).

- Research phase (1–2 hours, asynchronous): Each group explores different perspectives on the chosen issue, gathering evidence to support their arguments. Pupils organise their findings using Toulmin's model, structuring their arguments with claims, supporting data and warrants. Digital collaboration tools (such as TwinSpaces, Google Docs, Padlet, or Jamboard) are used to document and share research findings, ensuring effective collaboration.

- Online argumentation session (1-hour synchronous discussion): In this phase, each group presents their argument in an online meeting, sharing their claim and the supporting evidence they have gathered. Groups engage with each other by offering counterarguments, alternative viewpoints and respectfully challenging each other's perspectives. The teacher moderates the discussion, ensuring that the debate remains structured, inclusive and respectful.

- Reflection and action (30 minutes): Pupils reflect on how the discussion may have changed or reinforced their perspectives on the issue. As a final step, pupils in the same international teams finalise their argument and write a brief action proposal or policy suggestion. This could include actions such as a letter to local government officials or an idea for an awareness campaign. Encourage pupils to think about their role as active citizens in addressing the issue. The output should be in the form of a poster or official letter etc.

Evaluation

- Teachers observe pupil participation during the online discussions using a rubric. Criteria for evaluation include clarity of claims, quality of evidence and respectful engagement with others' arguments.
- Pupils complete a short peer-feedback form, providing constructive feedback on their peers' collaboration and the quality of their arguments.
- Pupils submit a written reflection or action proposal, showcasing how their views evolved during the activity and outlining how they would act as active citizens.
- A quiz on Toulmin's model and socio-scientific reasoning could be administered to assess pupils' understanding of the concepts and tools used throughout the activity.

Human rights advocacy

Education level: **Upper secondary education**

Title of the activity: **Fight for your rights**

Activity proposed by Cornelia Alina Moț, Primary school teacher at Găvojdia Secondary School, Romania

Objectives

The purpose of this activity is to engage pupils in understanding and advocating for human rights through awareness, critical thinking and collaboration. The main objectives include:

- raising awareness of fundamental human rights and the importance of respecting them,
- promoting empathy and solidarity toward vulnerable groups,
- developing critical thinking by analysing situations in which rights are violated,
- improving collaboration and communication skills.

Description

- Briefly explain to the pupils the concept of human rights and their importance in daily life. Present the Universal Declaration of Human Rights and highlight key points. Afterwards, form international groups and conduct an initial survey to assess pupils' current understanding of human rights.
- The groups will research the Universal Declaration of Human Rights,

focusing on one article per group. They will study and discuss real-world cases where rights have been violated (e.g. freedom of speech, education rights, etc.). Organise a discussion forum on TwinSpace where pupils can share their findings and thoughts on these cases.

- Pupils can create visually informative materials (such as posters, presentations or videos) that highlight and promote a specific human right, using their research findings and share it on a TwinBoard. Pupils will also participate in role-playing games where they simulate situations related to the violation or defence of rights. They will present these scenarios to their peers, acting out both sides.
- Additionally, pupils will simulate writing open letters to an international organisation or government body advocating for a specific human rights issue. Consider organising an online conference where teams present their conclusions and materials created. Optionally, the project outputs can be shared publicly (with permission) or submitted as part of a school-wide awareness project.

Evaluation

- Pupils will complete a final questionnaire to evaluate their knowledge of human rights before and after the activity.
- Pupils will reflect on what they have learned and how they can apply this knowledge in real life to advocate for human rights.

Critical digital literacy

Education level: **Upper secondary education**

Title of the activity: **Pitfalls of artificial intelligence in education**

Activity proposed by Romina Marchesani, English teacher and teacher trainer at IIS Acciaiuoli-Einaudi, Ipsia G. Marconi Ortona (Secondary education), Italy

Objectives

This activity strengthens pupils' critical thinking by encouraging them to analyse the limitations of AI in education, explore its ethical concerns and understand the importance of human oversight. By reflecting on AI's societal implications, pupils develop their role as active, responsible citizens, learning how to critically assess technological advancements and advocate for responsible use of technology in academic and societal contexts. The main objectives include:

- exploring and critically analysing the disadvantages of using AI in education,
- developing critical thinking and digital literacy,

- improving creativity and digital literacy through the design of a one-pager,
- encouraging problem-solving by proposing solutions to AI-related challenges in education.

Description

Begin with an interactive presentation or short video:

- What is AI? How is it being used in schools (e.g. chatbots, automated grading, learning analytics)?
- Discuss both the benefits and risks of AI tools like ChatGPT, predictive algorithms, facial recognition in classrooms, etc.

Use a poll or digital TwinBoard to collect pupils' thoughts on:

- Where do you see AI in your learning experience?
- What concerns do you have about AI in education?

Pupils form international or local teams of three. Each team:

- investigates three or four key limitations of or concerns about AI in education (e.g. bias, data privacy, lack of empathy, misinformation, over-reliance),
- gathers examples, news reports, or expert opinions,
- uses a shared research document or TwinBoard to organise their ideas.

Each team works on their one-pager where they should:

- define the topic (AI in Education),
- create a catchy title and a brief introduction highlighting AI's role in education,
- clearly present the selected pitfalls with concise descriptions and examples,
- suggest possible solutions to address these challenges,
- add visuals, borders and design elements to enhance readability and engagement,
- finalise the one-pager: pupils can either design it by hand or use Canva (tutorials provided),
- review and edit; teams check their work for accuracy, clarity and quality.

Each team shares their final product (scanned image or digital file) on TwinBoard ensuring their names, school and country are included.

Evaluation

- Pupils engage in discussions, giving constructive feedback on other teams' work.
- A group reflection on the identified pitfalls and proposed solutions.

Notes

- This activity can be adapted for initial vocational education and training by focusing on how AI is used in vocational settings, such as automated processes in manufacturing, predictive maintenance in technical fields or AI-driven customer service tools.
- Other ideas might include: how AI aligns with industry standards and regulations, incorporating practical exercises in which pupils interact with AI tools relevant to their vocational fields and interviewing industry professionals to discuss AI implementation in their workplaces.

5   Conclusion

The examples in this book show that **education is not only about imparting knowledge, but also about shaping character, values and the spirit of community**. At its core, citizenship education is about preparing young people to engage with the world around them critically, compassionately and courageously.

This collection of diverse and inspiring examples from across the eTwinning community shows how citizenship education can be embedded in the classroom, not as a standalone subject, but **as a living, breathing experience**. The featured eTwinning projects, from early childhood education to vocational and secondary schools, demonstrate how collaboration across borders can turn abstract values into concrete, transformative actions. They show how curiosity can be harnessed into inquiry, how empathy can be nurtured through cooperation and how pupils can become active citizens through real-world challenges.

What unites all these stories is the belief that **citizenship is learned by doing**. Whether it's protecting bees, debating digital rights, exploring cultural heritage or writing manifestos for a better Europe, pupils are not passive recipients of knowledge. They are active participants in shaping their communities and imagining a more just, inclusive and sustainable world.

eTwinning provides the space, tools and inspiration for this journey. It connects classrooms, encourages innovation and supports you, teachers, in bringing to life the values that underpin democratic societies: **respect, participation, responsibility, solidarity and critical thinking**. It helps you and your pupils move beyond borders – geographic and conceptual – to foster truly European and global citizenship.

This book has presented a collection of ideas, experiences and resources to support your teaching. But more than that, it is an invitation **to reflect, to experiment and to inspire**. Citizenship education is not a fixed destination; it is a path we walk together, with each new generation bringing its hopes, voices and visions to the fore.

As we look toward the future, let us remember that today's classrooms are tomorrow's societies. The time, energy and care you invest in fostering civic awareness and engagement will echo far beyond your school walls. You are not just teaching pupils, you are helping shape informed, empathetic and empowered citizens.

Together, we are not only celebrating what unites us, we are shaping what defines us.

6   References

Council of the European Union, Council conclusions on the contribution of education and training to strengthening common European values and democratic citizenship, (C/2023/1419), https://eur-lex.europa.eu/eli/C/2023/1419/oj/eng

Council of the European Union, Council conclusions on the contribution of education and training to strengthening common European values and democratic citizenship, (C/2023/1339), https://eur-lex.europa.eu/eli/C/2023/1339/oj/eng

Council of the European Union, Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching, (2018/C 195/01), https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0607%2801%29

Council of the European Union, Council Recommendation of 22 May 2018 on key competences for lifelong learning, (2018/C 189/01), https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=oj:JOC_2018_189_R_0001

Council of the European Union, Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), (2021/C 66/01), https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32021G0226%2801%29

Damiani, V., Losito, B., Agrusti, G. & Schulz, W., Young citizens' views and engagement in a changing Europe, 2024, https://doi.org/10.1007/978-3-031-68631-3

European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Action Plan on Basic Skills, COM (2025) 88 final, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52025DC0088

European Commission, Working groups of the EEA strategic framework, 2024, https://education.ec.europa.eu/about-eea/working-groups

European Commission: Directorate-General for Education, Youth, Sport and Culture, ECORYS, van Driel, B., ECORYS, Donlevy, V. et al., Issue paper on citizenship education, Publications Office of the European Union, 2023, https://data.europa.eu/doi/10.2766/306946

European Commission: Directorate-General for Education, Youth, Sport and Culture, Policy brief on citizenship education, Publications Office of the European Union, 2024, https://data.europa.eu/doi/10.2766/576903

Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, 2015, Informal meeting of European Union Education Ministers, https://wikis.ec.europa.eu/spaces/EAC/pages/55903445/Equality+and+Values+Documents?preview=/55903445/121439779/paris_declaration_2015_en.pdf

7

Celebrating 20 years of eTwinning: Connecting teachers, inspiring education

eTwinning: How it all started

In January 2005, the European Commission launched eTwinning as part of its eLearning programme with the goal to connect schools across Europe through digital collaboration. Unlike traditional funding programmes, it provided free access to a secure online platform for knowledge exchange and intercultural dialogue.

In its first year, **10,000 teachers from 7,000 schools in 27 countries** participated in nearly 2,000 projects. A promising start for a newly launched programme. Recognising that the integration of information and communication technologies (ICT) is essential to achieving the shift from traditional teaching to **technology-enhanced learning**, former Commissioner Ján Figel called eTwinning a 'golden opportunity' for pupils to enhance their ICT skills, collaborate in different subject areas and deepen their understanding of Europe's linguistic and cultural diversity.

By 2006, participation had doubled, reflecting a strong and growing enthusiasm for digital collaboration among educators and pupils alike. eTwinning distinguished itself from other European education programmes with its unique approach: rather than providing financial grants, it gave schools **free access** to a **secure online platform** that facilitated **partnerships**. This flexibility enabled schools to connect for projects ranging from short-term collaborations lasting a few weeks to long-term curricular integrations.

> *The eTwinning scheme can bring all corners of Europe to our children's classrooms. By participating in eTwinning, school children get to appreciate other cultures and other languages, while sharpening their computer skills. In this way, eTwinning not only brings Europeans from all over the continent closer, but it also helps develop the kinds of skills that our increasingly ICT-dominated economy needs.*
>
> *Ján Figel, Former European Commissioner for Education*

Two decades later, with more than **1.2 million teachers and 170,000 European projects** registered and with the involvement of millions of pupils, eTwinning remains a strong example of digital learning and European collaboration, always at the forefront in educational trends.
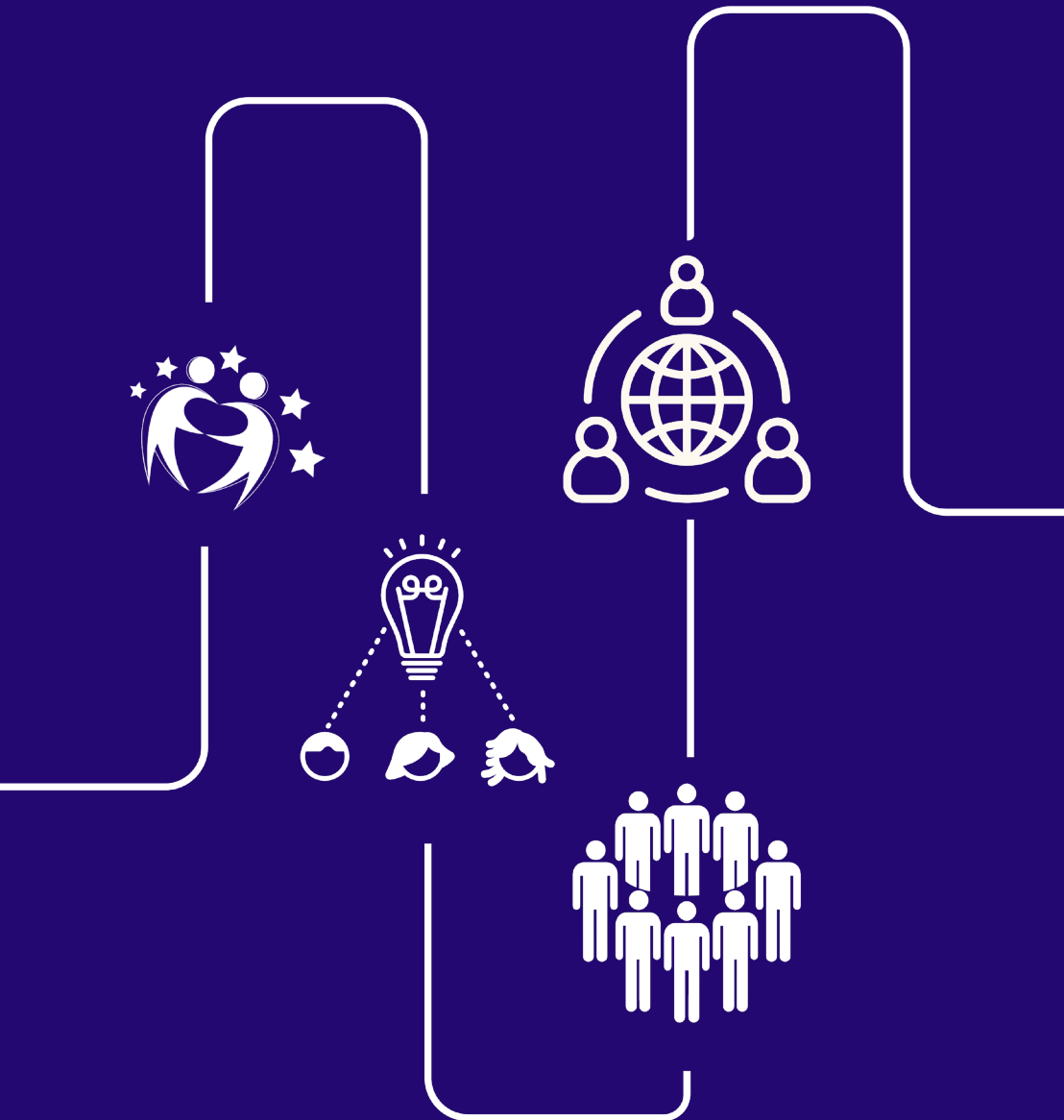
eTwinning at a glance

A journey through time: key milestones

2005 — Launch of eTwinning

2006 — Introduction of National Quality Labels, first eTwinning prizes awarded at the first annual conference in Linz, Austria.

2007 — eTwinning becomes a key action of the Lifelong Learning Programme (2007–2013). The European Quality Labels are introduced.

2010 — 100,000 registered teachers and introduction of online courses for teachers' skills development

2012 — Expansion to new member countries: Armenia, Republic of Moldova, Tunisia, Ukraine, Azerbaijan and Georgia.

2014 — Integration into Erasmus+, strengthening collaboration between European schools.

2018 — Lebanon and Jordan join, fostering Middle East–Europe partnerships. Launch of the eTwinning School label, recognising schools as role models.

2020 — eTwinning becomes a vital tool for remote learning during the COVID-19 pandemic.

2022 — Integration into the European School Education Platform, merging major school education platforms.

2023 — The grassroots initiative 'eTwinning Supports Ukraine' mobilises community-driven solidarity.

2024 — Launch of the eTwinning and ESEP mobile app.

2025 — eTwinning celebrates its 20th anniversary.

---

20 YEARS WITH ETWINNING

Participating countries: 46

Schools registered: 312,000

eTwinners: 1.2 million

Projects created: 170,000

Pupils in projects: 12 million

---

eTwinning is a great European success story. As part of the Erasmus+ programme, it is founded on values that unite us all: European cooperation, inclusion and access to quality education for all. You, eTwinning teachers and educators, are the pillars of this community. eTwinning would not be what it is today without the fantastic contribution of the enthusiastic eTwinning teachers and educators.

Mariya Gabriel, former European Commissioner (December 2021)

eTwinning, the community of teachers across Europe

eTwinning has evolved beyond digital collaboration, becoming a vital support system during challenging times. During the COVID-19 pandemic, it helped teachers transition smoothly to online learning, leveraging digital tools and peer networks to keep pupils engaged. The community also showed solidarity, supporting Ukrainian educators and pupils while promoting humanitarian values.

eTwinning is part of many national policies, which benefit from integrating eTwinning into the official curriculum and in teachers' recognition and professional development schemes. These efforts highlight eTwinning's profound impact on teachers across Europe, as reflected in various studies, reports and research[18].

---

18 - https://europa.eu/!4w4cQb

What do teachers say?

eTwinning was the **starting point of my career**, shaping me into the educator I am today. It opened doors to collaboration, innovation and lifelong learning, helping me grow professionally and personally. The experience has continuously **challenged me to evolve** and strive for excellence in education.
Liana Karapetyan, Armenia

eTwinning is the point where my professional interests meet with the **enthusiasm of my colleagues** in order to collaborate and to make our contribution to better education in Europe.
Irena Raykova, Primary school teacher, 7-11 years old, 137 High school 'Angel Kanchev', Bulgaria

Through eTwinning, my pupils and I step beyond the classroom walls and **open a window into a world of collaboration, critical thinking and cultural exchange**. With eTwinning, we learn, share and grow. It's a journey without borders that shapes our European future.
Andriani Christodoulou, Primary school teacher, 6-12 years old, Primary School Kofinou, "Mihalopouleio" Cyprus

My first participation in eTwinning happened in 2007, when Croatia was not yet an EU member. Listening to peers and being able to discuss how to do something in education made me very happy. I remember the first impression, finally among people who are like me and enthusiastic to make changes in education. Fast-forward to 2025, 18 years later, I'm leading the AI Squad in the European Digital Education Hub, working on guidelines for ethical use of AI for the European Commission and co-creating frameworks for digital and AI literacy, and none of those would be possible without the eTwinning impact.
Lidija Kralj, teacher of Mathematics and Informatics, 10-15 years old, Osnovna škola Veliki Bukovec Croatia

Seventeen years of sheer pleasure with eTwinning! A lot of fabulous and unique projects have been realised with my **IVET** pupils. Working differently on collaborative projects gave them **joy** and **confidence** and encouraged their **autonomy**, allowing them to work without knowing it and **escape the walls of the classroom**. For me, eTwinning is a must!
Muriele Dejaune, English and French teacher, IVET, Lycée des métiers Louis Blériot, Trappes, France

Initial Teacher Educator (ITE) eTwinning and Blended Intensive Programmes (BIP) Erasmus+ mobility projects allow student teachers to meet during their studies, master the European School Education Platform (ESEP) and TwinSpace project areas and then continue to collaborate on projects once they are teachers for many years. I can't think of a better way for them to **establish networks**, get to know these amazing systems and **prepare them for the digital and intercultural challenges** they will experience as teachers. They are bridges for today and tomorrow as student teachers gain confidence, explore the world and make friends.
Richard Powers, Professor of Digital Education & Virtual Exchange, University of Stuttgart, Germany

For me, the basis of learning, development and innovation lies in **dialogue**. To hear and to be heard in a **safe place** where **mutual respect** and **equality** prevail. Dialogue is also at the heart of eTwinning, to get inspired by our **diversity** and celebrate what unites us.
Tiina Sarisalmi, retired English teacher, 8-13 years old, Kultavuoren koulu, Finland
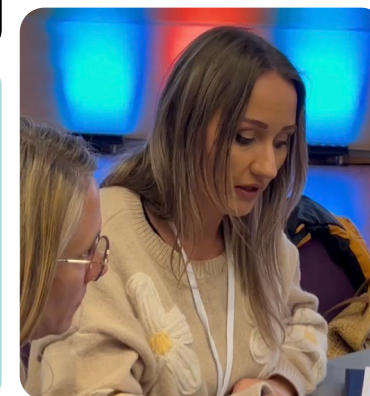
Winning the eTwinning Prize in 2013 with the 'Rainbow Village' project has been a lasting reminder that **young people can shape a better world**. Through collaboration, creativity and active citizenship, our pupils imagined a future built on solidarity and sustainability. I feel incredibly fortunate to have experienced the eTwinning Camp, where virtual friendships became real. I'll never forget watching my pupils hug their partners goodbye with tears in their eyes, their Romanian friends waking up early just to hand them bottles of water for their long journey home, or how, after hours of travel, they headed straight to their village square to share every unforgettable moment they had in Croatia. These are the moments that capture **what eTwinning is truly about: real connections, shared emotions and the belief that together, we can make a difference!**
Paraskevi Belogia, English teacher, 6-12 years old, 16th Primary School of Larissa, Greece

When I discovered eTwinning, I discovered collaboration, **sharing and caring and friends forever**. I still work with my very first partner, we run at least one project every year. We still discover new learning and teaching methods and **grow as teachers together**.
Cornelia Melcu, Primary school teacher, 6-11 years old, Scoala Gimnaziala Nr. 9 Nicolae Orghidan Brasov, Romania

eTwinning has been a **turning point in my career** as an educator. Moldova joined in 2013, I was lucky to register at the start and to have a mind-blowing journey in my professional development. The high quality of trainers and the like-minded people on the platform allowed me not only to grow professionally, but also to **decide if I wanted to remain in the job**. I did stay and I totally enjoy what I am doing. Thank you, eTwinning!
Tatiana Popa, Deputy Academic Director, 12-16 years old, Heritage International School, Republic of Moldova

eTwinning showed me the beauty of **working together, no matter the differences we have**. This openness is something that I still keep close to my heart and something that inspires me to discover different languages and cultures. Studies focused on this cultural exchange felt like an obvious choice for continuing my education after experiencing the joys of multicultural collaboration.
Marta Krzyżanowska, (former-eTwinning pupil French studies student, University of Wrocław, Poland.

Over the past 19 years, eTwinning has shaped me both professionally and personally. I have learned to master digital tools, develop international collaborations and design innovative, pupil-centred projects that foster creativity and critical thinking through my extended group of colleagues that eTwinning provides. Through this journey, I've gained deep knowledge of **21st-century skills, inclusion and active citizenship – skills I now pass on to others**. Today, this experience has taken me to the role of International Coordinator for my municipality, where I guide, inspire and support educators in building global connections and future-ready learning environments. In short, eTwinning has not only transformed my teaching and my international work, but it has also **opened doors** I never imagined.
Annie Bergh, International coordinator, schools 6 – 16 year olds, municipality of Malmö, Sweden

I remember my first eTwinning class and our first online meeting. We had a meeting with the partners from Italy. They saw us and waved their hands and shouted, 'Hello!' And my pupils were so confused that two girls hid under the desk. And three years later, these same people won the European Prize. I was at school when I read this news in an email. It was break time, I ran to the pupils and told them about the news. They started shouting and **jumping for joy**. And I was just as happy as them. These pupils have now finished school, received higher education and are working; some already have families. But when we meet, or they send me a message on holiday, **they always remember our eTwinning projects with special warmth and gratitude**. eTwinning has expanded their horizons, removed the language and mental barriers and erased all the boundaries between my pupils and their European peers.
Maiia Seliatinam, Teacher of English, Odesa Lyceum 10, Ukraine

This map shows the countries participating in eTwinning in 2025

Join eTwinning today and be part of the most innovative and dynamic community of educators from across Europe. Connect with peers, share knowledge and create create impactful cross-border projects. Start your eTwinning journey today and help shape the future of education!

Contact us

For more information about eTwinning please consult our website:
https://school-education.ec.europa.eu/etwinning

For questions about eTwinning, please contact us by email:
eacea-eplus-etwinning@ec.europa.eu

About the European School Education Platform

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

The European School Education Platform is a single platform that integrates the former platforms and services of eTwinning, School Education Gateway and Teacher Academy. Now hosted in a secure area within the European School Education Platform, eTwinning is only accessible to school staff validated by their National Support Organisation. eTwinning provides a safe digital platform where teachers are engaged in various activities from designing and implementing European collaborative projects to networking. Available in more than 30 languages, eTwinning provides a wide range of resources and learning and networking opportunities for teachers.

The European School Education Platform and the eTwinning community are funded by Erasmus+, the European programme for education, training, youth and sport. They are initiatives of the European Commission's Directorate-General for Education, Youth, Sport and Culture. The eTwinning community is supported by a Central Support Service, provided by European Schoolnet, and National Support Organisations in each participating country, funded by Erasmus+ under grant agreements with the European Education and Culture Executive Agency.

Follow us:
Facebook: eTwinningEurope | YouTube: EuropeanSchoolEducation | Instagram: eTwinning_Europe

Publications Office
of the European Union