



INNOVATION AND EDUCATIONAL TECHNOLOGIES
GENERAL DIRECTORATE



SKILLS WITHOUT BORDERS

Online International Workshop
ŞUBAT 2025 - HAZİRAN 2026



Funded by
the European Union



**INNOVATION AND EDUCATIONAL TECHNOLOGIES
GENERAL DIRECTORATE**



eTwinning
2025-2026

T A B L E O F C O N T E N T S

6	
15	
20	
56	our instructors
62	
84	
94	
110	



**INNOVATION AND EDUCATIONAL TECHNOLOGIES
GENERAL DIRECTORATE**

İMTİYAZ SAHİBİ

Ömer Faruk KAHRAMAN
Bayburt İl Millî Eğitim Müdürü

Gürhan ÇOKGEZER
Bursa İl Millî Eğitim Müdürü

Mine HAYTA
Çanakkale İl Millî Eğitim Müdürü

Doç. Dr. Murat Mücahit YENTÜR
İstanbul İl Millî Eğitim Müdürü

Muhammed ÖZDEMİRCİ
Mersin İl Millî Eğitim Müdürü

**YÜRÜTME VE
DÜZENLEME KURULU**

Bayburt YEĞİTEK Proje Koordinatörü Mevhibe Kübra HANÇER
Bursa YEĞİTEK Proje Koordinatörü Feride Başak BAŞAR
Çanakkale YEĞİTEK Proje Koordinatörü Pınar ALTUNCU
İstanbul YEĞİTEK Proje Koordinatörü Serdar TUNA
Mersin YEĞİTEK Proje Koordinatörü Bircan KELEŞ

**GRAFİK TASARIM
VE DÜZENLEME**

Pınar ALTUNCU
Çanakkale YEĞİTEK Proje Koordinatörü



Our educational approach, shaped by the Century of Türkiye Vision and the Maarif Model of Education, aims to raise individuals who are not mere consumers but producers of knowledge, who use technology effectively, think critically, are open to collaboration, stand strong with their national and spiritual values, and remain sensitive to universal values. The pathway to achieving this goal lies through the continuous professional development of our teachers, the exchange of national and international experiences, and the widespread adoption of innovative learning environments.

In today's world, education has transcended the boundaries of schools and evolved into a global learning ecosystem that brings together diverse cultures and experiences. In this context, Skills Without Borders (SWB) has emerged as a significant initiative that brings teachers from different countries together around a shared purpose, strengthening international cooperation in the fields of life skills, digital transformation, artificial intelligence, STEM, and project-based learning.

The holistic education approach of the Century of Türkiye Maarif Model—which prioritises skill-based learning, values education, the integrity of virtue and action, and the cognitive, social, and emotional development of students—demonstrates strong alignment with the core orientations of the Skills Without Borders activities. In this framework, the initiatives carried out have contributed to our teachers' development of new perspectives in life skills, intercultural communication, collaboration, digital literacy, and productivity.

For our students to be well-prepared for the future, it is of great importance that life skills such as problem-solving, communication, collaboration, creativity, digital literacy, and intercultural awareness are placed at the centre of educational processes. With this very understanding, Skills Without Borders has served as an invaluable endeavour that inspires our teachers, introduces them to the culture of international project work, and lays the groundwork for sustainable partnerships.

I would like to extend my sincere gratitude to our General Directorate of Innovation and Educational Technologies, the eTwinning Türkiye National Support Service, our international eTwinning ambassadors, provincial coordinators, mentors, and all our teachers who have contributed to the realisation of this work. I also hope that this e-journal will inspire new collaborations, new projects, and new success stories.

Gürhan ÇOKGEZER
Bursa Provincial Director of National Education



INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE



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Ömer Faruk KAHRAMAN
Bayburt Provincial Director of National Education



As Çanakkale Provincial Directorate of National Education, we take great pride in being part of Skills Without Borders, a project that began in Krakow and came to life through the shared vision of five different provinces of our country.

Throughout its history, Çanakkale has always embodied a spirit of solidarity and fraternity that transcends borders. Today, this spirit is transformed into international cooperation in education, crowned by the projects of our teachers and students.

Within the scope of this project, our teachers from Çanakkale have established international partnerships with original projects such as “The Sun&Me: My Inner Clock” and “Winds of Change: Exploring Renewable Energy Through STEM and Science”, producing high-quality outcomes in the fields of life skills, renewable energy, STEM and inter-cultural communication.

This success is the result of our educators’ dedicated work, their digital competencies and their borderless understanding of collaboration.

I extend my thanks to our YEĞİTEK General Directorate, our colleagues from İstanbul, Bursa, Mersin and Bayburt, and all our international partners for their contributions.

Skills Without Borders has been completed, but Çanakkale’s spirit of cooperation in education will continue with the same determination.

Mine HAYTA
Çanakkale Provincial Director of National Education



INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE



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Doç. Dr. Murat Mücahit YENTÜR
İstanbul Provincial Director of National Education



In today's rapidly changing and transforming world, education entails not only the transmission of knowledge but also the cultivation of productive, responsible individuals who can understand different cultures and come together around shared values. In this regard, international collaboration stands out as one of the most powerful instruments contributing to the development of educational systems.

Coordinated by the Directorate General of Innovation and Educational Technologies and led by the Provincial Directorates of National Education of Mersin, Bursa, Istanbul, Çanakkale, and Bayburt, the Skills Without Borders (SWB) International eTwinning Programme, implemented with the participation of 16 countries, has evolved into a remarkable movement of solidarity and learning that transcends geographical boundaries. Throughout the programme, educators from diverse regions came together around a shared vision, exchanging knowledge and experience while jointly developing innovative and sustainable project approaches that foster intercultural interaction.

Addressing the conceptual and life skills framework introduced by the Türkiye Century Education Model within an international context, this programme has provided an exemplary professional development experience that embraces multiculturalism as a source of enrichment, places interaction-based learning at its core, and promotes a culture of high-quality project development. By strengthening the leadership capacities of educators, supporting dissemination efforts, and expanding international collaboration networks, the programme has made significant contributions to the future of education.

Mersin, an ancient Mediterranean city that has brought civilizations together throughout history, takes great pride in being one of the leading stakeholders of this meaningful initiative. With its rich cultural diversity, innovative educational vision, and openness to international cooperation, Mersin has made substantial contributions to the programme. Beyond being a port city, Mersin serves as a centre of learning and exchange where different cultures meet, embracing an educational approach that brings together universal values and local richness.

This magazine is not merely a publication presenting the outcomes of a programme; it is also a lasting reflection of the collective efforts, shared experiences, and friendships established among educators from different countries. Each contribution featured here demonstrates the unifying power of education, the transformative impact of collaboration, and the determination of dedicated educators who believe in common goals.

I would like to express my sincere gratitude to the Directorate General of Innovation and Educational Technologies, our provincial coordinators, all national and international stakeholders, our devoted educators, and our students whose efforts made this valuable programme possible. I sincerely hope that the spirit of Skills Without Borders will continue to inspire new projects, new partnerships, and a stronger future for education.

Muhammed ÖZDEMİRÇİ
Mersin Provincial Director of National Education



**INNOVATION AND EDUCATIONAL TECHNOLOGIES
GENERAL DIRECTORATE**



As the YEĞİTEK General Directorate together with the provinces of İstanbul, Bursa, Çanakkale, Mersin and Bayburt, we take pride in transforming the inspiring journey that began in Krakow into an international cooperation movement named Skills Without Borders.

We firmly believe in the power of the eTwinning community. We see that this power is not merely about producing projects; it makes teachers leaders, removes borders, and places life skills at the very centre of education.

SWB is the concrete reflection of this belief.

Throughout the six-month process, 31 of our teachers came together with partners from 7 different countries in 20 international projects. Our teachers, who took on the founder role in nineteen projects, became not just participants but owners of this work.

These projects – ranging from life skills to artificial intelligence, from special education to sustainability – have become strong candidates for national and European Quality Labels.

We extend our thanks to all our teachers, international ambassadors and everyone who contributed to carrying the Krakow spirit to our country and across Europe.

Skills Without Borders has been completed, but its impact continues. Because skills know no borders.

Provincial Coordinators of İstanbul, Bursa, Çanakkale, Mersin and Bayburt



INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

SKILLS WITHOUT BORDERS (SWB) International eTwinning Workshop – Achievements of a Successfully Completed Process



POLAND-2025

Quantitative Achievements: Beyond the Targets

Throughout the SWB process, teachers from five different provinces in Türkiye came together with international partners and brought a total of 20 eTwinning projects to life. 31 different Turkish teachers participated, and with some teachers taking part in more than one project, a total of 34 participation records were created.

One of the most remarkable indicators of success is that Turkish teachers acted as founders in 19 projects. This proves that participants were not passive observers but rather the idea holders, leaders, and executors of the projects. Additionally, teachers served as members in 13 projects and as co-founder in 1 project.

SWB: Building Skills for Life



NotebookLM

Thematic Richness: Life Skills at the Centre

The projects developed within SWB cover a wide thematic range responding to current educational needs:

Life skills

Digital competence and artificial intelligence

STEM / STEAM

Wellbeing and empathy

Sustainability and renewable energy

Disaster awareness and safe internet

Special education and inclusion

Intercultural communication

This thematic richness is perfectly aligned with SWB's core vision – Skills for Life – and raises the potential of the projects to receive Quality Labels (EQL/NQL).



Featured Projects: Success

The following projects stand out for their founder roles, international partnership structures, and thematic strength:

No	Proje Adı	Türk Rolü	Yabancı Ortak Ülke(lar)
1	Safe Internet Heroes	Founder + 2 Member	Polonya
2	SUPERHEROES OF THE FUTURE	Founder + 2 Member	Romanya
3	STEM Quest: The Great Crossing	Founder	Romanya
4	F.E.E.L. - Wellbeing Beyond Borders	2 Member	Romanya
5	SOMEONE MATTERS: Discovering the People Who Shape Our World	Founder + 1 Member	Romanya
6	Code to Connect: Developing Skills for Life Across Europe	Founder	Hırvatistan
7	Symbio-Roots: Origin-AI	Founder	Tunus
8	Skills 4 Life in My Hat	Founder	Romanya
9	Life Skills Lab: Co-Creating the Future Together	Founder + 1 Member	İtalya
10	DESIGN (Design Thinking through Empathy, STEAM, Innovation, Global Skills, Networking)	Founder + 3 Member	Romanya
11	From Imagination to Story	Founder	Kuzey Makedonya
12	Beyond Limitation Special Education	Founder	Romanya
13	A.L.I.V.E.	Founder + 1 Member	Romanya
14	B.L.O.O.M.	Founder	İtalya
15	The Sun&Me: My Inner Clock	Founder	Kuzey Makedonya
16	Winds of Change: Exploring Renewable Energy Through STEM and Science	Co-Founder	Belçika
17	From Knowledge to Action; Green Life Skills	Founder + 1 Member	İtalya
18	Invisible Skills for Real Life	Founder + 1 Member	Romanya
19	Disaster Intelligence for Adaptive Action	Founder	Romanya
20	The Message from 2126; rebuilding the world	Founder	Romanya

Overall Assessment: Sustainable Success

The Skills Without Borders international eTwinning workshop has successfully completed all its planned phases and achieved the following outcomes:

High teacher leadership: With 19 founder roles, participants became owners of their projects.

International depth: More than 20 project partnerships were established with 7 different countries.

Thematic diversity: Projects were developed across a wide spectrum, from life skills to artificial intelligence, special education to renewable energy.

Quality-oriented approach: All developed projects are structured in line with eTwinning Quality Label and European Prize criteria.

Skills Without Borders has successfully concluded the journey that began in Krakow, leaving behind a community of sustainable collaborations, strong projects, and leading teachers.



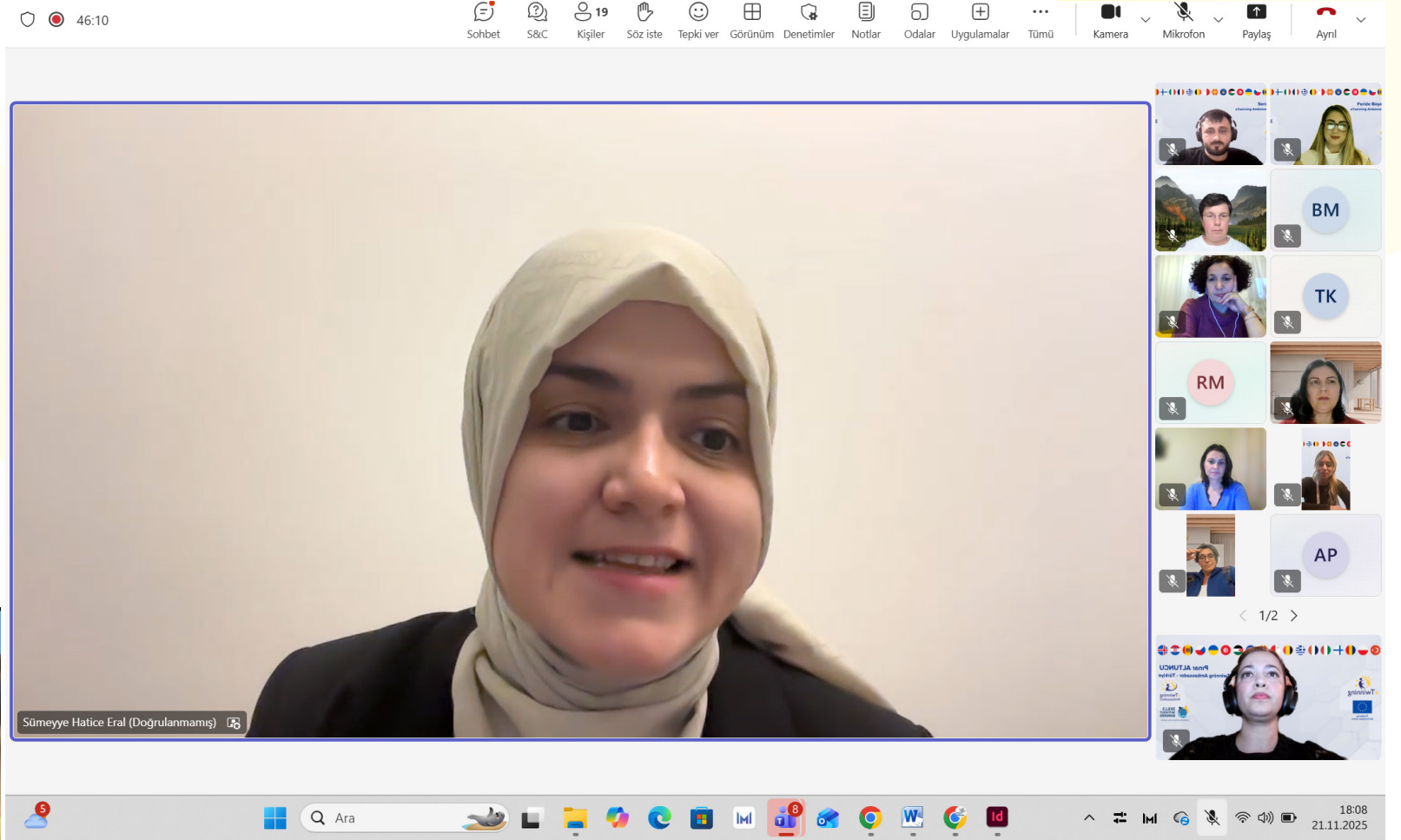
POLAND-2025



INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Skills Without Borders:

18 Countries, 5 Provinces, and Turkey's New Momentum in Education



BORDERLESS SKILLS: 18 COUNTRIES, 5 PROVINCES, AND TURKEY'S NEW EDUCATIONAL MOMENTUM

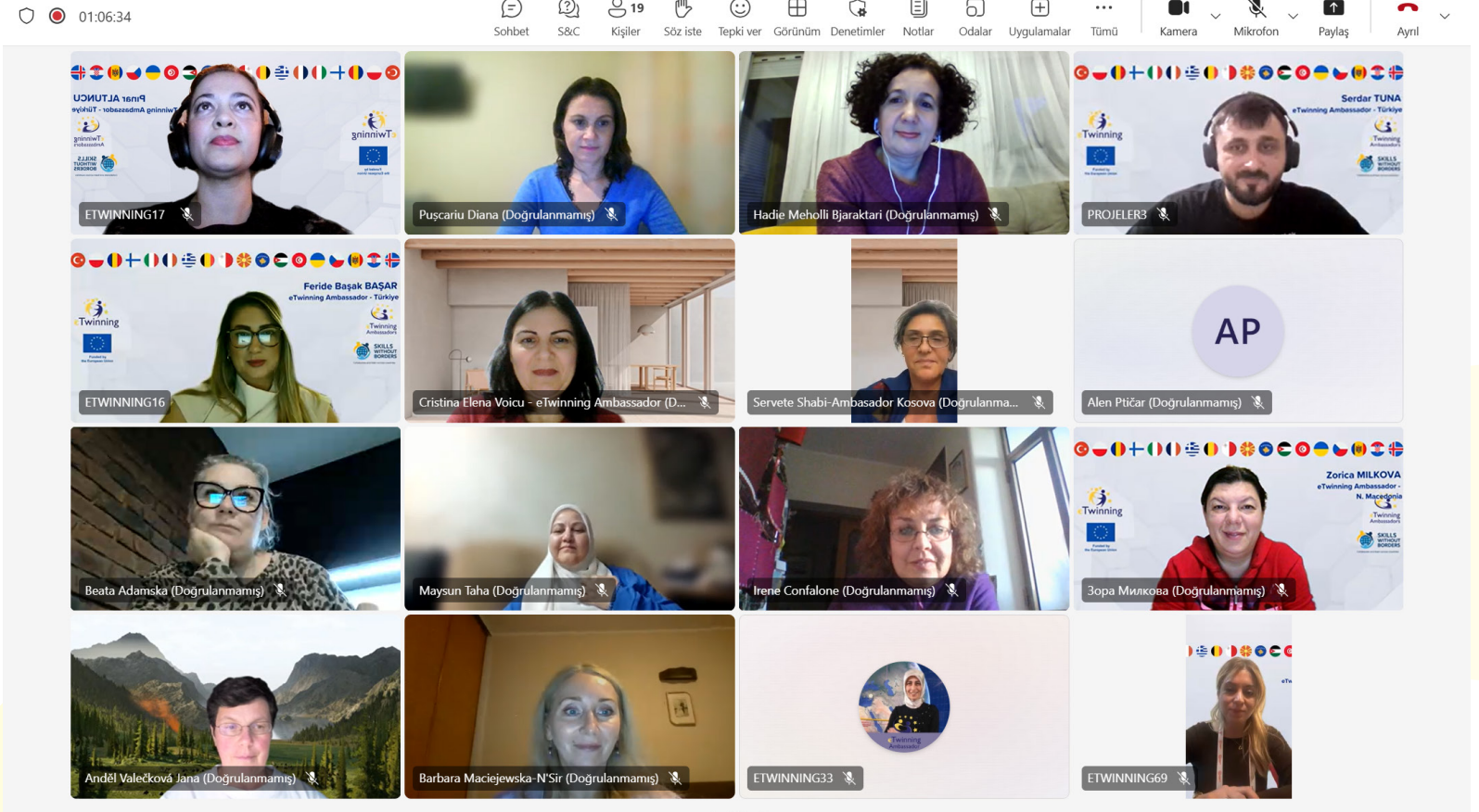
A seed planted in Krakow blossoms into a vast collaboration network spanning Bursa, Bayburt, Çanakkale, Mersin, and İstanbul.

INTRODUCTION, SPOTLIGHT, AND ORIGIN STORY

55 participants in the coordination meeting, 165 in the international workshop, 121 in the TwinSpace training, and 100 educators in the quality webinar... Over 600 participants in total. 18 different countries. 5 Turkish provinces. These figures are merely the statistical evidence of the immense synergy generated by the "Skills Without Borders" project. The real story lies in the pedagogical revolution behind these numbers.

SKILLS WITHOUT BORDERS

Online
International
Workshop



LEAD

Internationalization in education is no longer limited to student exchange programs. A shared pool of collective intelligence is being created across a broad spectrum—from teachers' digital competencies to the integration of artificial intelligence into classrooms, from life skills to action research—transcending all boundaries. With this vision, the General Directorate of Innovation and Educational Technologies (YEĞİTEK) of the Ministry of National Education, in strong collaboration with the Provincial Directorates of National Education of Bursa, İstanbul, Çanakkale, Mersin, and Bayburt, launched the “Skills Without Borders” program, reaching across Europe.

This journey began at the “Ambassadors in Action” workshop held in Krakow, Poland. The eTwinning ambassadors who gathered there rolled up their sleeves to transform their experiences into a sustainable model. The first “Ambassadors Kickoff Meeting,” attended by 20 eTwinning ambassadors and regional coordinators from different parts of Turkey, marked the initial move that drew the program's strategic roadmap. Staying true to the course set at this meeting, a critical online coordination meeting was held without delay on the evening of February 3, 2026, at 21:00. This meeting was honored by the presence of our Head of the Digital Skills Department at YEĞİTEK, Ms. Sümeyye Hatice ERAL, who greeted the ambassadors.

This late-night coordination meeting was led by the YEĞİTEK unit eTwinning coordinators from five provinces. The table was not limited to Turkey; with the participation of coordinators and mentors from a total of 18 different countries—from Germany to Spain, from Italy to Romania—the final preparations for the major international workshop scheduled for February 6-7 were meticulously completed. This highly dedicated team of 55 demonstrated the advanced level of Turkey's international coordination capacity in education.



INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

DEVELOPMENTS, DETAILS, AND EXPERT INSIGHTS

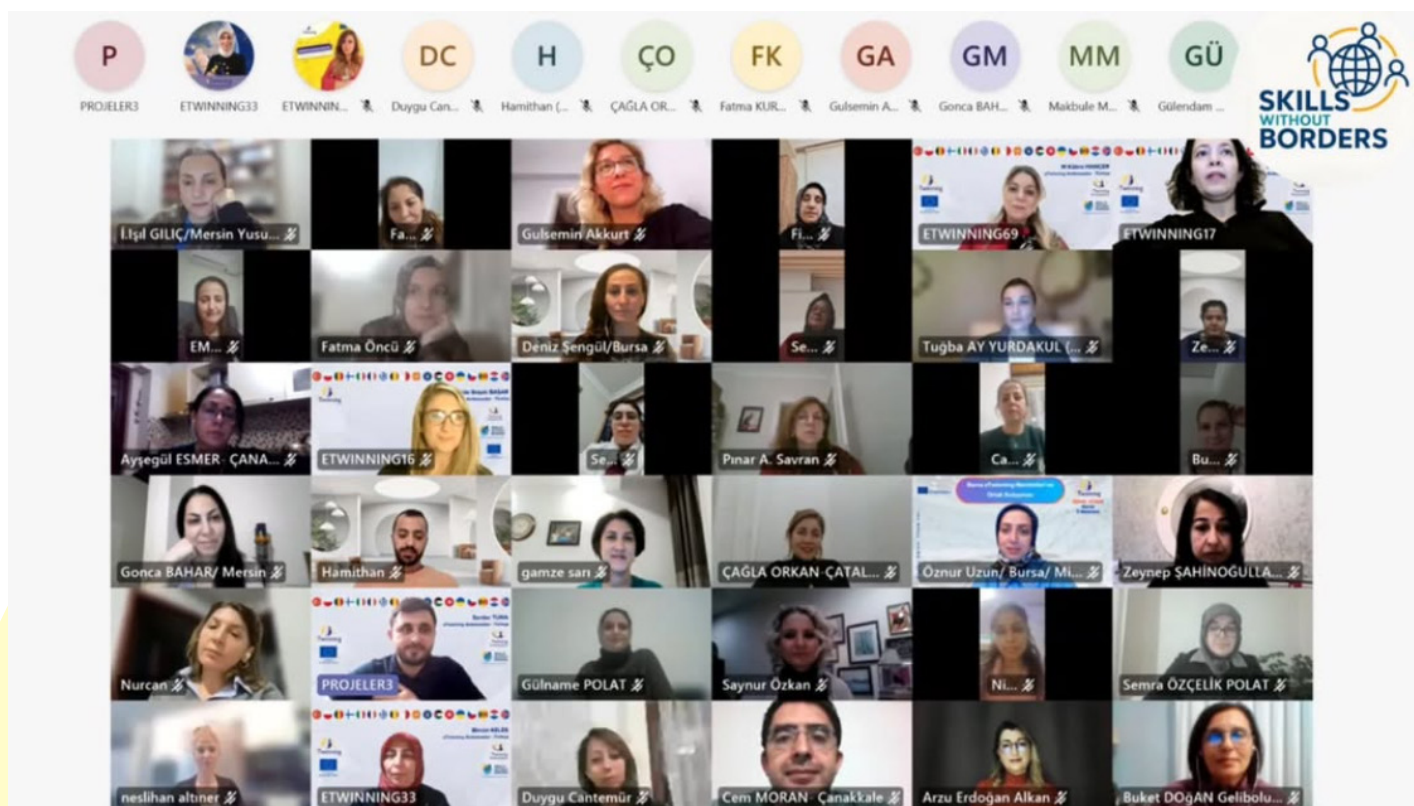
FEBRUARY 6-7: A TWO-DAY MARATHON OF PEDAGOGICAL TRANSFORMATION

Following the coordination phase, the eagerly anticipated international “Skills Without Borders” eTwinning Workshop opened its doors. On the first day of the program (February 6), leading figures of the eTwinning education world took the stage. The trainer lineup was a veritable “parade of eTwinning pedagogy stars.” Renowned experts including Susana Martins, Jelena Rattik, Zehra Kayaaslan, Ümit İzgi Onbaşılı, Fatma Kul, Van Meerhaeghe Joris, Miguel A. Conde Cubillo, and Aynur Korkmaz connected with the participants.

What were the key topics discussed over these two days? The agenda was packed: analysis of European award-winning projects revealed the secrets behind successful initiatives, while the integration of life skills into the curriculum was thoroughly examined. Educators learned action research methods that go beyond theory to find tangible applications in the classroom. Perhaps the most striking sessions focused on Artificial Intelligence and STEM applications. These new tools for the classrooms of the future—ranging from robotics to data analysis—were demonstrated to participating teachers through hands-on applications.

The workshop concluded its first day with the participation of 165 educators. On the second day (February 7), the program evolved into a completely new dimension. The time for listening and learning was over; it was now time to create and design. The main theme of the second day was “International Project Design.” Participating teachers were divided into international working groups based on their subject areas, interests, and professional experience.

The groups, through intensive brainstorming sessions, transformed original project ideas into concrete proposals. These sessions transcended mere idea-generation exercises; they laid the foundations for implementable, measurable, and student-centered high-quality projects. Following this intense two-day marathon, participants left not only with certificates but also with international project partners.



RESULTS, FUTURE PERSPECTIVE, AND THE QUALITY JOURNEY

MARCH: DIGITAL BRIDGES AND THE QUALITY LABEL ROADMAP

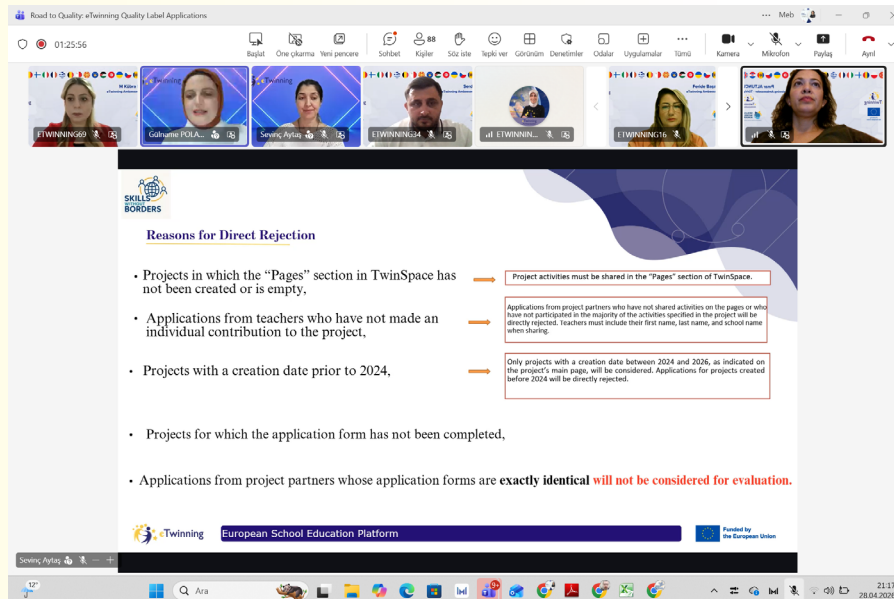
Following the major workshop, the program continued at full speed. On March 25, 2026, the “TwinSpace Project Hub” training took center stage. The effective use of TwinSpace—the backbone of the eTwinning platform—along with strengthening international collaborations and raising quality standards in projects were the main topics of this training. A total of 121 educators learned how to make their projects more visible and efficient in this hands-on session. This event served as a critical milestone in solidifying the digital bridges established between countries.

The final stop in March was the “Road to Quality Webinar.” As is well known, the Quality Label in the eTwinning world serves as a certificate of a project’s international validity and success. To address this critical application process, eTwinning Quality Development Team Members Gülname Polat and Sevinç Aytaş met with educators on the virtual platform. In this webinar attended by 100 participants, a comprehensive roadmap was drawn, covering everything from effective application preparation tactics to evaluation criteria, implementation steps, and analysis of best practice examples.

GENERAL ASSESSMENT AND SUSTAINABILITY

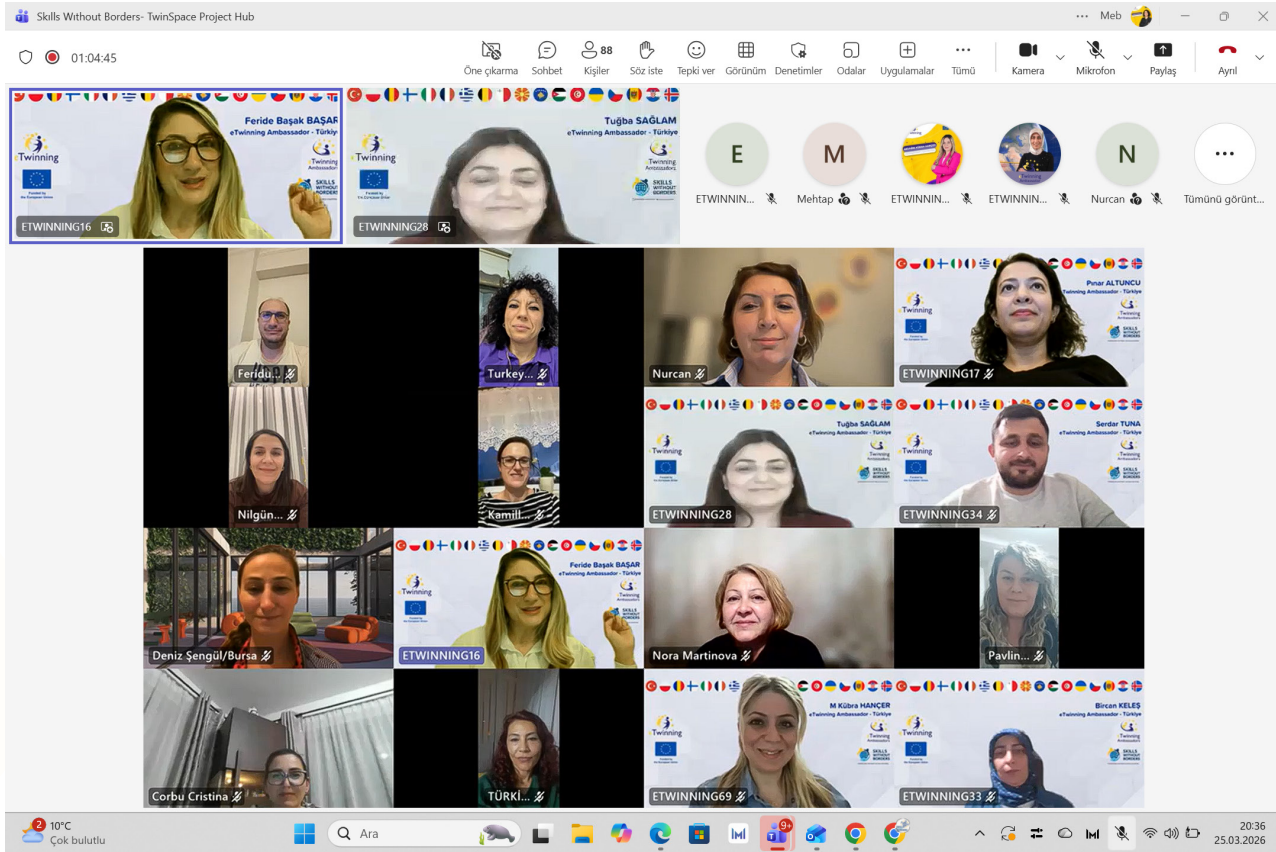
The Skills Without Borders program is far more than a series of online meetings. This movement, born in Krakow, has evolved into a vast learning ecosystem spanning 18 countries under the coordination of five different Turkish provinces. The visionary stance of the YEĞİTEK General Directorate has transformed this program from a one-off event into a long-term, sustainable educational model.

In the coming period, we anticipate the implementation of projects that sprouted during these workshops, the establishment of new partnerships, and the creation of student-centered international outputs. Teachers who have gained competencies in critical areas such as AI, STEM, and life skills will directly transfer this knowledge to their classrooms.





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CONCLUSION

Skills Without Borders is a journey of skills that transcends boundaries. Directly reaching over 600 participants, this program has once again solidified Turkey's leadership position on international education platforms. The solidarity network has been etched into memory as the most concrete example of education's restorative and unifying power. The journey has only just begun; because true learning begins where borders end. We look forward to reuniting with even broader participation in the upcoming academic year.

INFO BOX / PROGRAM PROFILE

Program Profile

Coordinating Provinces	Bayburt, Bursa, Çanakkale, İstanbul, Mersin
International Participation	18 Different Countries
Total Participation	600+ Educators (Coordination: 55 / Workshop: 165 / Hub: 121 / Webinar: 100)
Key Dates	February 3 (Coordination) — February 6-7 (Workshop) — March 25 (TwinSpace)
Featured Trainers	Susana Martins, Jelena Rattik, Zehra Kayaaslan, Ümit İzgi Onbaşılı, Fatma Kul, Joris Van Meerhaeghe, Miguel A. Conde Cubillo, Aynur Korkmaz, Gülname Polat, Sevinç Aytaş
Main Themes	Artificial Intelligence, STEM, Life Skills, Action Research, Quality Label Applications

Project Name: FROM KNOWLEDGE TO ACTION; GREEN LIFE SKILLS

Fact Sheet:

Türkiye, Italy, Lithuania, Greece | February – June (5 months) | Age 10-12
Science, Mathematics, English, Environmental Education, Visual Arts, Technology & Design,

Project Team:

Gülsemin Akkurt (founder, Özdemir Bayraktar Science and Art Center, İstanbul/Türkiye), Marco Orefice (Cofounder SSIG Gaetano Caporale, Naples/Italy), Eglė Čepulienė (Panevėžys Mykolas Karka Basic School, Panevėžys/ Lithuania), Parthena Patsatzi (4th Primary School of Glyfada/Greece), Efi Kyrodinou (3rd Primary School Of Ellinico Athens/Greece), Tuğba Ay Yurdakul (Ferit Aysan Primary School İstanbul/ Türkiye)





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: FROM KNOWLEDGE TO ACTION; GREEN LIFE SKILLS

Summary:

The From Knowledge to Action: Green Life Skills project aimed to improve students' environmental literacy, sustainability awareness and life skills through action-based learning and digital technologies. Students explored their school environments, identified eco-friendly practices, calculated their carbon footprints, participated in environmental challenges and designed sustainable solutions. International collaboration was strengthened through webinars, mixed-country team activities and joint products. The project was disseminated through school websites, a virtual exhibition and school social media channels.

Collaborations:

Families supported project activities and dissemination. Students also visited local environmental facilities, including a compost center and a waste paper recycling factory, to observe sustainable practices in real-life settings.

Digital & Technology Use:

TwinSpace, Zoom, Canva, Genially, Actionbound, Padlet, Kahoot, Google Forms, Spatial.io, Gemini AI and Chatgpt were actively used throughout the project. Students created interactive presentations, collaborative products and digital content while developing digital literacy and online safety skills.

Scan the QR code for more information.



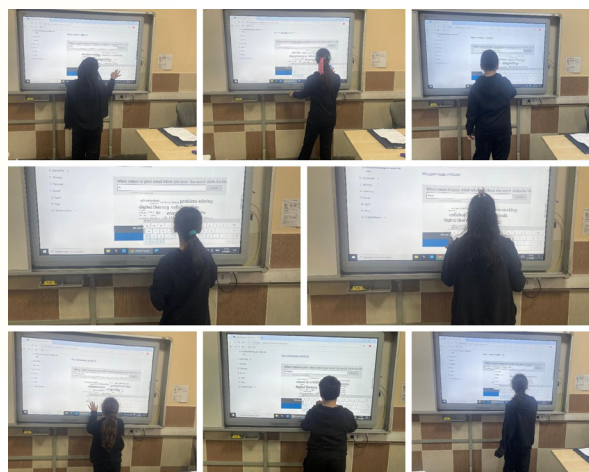
Project Name: Skills 4 Life in My Hat

Fact Sheet:

Türkiye, Croatia, Greece, Romania, Serbia | October – May (9 months) | Age 7–13 | Citizenship, Mathematics, Visual Arts, Information Technologies, Cross Curricular, Design & Technology, Environmental Education, Ethics, Media Education, Social Studies / Sociology, Technology

Project Team:

Bilge Yılmaztekin (founder, Şehit Doğan Sevinç Secondary School, Bursa); Iacob Tatiana (co founder, Scoala Gimnazială Harau, Romania); Dragana Videnov (Saint Sava Primary School, Serbia); Mihaela Deli-Iorga (Şcoala Gimnazială „Lucian Grigorescu”, Romania); Moldovan Adriana (Scoala Gimnazială Nr.3, Romania); Maria Machika (11 Primary School Nea Ionia, Greece); Maja Knez Vranić (OŠ”Vladimir Nazor” Pisarovina, Croatia); Hebel Sorina (Scoala Gimnazială Harau, Romania); Raluca Baltoi (Şcoala Gimnazială ”I.L.Caragiale”, Romania); Berna Efeoglu (Ali Haydar Ersoy Secondary School, İstanbul); Nazlı Çetin (Şemsettin Fatma Çamoğlu Secondary School, Çanakkale)





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: Skills 4 Life in My Hat

Summary:

Skills 4 Life in My Hat aims to help students develop essential life skills through the Six Thinking Hats technique. By exploring real-life challenges from different perspectives, students improve their critical thinking, problem-solving, decision-making, creativity, citizenship awareness, media literacy, and digital communication skills. The project encourages structured thinking and prepares students to become responsible and effective individuals in everyday life.

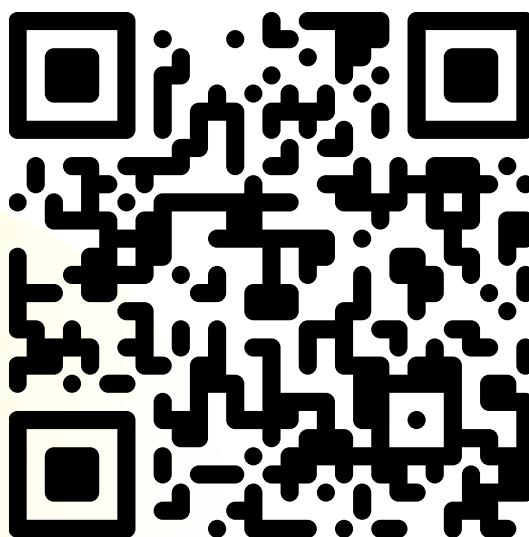
Collaborations:

The project was carried out through strong cooperation among international partners from Greece, Serbia, Türkiye, Romania, and Croatia. Parents actively supported the preparation and implementation of the activities, while school administrations provided organizational and dissemination assistance throughout the project. For informing, the municipality organized seminars and information sessions to raise students' awareness.

Digital & Technology Use:

Throughout the project, students and teachers improved their ICT and digital skills by using a variety of Web 2.0 tools. Communication and collaboration were carried out through TwinSpace, TwinMail, forums, Padlet, Zoom, and Google Docs. Digital tools such as Canva, AI, Genially, ChatterPix, Storyjumper, Book Creator, Learningapps, jigsawplanet, Kahoot, Mentimeter, Answergarden, SurveyMonkey and Google Forms were used for presentations, videos, surveys, brainstorming, collaborative activities, games and creative products. Special attention was given to e-safety and copyright issues.

Scan the QR code for more information.



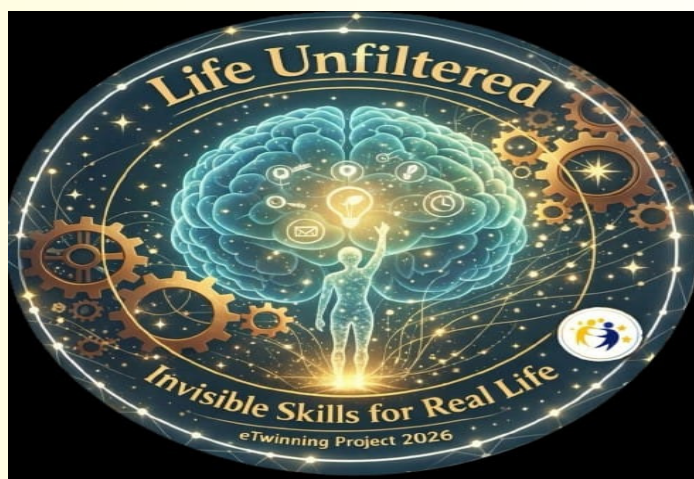
Project Name: Invisible Skills for Real Life

Fact Sheet:

Türkiye, Romania, Italy | February – June (5 months) | Age 14–19 | Values Education, Ethics, Character Development, Mathematics, Information Technologies, Psychology, Philosophy

Project Team:

Neslihan Altınar (founder, Kadri Şaman Vocational and Technical Anatolian High School, Mersin, Türkiye); Alina Bulgariu (founder, Liceul Tehnologic Lazar Edeleanu, Navodari, Romania); S. Esendeniz Kalkan, Ahmet Özkan, Özlem Çağan (Mersin, Türkiye); Alina Fevga, Roxana Filip (Romania); Rosanna Viglietta, Nadia Simeone (Istituto Omnicomprensivo di Alvito, Alvito, Italy)





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: Invisible Skills for Real Life

Summary:

The project is built on the premise that uncovering students invisible life skills is essential for navigating real world challenges, such as exhibiting patience while solving mathematical problems. Grounded in the Türkiye Century Education Model's Virtue-Value-Action framework, 3 international teams collaboratively constructed a shared Human Algorithm to internalize core ethics. Based on student survey data, they defined their ultimate vision as "We Are Human". These collaborative insights were made visible through tangible outcomes, including interactive escape rooms, Padlet crisis blueprints, a shared manifesto book, and an immersive 3D virtual exhibition that safely bridged digital citizenship with real life action.

Collaborations:

Mersin Metropolitan Municipality supported the project by allocating an official bus for an international educational field trip. Collaborating with Romanian partners, students visited the Mercan Environment and Climate Center to reinforce eco ethics and environmental responsibility.

Digital & Technology Use:

Students utilized Canva for advanced visual design, Google Forms for scientific data literacy, and Genially to build gamified escape room challenges. Suno AI was innovatively integrated to transform the student generated Digital Ethics Charter into an original project song, ensuring deep digital safety awareness.

Scan the QR code for more information.



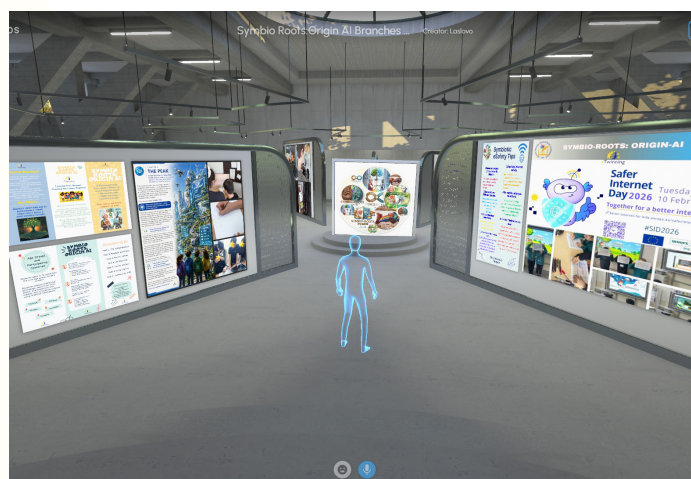
Project Name: Symbio-Roots: Origin-AI

Fact Sheet:

Türkiye (2), Tunisia, Jordan (2), Croatia, Poland | February – June (6 months) | Age 7–12 | Art, Citizenship, Cross Curricular, Design & Technology, Environmental Education, Ethics, History

Project Team:

Arzu Erdoğan Alkan (Işıktepe Rüveyde Dörtçelik Secondary, Türkiye); Malak Safra (Ecole primaire avenue Tazarka, Tunisia); Aishah Alshwayat (Alamiriya Secondary, Jordan); Şükran Çapkin (Nuri Erbak Ortaokulu, Türkiye); Barbara Dadić Eded (Osnovna škola Laslovo, Croatia); Kamilla Ciesielska-Kukufka (Szkola Podstawowa nr 7, Poland); Mais Sami Obaidat (Ktm Comprehensive Secondary, Jordan)





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: Symbio-Roots: Origin-AI

Summary:

The project bridges ancient cultural wisdom with modern artificial intelligence to guide students in preserving historical heritage while developing digital literacy harmonizes ancient cultural wisdom with modern artificial intelligence to preserve historical heritage while building digital literacy. Operating under a structured, color-coded “Rainbow Workflow,” each partner school assumes specialized roles to co-design collaborative future visions. Guided by the slogan “7 Partners = 1 Legacy,” the rainbow theme embodies diversity, unity, and core ethical values like safety, honesty, and responsibility to foster multicultural empathy and digital resilience.

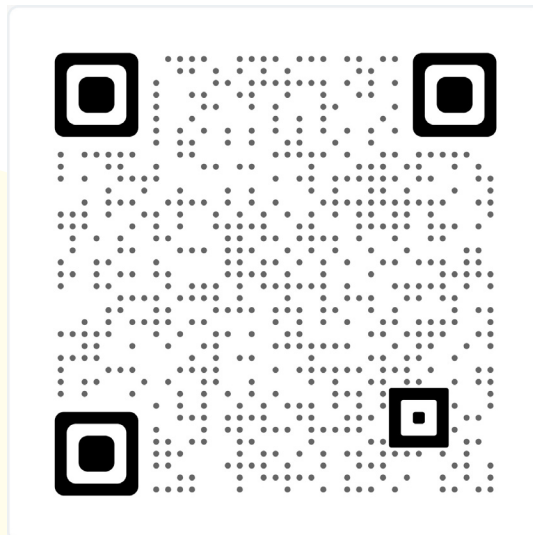
Collaborations:

Community: Local elders contribute forgotten traditions and stories to enrich the digital archives. Families: Parents provide essential participation consent, ensuring strict data privacy and safe community integration. Institutional Support: Wide-scale dissemination and regional visibility have been significantly accelerated under the leadership and guidance of the Bursa Provincial Directorate of National Education and the Bursa YEĞİTEK Provincial Coordination.

Digital & Technology Use:

Students utilize generative AI tools responsibly for image, voice, and text creation, strictly governed by a student-signed “Rainbow Manifesto” for e-safety and AI ethics. Web 2.0 applications such as Canva, Genially, Padlet, and Metasteps are seamlessly integrated to construct interactive 3D galleries and multi-chapter digital stories.

Scan the QR code for more information.



Project Name: Winds of Change: Exploring Renewable Energy Through STEM and Science

Fact Sheet:

Belgium, Turkey, Spain, Romania, Ukraine

Implementation period / Duration: February – June (5 months)

Age range: 11 – 14 Relevant subjects: Science, STEM, Environment and Climate

Project Team:

Joris Van Meerhaeghe (Founder) – Don Boscolo college Kortrijk, Belgium

Feridun Yüksel (Co-founder) – Plevne Ortaokulu, Çanakkale, Turkey

Miguel Ángel Conde Cubillo – IES Conde Diego Porcelos, Burgos, Spain

Oksana Turchyn – Ternopil Gymnasium 'Harmony', Ternopil, Ukraine

Elena-Amalia Comanescu – Școala Gimnazială „Mircea cel Bătrân”, Pitești, Romania

Tom Ronsse – Howest University of Applied Sciences (ITE Student Teacher Supervisor)





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: Winds of Change: Exploring Renewable Energy Through STEM and Science

Summary:

This is an eTwinning project in which five countries from across Europe came together to explore wind energy through an inquiry-based STEM and Science approach. The core activity of the project was the design and construction of small-scale wind turbine models, which students created using Tinkercad by applying engineering principles; virtual labs, data analysis, and 3D modelling tools were also integrated throughout the process. The project was disseminated through wind farm visits in partner countries and joint school exhibition events, sharing outcomes with the wider school community.

Collaborations:

Wind energy companies operating in partner countries were engaged through on-site visits and online meetings; some companies provided materials and guidance for model turbine construction. Additionally, a student teacher from Howest University of Applied Sciences contributed to the project as part of the ITE programme.

Digital & Technology Use:

Sway and Digipad were used as digital boards and collaborative workspaces. 3D wind turbine models were designed and printed using Tinkercad. Google's Interland tool was used to reinforce safe internet awareness. A GeoGuessr activity was organised to enhance cross-cultural interaction among partners. Online meetings were held via Google Meet. AI tools were used for avatar and logo design.

Scan the QR code for more information.



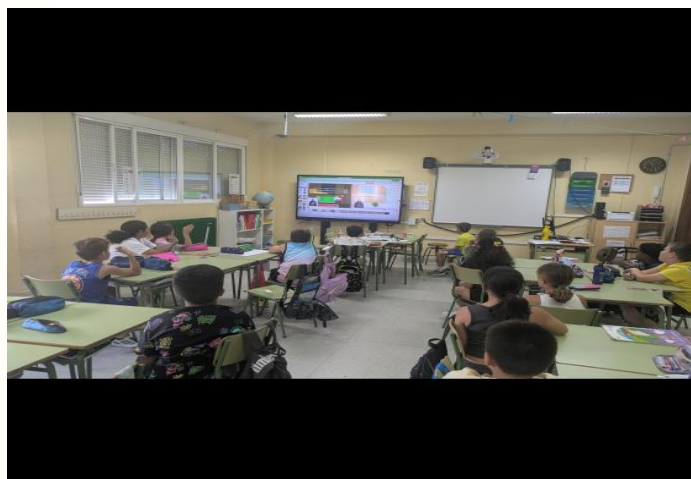
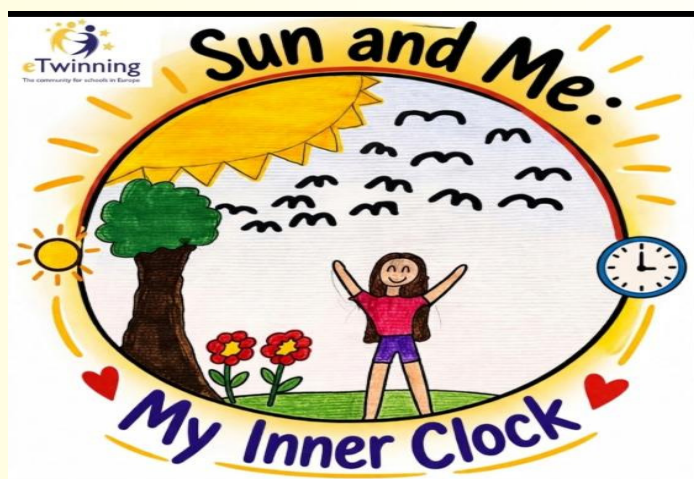
Project Name: The Sun & Me: My Inner Clock

Fact Sheet:

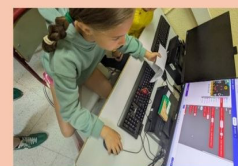
Türkiye, Spain, North Macedonia February-June (5 months) Age 7-11 Citizenship, Health Studies, Informatics / ICT, Primary School Subjects

Project Team:

Buket Doğan (Founder 26 Kasım Primary School, Gelibolu/Çanakkale), Majlinda Ismaili Mahmudi (Co-Founder, Rexhë Rushit Zajazi, Kicevo, North Macedonia), Vanessa Silva (Member, Ceip Francisco Fatou, Madrid, Spain)



MICROBIT: GUARDIANES DE LA MELATONINA
Hemos programado un asistente del sueño





Project Name: The Sun & Me: My Inner Clock

Summary:

The World Health Organization (WHO) and sleep scientists have demonstrated that blue light emitted by digital screens inhibits melatonin production and disrupts children's cognitive performance, emotional regulation, and physical growth (growth hormone). Our project focuses on the disrupted biological clock underlying academic failure, aggression, and attention issues in children aged 7–11. This project is based on the research titled “Molecular Mechanisms Controlling Circadian Rhythms,” which won the 2017 Nobel Prize in Medicine. Circadian rhythms were explored through fun and scientific activities. The project also contributed to the foundation of a scientific paper.

Collaborations:

Parents actively contributed to our project by optimizing home sleep environments to support circadian rhythms, establishing screen-free digital detox zones at night, and tracking sleep-wake data alongside their children.

Digital & Technology Use:

The students used Micro:bits and lux meters to measure light levels in the environment and analyze sleep hygiene; they collaboratively shared their data on digital boards such as Padlet and Digipad. They also actively used Canva to design visual materials and digital content. We are creating our final product using Storyjumper.

Scan the QR code for more information.



**Project Name: Life Skills Lab: Co-Creating the
Future Together**

Fact Sheet: RESİMLER EKSİK!!!

Participating Countries: Türkiye, Italy

Implementation Period / Duration: February – May 2026 (4 months)

Age Range: 12–18

Relevant Subjects: Citizenship, Ethics, Foreign Languages, ICT, Language & Literature, Media Education, Psychology, Technology and Cross-Curricular Studies

Project Team:

Burcu Muş Satış (Founder, Turhan Tayan Anadolu Lisesi, Türkiye)

Irene Confalone (Co-founder, Liceo Statale “G. Lombardo Radice” di Catania, Italy)

Deniz Şengül (Ahmet Rüştü Anadolu Lisesi, Türkiye)

Hayriye Acar Demir (Ahmet Rüştü Anadolu Lisesi, Türkiye)





Project Name: Life Skills Lab: Co-Creating the Future Together

Summary:

Life Skills Lab: Co-Creating the Future Together is an international eTwinning project focused on developing essential life skills through collaborative and project-based learning. Students worked in multicultural teams to strengthen communication, critical thinking, creativity, empathy, resilience and digital literacy while exploring citizenship and social responsibility. Through activities such as debates, digital storytelling, media literacy challenges and youth action proposals, participants addressed real-life issues and designed creative solutions. The project fostered intercultural understanding, active participation and meaningful collaboration among young people from different countries.

Collaborations:

Partner schools collaborated through regular online meetings, joint decision-making processes and international team activities. Students, teachers and families supported the project by contributing to discussions, creative tasks and dissemination activities that promoted shared learning experiences.

Digital & Technology Use:

Students used TwinSpace, AI-supported digital storytelling tools, online collaboration platforms and various Web 2.0 applications. The project promoted digital citizenship, media literacy, online safety, responsible technology use and effective communication in digital environments.

Scan the QR code for more information.



Project Name: D.I.A.N.A. Disaster Intelligence for Adaptive Nurturing Action

Fact Sheet:

Türkiye, Romania, Spain, North Macedonia/ February-June(5Months) 10-13 years

Project Team:

Nilay DOKUR, founder- Türkiye, Claudia Mada -Romania, Carolina
Sebastia Marin-Spain, Nikolina Trposka, Jovanka Petreska Dimoska-North Macedonia





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: D.I.A.N.A. Disaster Intelligence for Adaptive Nurturing Action

Summary:

D.I.A.N.A. is an international eTwinning project that aims to raise students' awareness about natural disasters while developing their 21st-century skills. Through collaborative and interactive activities, students explore disasters such as earthquakes, floods, fires, volcanic eruptions and learn how to respond safely. The project promotes state of well being and being aware during dissicult situations. Using the steps of Problem Based Learning students enhance their critical thinking, creativity, communication, and collaboration in a meaningful and real-life context.

Collaborations:

Students and teachers from different countries work together in mixed teams. They share ideas, create joint products (posters, videos, presentations), and participate in collaborative activities. Through this process, students improve their teamwork, cultural awareness, and communication skills while learning from each other. The project was presented in Mersin University eTwinning Workshop and for the digital studies Mersin Teacher Learning Labratory was used with the attendance of students and school vice principal.

Digital & Technology Use:

The project integrates various Web tools such as Canva, Padlet, Mentimeter, and Genially. Students create digital content, join online discussions, and present their work using these tools. Technology is used not only to support learning but also to enhance creativity, engagement, and digital competence.

Scan the QR code for more information.



Project Name: From Imagination to Story

Fact Sheet:

Türkiye, North Macedonia, Lithuania -February-June (4 months)

Cultural awareness and expression

Digital

Literacy

Maths and science

Project Team:

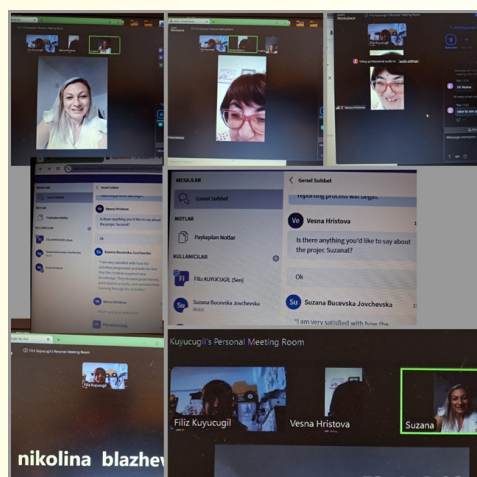
Filiz Kuyucugil (founder, İznik Kılıçaslan İlkokulu Bursa/Türkiye)

Vesna Hristova (Co-founder JUDG "Buba mara" Skopje North Macedonia

Nikolina Blazhevska JDG"Veseli Cvetovi" Skopje Skopje, North Macedonia

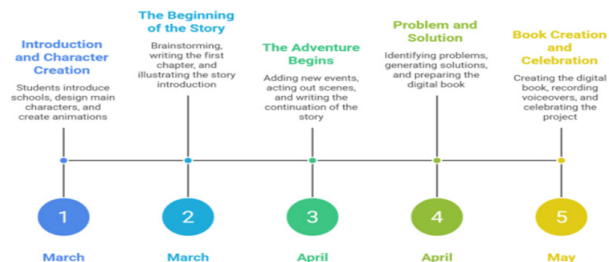
Suzana Bucevska Jovchevska JDG"Veseli Cvetovi" Skopje Skopje, North Macedonia

Gina Jurevičienė Kauno Šančių lopšelis-darželis Kaunas Lithuania



PROJECT PLAN

From Imagination to Story Project Timeline (March–May)



Made with [Timeline](#)

Project Goals



Suzana Bucevska Jovchevska - The Sunset And The Little Marmoid.



Author: Suzana
Bucevska
Jovchevska

[View original](#) [Report](#)



Project Name: From Imagination to Story

Summary:

From Imagination to Story is an international project for children aged 4–6, developing early literacy and storytelling skills. Children co-create a shared story through collaborative activities, nurturing creativity, language development and cross-cultural connections.

Collaborations:

Students and teachers from different countries work in mixed teams, contributing ideas and illustrations to build a collective story. The process develops communication, cultural awareness and teamwork, while teachers exchange best practices and families are encouraged to support at home.

Digital & Technology Use:

The project uses age-appropriate digital tools such as drawing, animation and collaborative story-building platforms. Children illustrate scenes, record narrations and share their work internationally, enhancing creativity, engagement and digital literacy in a safe, supervised environment.

Scan the QR code for more information.



Project Name: F.E.E.L – Feel, Engage, Empower and Listen

Fact Sheet:

Participating Countries: Türkiye, Romania

Implementation Period / Duration: February – May 2026 (4 months)

Age Range: 12-15

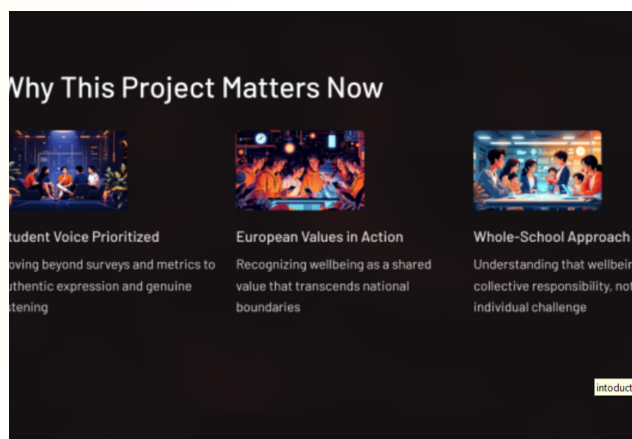
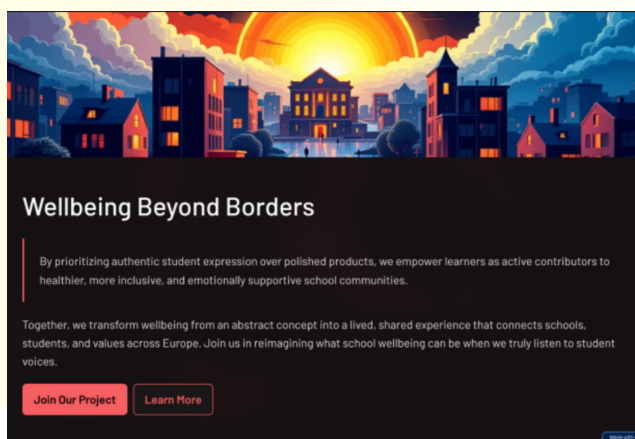
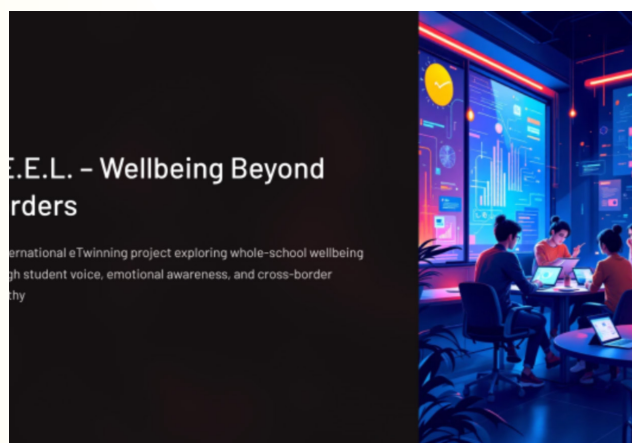
Relevant Subjects: Art -Biology -Citizenship- Cross Curricular Design & Technology- Environmental Education -Ethics -European Studies Foreign Languages --Informatics / ICT Language & Literature Media Education Technology --Citizenship Cultural awareness and expression --Digital Entrepreneurship -Literacy Multilingual Personal, social and learning to learn

Project Team:

Founder: Gamze Sarı (Sultan Abdülhamit Han Ortaokulu – Türkiye)

Co-founder: Cristina Elena Voicu (Scoala Gimnaziala Nr. 1 Hulubesti – Romania)

Members: Rabia Tuylu Alptekin (Bayburt Akşar Genç Osman İmam Hatip Ortaokulu), Hatice Cansel Yılmaz Öktem (Bayburt Ortaokulu)





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: F.E.E.L – Feel, Engage, Empower and Listen

Summary:

F.E.E.L. is an eTwinning project developed within the Skills Without Borders Workshop. It explores school wellbeing through student voice, emotional awareness and creative expression. Students imagine their schools as living communities and share their feelings through collaborative digital activities. The project includes emotional awareness exercises, a Digital Wellbeing Charter, Stories of Resilient Schools, and a final Wellbeing Survival Kit with practical tips. These activities strengthen communication, empathy, creativity and collaboration, fostering a positive and inclusive school culture.

Collaborations:

Turkish and Romanian students and teachers work in mixed teams, producing joint videos, posters, stories and presentations. With 4 teachers and 34 pupils, the project improves teamwork, cultural awareness and communication skills. It was also presented at local and international eTwinning events to share its outcomes.

Digital & Technology Use:

The project uses tools like Padlet, Canva and collaborative editors to create digital content and enhance creativity, engagement and digital competence. All activities promote digital wellbeing and e-safety through the shared Digital Wellbeing Charter.

Scan the QR code for more information.



Project Name: SUPERHEROES OF THE FUTURE

Fact Sheet: (FORMATA UYGUN GÖNDERMEMİŞ!!İsimler karmakarışık!!!

Romania(5), Türkiye(3), Jordan(2), North Macedonia(1), February-May, 3 Months, 5-11, Art,Citizenship Design and Technology,Drama,Environmental Education Ethics,Foreign Languages,Information Technology / ICT,Mathematics / Geometry,Music,Physical Education,Preschool Lessons,Primary School Lessons,Technolog

Project Team:

Semra ÖZÇELİK(
Süleyman Ersoy Primery School Bayburt
)Ioana FEDELEŞ(
Mihail Sadoveanu” High School, Borca, Neamț County, Romania), Selin Ayyıldız,
Adabaşı Immam Hatip Secondary School Bayburt,
Bilgen Duran Erel,
Şehit Nevzat Kaya Primary School Bayburt/Türkiye,
Aurica Codrea
Kindergarten with Extended Program no.8 Sighetu Marmatiei, Romania
,Elisabeta Nastoska,
OOU Vancho Nikoleski Leskoec, Ohrid





Project Name: SUPERHEROES OF THE FUTURE

Summary:

This eTwinning project aims to develop 21st-century life skills of primary school students. Throughout the project, students connect literacy, mathematics, science and digital skills with real-life situations. They read, question, measure, experiment, create and share their learning using digital tools. In this way, problem-solving, responsibility, collaboration, critical thinking and digital citizenship skills are fostered.

Collaborations:

Parents took an active role in the preparation and implementation of the activities. School Principal İlhan Özen, Muhammed Kahraman, and Provincial Coordinator Mevhibe Kübra Hançer provided support. DENEYAP workshop and teachers contributed to healthy living skills. Community Health Dr. Esad Burak Polat and Bayburt University Nursing Department students contributed to school health and practices.

Digital & Technology Use:

Padlet, Canva, and WhatsApp groups were used for communication and product sharing among teachers. In addition, Chaterpix, Google Forms/Documents, Kahoot quizzes, Mentimeter, WordArt, WordWall, Grok (for cartoon character speech and animation), ChatCpt, Gemini, Eleven Labs (student and teacher English dubbing), Linoit board, RenderForest, JigsawPlanet games, CamScanner, Zoom, WhatsApp, Cap-cut, AnswerGarden, StoryJumper (for story writing), Greeting Island (for letter writing), CamScanner, and Quiver (for story 3D animation) were used in student conversations.

Scan the QR code for more information.



**Project Name: B.L.O.O.M. (Bewitched Life-Skills
Originating Out Of Magic Forest)**

Fact Sheet:

Türkiye, Italy-November 2025 – June 2026-6-11-Special Education, Mathematics, Science, ICT, English, Life Skills, Arts, Financial Literacy, Citizenship, Time Management, Problem Solving and Digital Literacy

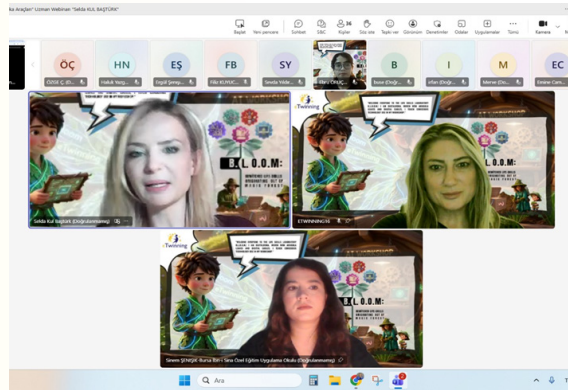
Project Team:

Founding Members:

Sinem Şenışık (İbn-i Sina Special Education Practice School 1st Level),
Cecilia Mancini (DDS 2 “G. Di Vittorio” di Umbertide).

Partners:

Giulia Raffagnato (ICS di Monselice “G. Zanellato”),
Marta Guglielmo (ICS di Monselice “G. Zanellato”),
Ganime Özkaya (İbn-i Sina Special Education Practice School 1st Level),
Ebru Oruçbay (İbn-i Sina Special Education Practice School 1st Level),
Gizem Hava (Tuna Primary School),
Çiğdem Uçak Ancak (Cargill Primary School),
Sevda Yıldırım (Çaybaşı Primary School),
Meftun Maldar (Yüksel Bodur Kindergarten),
Gözde Karahacıoğlu (Gözde Çocuklar Kindergarten).
Güldane ALTINIŞIK (Selcen Hatun Kindergarten)





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: B.L.O.O.M. (Bewitched Life-Skills Originating Out Of Magic Forest)

Summary:

B.L.O.O.M. is a fairy-tale-inspired eTwinning project that combines life skills education, digital literacy and sustainability within an inclusive learning environment. Guided by the call of the Wise Tree, students became citizens of a fictional Hobbit Village where they developed literacy, mathematics, science, digital and citizenship competences through meaningful real-life experiences. Participants created a Hobbit Constitution, organized democratic elections, designed an official village currency and strengthened financial literacy through banking and shopping simulations. Through interdisciplinary STEM activities, students explored environmental challenges such as river pollution and collaboratively developed innovative solutions while building a sustainable village together with international partners.

Collaborations:

The project hosted expert sessions with Tuğçe Tombul, founder of Forest Schools Türkiye, and Selda Kul Baştürk, Global Teacher Award recipient and eTwinning Social Media Team member. Strong institutional cooperation was established through presentations to school leaders, local educational authorities and the General Directorate of Special Education and Guidance Services.

Digital & Technology Use:

Students and teachers actively used Genially, Canva, Padlet, NotebookLM, Gemini, Gemini Storybook, Flow and Grok. AI-supported storytelling, animation design, digital citizenship activities and 3D printing applications were integrated into the learning process.

Scan the QR code for more information.



**Project Name: DESIGN: Design Thinking
through Empathy, STEAM, Innovation, Global Skills, Networking**

Fact Sheet:

Participating Countries: Türkiye, Romania, Poland

Implementation Period / Duration: February – May 2026 (3 months)

Age Range: 14–18

Relevant Subjects: Art, Citizenship, Environmental Education, Ethics, European Studies, Foreign Languages, Geography, Language & Literature, Social Studies, Sociology, Technology and ICT

Project Team:

İmsal Işıl Gılıç (Founder, Yusuf Kalkavan Anadolu Lisesi, Türkiye)

Rebeca Cosorianu (Co-founder, Liceul Demostene Botez, Romania)

Aneta Maciejewicz (Modern Academy Prywatna Szkoła Podstawowa Nowoczesnych Technologii i Języków Obcych w Toruniu, Poland)

Gonca Bahar (Yusuf Kalkavan Anadolu Lisesi, Türkiye)

Irina Mihaela Culidiuc (Liceul Demostene Botez, Romania)

Zeliha Hartoğlu Kayhan (Aydıncık Anadolu Lisesi, Türkiye)

Çiğdem Bozkurt (Ahmet Erdem Anadolu Lisesi, Türkiye)



Design Thinking through Empathy, STEAM, Innovation, Global Skills, Networking



INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: DESIGN: Design Thinking through Empathy, STEAM, Innovation, Global Skills, Networking

Summary:

The DESIGN project aimed to develop students' literacy, digital, scientific, mathematical and citizenship competences through an interdisciplinary Design Thinking approach. Students collaborated internationally to identify real-life challenges, generate creative ideas and develop innovative STEAM-based solutions. Working in mixed international teams, they progressed through the stages of Empathise, Define, Ideate, Prototype and Test. The project promoted intercultural understanding, creativity, critical thinking and active participation while disseminating outcomes through online events and collaborative digital platforms.

Collaborations:

Partner schools worked closely through international online meetings, collaborative learning activities and shared project products. Teachers and students cooperated across countries, strengthening intercultural dialogue and building sustainable educational partnerships.

Digital & Technology Use:

Students used TwinSpace, Canva, Padlet, online meeting platforms, collaborative Web 2.0 tools and AI-supported digital resources. Digital citizenship, media literacy, responsible technology use and online collaboration were integrated throughout all project activities.

Scan the QR code for more information.



**Project Name: A.L.I.V.E. (AI, Life Skills,
Innovation, Vision, Empowerment)**

Fact Sheet:

Türkiye, Romania

Implementation Period / Duration: February – June 2026 (4 months)

Age Range: 15–18

Relevant Subjects: Art, Design & Technology, Ethics, Foreign Languages, ICT, Language & Literature, Mathematics, Media Education, Natural Sciences and Technology

Project Team:

Arzu Ayşe Çalık Seydim (Founder, Etiler Anadolu Lisesi, Türkiye)

Lacramioara Fira (Co-founder, Seminarul Teologic Liceal Ortodox „Sf. Ioan Gura de Aur”, Huși, Romania)

Öznur Uzun (Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi, Türkiye)



Empowering Students Worldwide

A.L.I.V.E.

Join us in exploring life skills, AI, and
innovative STEM!



INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: A.L.I.V.E. (AI, Life Skills, Innovation, Vision, Empowerment)

Summary:

A.L.I.V.E. is an international eTwinning project that combines artificial intelligence, life skills, STEM education and innovation to prepare students for the future. Through mixed international teams, students explored how AI can support creativity, adaptability, collaboration and problem-solving in everyday life. Participants experimented with AI tools to create art, music and written content, while comparing human and AI-generated products. The project also included STEM-based activities, innovation challenges, digital exhibitions and collaborative showcases that encouraged creativity, critical thinking and intercultural communication.

Collaborations:

Students worked in international teams and participated in collaborative online activities, presentations and creative challenges. Teachers from partner schools jointly planned activities, monitored progress and promoted intercultural learning through continuous cooperation.

Digital & Technology Use:

The project integrated AI tools for content creation, digital storytelling, visual design and creative experimentation. Students used TwinSpace, online collaboration platforms, Web 2.0 tools and digital communication environments while developing responsible AI use, media literacy and digital citizenship skills.

Scan the QR code for more information.



Project Name: **SOMEONE MATTERS - Discovering the People Who Shape Our World**

Fact Sheet:

Türkiye, Romania, Greece, Ukraine | February – June (5 months) | Age 14–18 | Digital Citizenship, Cyber Safety, Personal Data Protection (GDPR/KVKK), Media Literacy, Information Technologies, English, Social Sciences, Values Education, Ethics and Character Development

Project Team:

Emel Gündoğan (Mersin Tevfik Sırrı Gür Anatolian High School/Türkiye), Evanthia Papadimitriou(1st Secondary School of Molai/MOAAOI/Greece), Adina Băcescu(Liceul Teoretic “Nicolae Iorga” Nehoiu/Romania), Corcodel Cristina(Liceul Teoretic “Nicolae Iorga” Nehoiu/Romania), Olha Kurochka(Kharkiv Scientific Lyceum ‘Obdarovaniist’ of the Kharkiv Regional Council Kharkiv/Ukraine), Makbule Metin(Bayburt milli irade anadolu lisesi Merkez/Türkiye)





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: SOMEONE MATTERS - Discovering the People Who Shape Our World

Summary:

The project “Someone Matters” connects historical awareness with digital citizenship by encouraging students to discover the lives and legacies of remarkable people while learning how to protect their privacy and rights in the digital age. Through collaborative international activities, students explore GDPR/KVKK principles, develop critical digital literacy skills, and create meaningful products that promote respect, safety, and responsible online behavior. Guided by the motto “Discover the Legacies, Protect Your Privacy, Make a Difference”, the project fosters empathy, intercultural understanding, and active digital citizenship while empowering young people to become architects of their own digital safety.

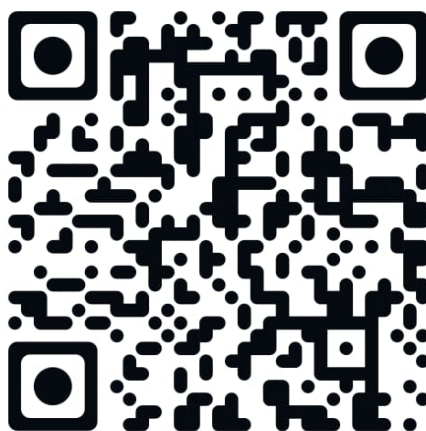
Collaborations:

Students, teachers, parents, and mentors actively collaborate throughout the project. Parents support privacy education and participate in awareness activities, strengthening school-family cooperation. International student teams work together to research inspiring figures, exchange cultural perspectives, and co-create digital products such as manifestos, virtual exhibitions, podcasts, and educational materials. The project also promotes institutional cooperation by disseminating good practices and encouraging schools to build safer and more respectful digital environments.

Digital & Technology Use:

The project integrates a variety of digital technologies and Web 2.0 tools to enhance learning and collaboration. Students create digital profiles, participate in online surveys and webinars, design collaborative products through Padlet and other interactive platforms, and develop podcasts, videos, and virtual exhibitions. Digital tools are used responsibly to promote privacy awareness, cyber safety, copyright respect, and digital well-being. By producing student-centered digital content, participants improve their media literacy, communication skills, and competencies in safe and ethical technology use.

Scan the QR code for more information.



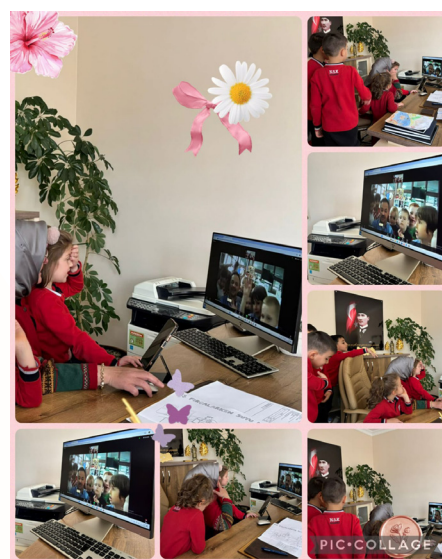
Project Name: Connecting Through Code: Developing Life Skills Across Europe

Fact Sheet:

Turkey, Croatia | April 2026 – June 2026 (3 months) | Ages 5-6 | Preschool Education, Coding, Digital Literacy, Basic Life Skills, Communication Skills, Social Skills

Project Team:

Serap Şeker (Founding Partner, Turkey)
Alen Ptičar (Partner, Croatia)





INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Project Name: Connecting Through Code: Developing Life Skills Across Europe

Summary:

The project, a Turkey-Croatia partnership, aims to develop communication, creativity, problem-solving, teamwork, and digital literacy skills in preschool children (ages 5-6) through coding-based and collaborative learning experiences. In addition to age-appropriate coding activities, children participated in story creation and creative design workshops. All joint activities were conducted entirely online, providing children with the opportunity to interact with their Croatian peers and engage in meaningful cultural exchange. The project logo was democratically determined through an active participation process and online voting, which effectively strengthened the children's decision-making and responsibility-taking skills.

Collaborations:

The project was carried out through the joint efforts of teachers, children, and families from both Turkey and Croatia. Thanks to this international cooperation, children's cultural awareness, friendships, and communication skills have significantly improved. A culture of shared decision-making and collective participation was prioritized throughout the entire process.

Digital & Technology Use:

Throughout the project, the following tools were actively used to support interactive activities, digital presentations, and co-creation processes: Canva, Padlet, StoryJumper, Wordwall, Logo.com, YouCut, InShot, Google Forms, Jigsaw Planet, and Wheel of Names.

Scan the QR code for more information.



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BİRCAN KELEŞ

OUR TRAINERS

BORDERS END, LEARNING CONTINUES

Our trainers who took part in the Skills Without Borders workshop shared their knowledge and experiences in the fields of artificial intelligence, STEM, life skills, project-based learning, and international cooperation with the participants, making significant contributions to the success of the program.



SUSANA MARTINS
PORTUGAL

Session:
eTwinning
in Action:
Building Global
Connections



JELENA RATTIK
ESTONIA

Session:
Designing
Impactful Projects
with Quality in
Mind



ÜMİT İZGİ ONBAŞILI
TÜRKİYE

Session:
Action Research:
From Need to
Vision Spark Ideas



ZEHRA KAYAASLAN
TÜRKİYE

Session:
Life Skills in the
Classroom



JORIS VAN MEERHAEGHE
BELGIUM

Session:
STEM and
Robotics for Future
Classrooms



INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE



FATMA KUL

TÜRKİYE

Session:

Presentation of The
use of Artificial
Intelligence in
eTwinning Projects



GÜLNAME POLAT

TÜRKİYE

Session:

Road to Quality:
eTwinning Quality
Label Applications



AYNUR KORKMAZ

TÜRKİYE

Session:

Annual Theme: Life
Skills Presentation
Competency Life
Skills to Classes



SEVİNÇ AYTAŞ

TÜRKİYE

Session:

Road to Quality:
eTwinning Quality
Label Applications



MIGUEL A. CONDE CUBILLO

SPAIN

Session:

STEM: Designing
Projects That Make
a Difference



TUĞBA SAĞLAM

TÜRKİYE

Session:

TwinSpace Project
HUB



**GLOBAL
COLLABORATION**
Building bridges between
teachers and students
across the world

INNOVATION

**INNOVATIVE
APPROACH**
Encouraging innovation
and active thinking in
education.



**QUALITY
LEARNING**
Raising the quality of
projects and learning
processes.



**EMPOWERING
TEACHERS**
Supporting teachers
to grow, lead and
inspire.



**BEYOND
BORDERS**
Learning together for a
better and sustainable
future.

A Case from Belgium: STEM and eTwinning for Skills Without Borders

In today's educational landscape, few combinations are as powerful as the integration of STEM (Science, Technology, Engineering, and Mathematics) with eTwinning's international collaborative framework. The eTwinning project "Winds of Change: Exploring Renewable Energy Through STEM and Science," led by Joris Van Meerhaeghe—an experienced teacher and eTwinning Ambassador from Kortrijk, Belgium—offers an inspiring example of how this synergy can bring the core values of Skills Without Borders to life.

GLOBAL COLLABORATION: BUILDING BRIDGES ACROSS EUROPE

This project demonstrates what it truly means to build meaningful connections beyond national borders. Students from Belgium and Spain—and potentially other European partners—work together in international teams, sharing data, co-creating solutions, and testing each other's knowledge through joint activities such as collaborative Kahoot quizzes. This is not superficial exchange; it is deep, task-oriented collaboration where students develop shared vocabulary, compare regional data, and collectively design wind turbine prototypes. The project illustrates that global collaboration is not an abstract ideal but a daily classroom reality, where students learn to communicate across languages, respect diverse perspectives, and take collective responsibility for shared outcomes.



INNOVATIVE APPROACH: ENCOURAGING CREATIVITY AND ACTIVE THINKING

What sets this project apart is its commitment to innovation at every level. The learning process is structured in carefully designed phases—from introduction and awareness to research, design, and creation—each fostering different skills and mindsets. Students are not passive recipients of information; they are active investigators, designers, and problem-solvers. They experiment with turbine designs, analyse real-world data, and use digital tools such as virtual labs and 3D modelling. Most notably, they employ artificial intelligence as a creative partner, using AI to place their mini-turbines into imagined wind farms. This approach encourages active, critical thinking and empowers students to see themselves as innovators capable of addressing complex, real-world challenges.

QUALITY LEARNING: RAISING STANDARDS THROUGH STRUCTURED PROCESSES

Quality does not happen by chance; it is the result of deliberate planning and rigorous implementation. Joris and his Spanish colleague have designed their project with careful attention to progression, coherence, and assessment. The project unfolds in logical stages: initial introductions, cultural and energy awareness, theoretical research, practical experimentation, and final creation. Each stage builds on the previous one, ensuring that students develop both depth of understanding and practical competence. Moreover, the integration of evaluation tools—such as pre- and post-tests, quizzes, and peer feedback—ensures that learning is measurable and that students receive timely, constructive feedback. This structured, evidence-based approach is precisely what distinguishes high-quality educational projects from superficial activities.



INNOVATION AND EDUCATIONAL TECHNOLOGIES GENERAL DIRECTORATE

Empowering Teachers: Growing, Leading, and Inspiring Behind every successful innovative classroom is a dedicated, empowered teacher. The work of Belgian educator Joris Van Meerhaeghe is a testament to what can be achieved when teachers are given autonomy, resources, and opportunities to experiment and lead. His long-standing engagement with eTwinning—and his role as an Ambassador—has enabled him to build a rich network of European contacts, access international expertise, and bring external partners (such as Jan De Nul, a global engineering firm) into his project. By collaborating with a Spanish colleague, he demonstrates the power of teacher-to-teacher professional learning, where ideas, methods, and resources are shared across borders. Empowered teachers are the true engines of educational transformation, inspiring their students and colleagues alike to aim higher and think bigger.

BEYOND BORDERS: LEARNING TOGETHER FOR A BETTER AND SUSTAINABLE FUTURE

Finally, the project embodies the spirit of learning beyond borders in both literal and metaphorical terms. It addresses one of the most pressing global challenges—climate change and the transition to renewable energy—and frames it as a shared European responsibility. Students not only learn about wind energy; they understand why sustainable choices matter, how energy transitions vary across regions, and why international cooperation is essential for tackling global issues. By working with peers from other countries, they develop a sense of European citizenship and a commitment to collective action. This is education that prepares young people not just for exams, but for life as engaged, responsible, and globally aware citizens.

A MODEL FOR THE FUTURE

This Belgian example is more than a success story; it is a model for what education can and should be. It shows that when STEM education is combined with international collaboration, when theory is linked to practice, and when teachers are empowered to innovate, the results are transformative. For Skills Without Borders, this is the embodiment of our mission: to support educators and

learners in developing the competences needed to thrive in an interconnected, rapidly changing world.

We celebrate Joris Van Meerhaeghe, his students, and all the educators who are making this vision a reality. Their work reminds us that the skills we build today will shape the world of tomorrow—and that those skills have no borders.

Joris Van Meerhaeghe

STEM Teacher and eTwinning Ambassador, Kortrijk, Belgium

Project Coordinator, “Winds of Change: Exploring Renewable Energy Through STEM and Science”



eTwinning in Action: Building Global Connections

In this issue of Skills Without Borders, we are delighted to introduce two inspiring educators who speak the universal language of education, open their classrooms across Europe, and have turned collaboration into a way of life.

Susana Martins has been an English teacher at EBI Francisco Ferreira Drummond in Terceira, Portugal, since 2012. Over the years, she has taught 1st and 2nd cycle students and, more remarkably, launched an early English teaching project in preschool, extending her impact to the youngest learners. Within her school, she has worn many hats—from Advisory and Vice-Presidency roles on the Executive Board to coordinating the School Library and managing projects such as Curricular Autonomy and Flexibility, Erasmus, and school evaluation. An active eTwinner since 2008, Susana also serves as an eTwinning mentor at her school, encouraging and guiding colleagues to embrace new educational challenges. Her greatest passion lies in developing European partnerships at the preschool and primary levels—stages of basic education where international cooperation is often most difficult—and inspiring fellow teachers to join her in these rewarding journeys.

Jelena Rattik is an early childhood education professional and Project Manager at Sõbrakese Kindergarten in Estonia, where she leads strategic development initiatives at both local and international levels. Her expertise lies in educational innovation, international cooperation, and creating meaningful learning opportunities for children and educators. Since 2018, Jelena has been actively involved in the eTwin



ning community; in 2021, she became an eTwinning Ambassador, supporting teachers in developing digital, collaborative, and innovative educational practices while fostering international partnerships and professional learning. She is currently pursuing a Master's degree in Inclusive Education (Kaasav Haridus), and her professional interests include project management, international educational cooperation, teacher professional development, digital pedagogy, inclusive education, and building sustainable partnerships across Europe. What truly defines her is a deep passion for connecting people, sharing best practices, and inspiring educational communities to learn beyond borders.

These two individuals are living embodiments of the Skills Without Borders spirit. One from the middle of the Atlantic, the other from the shores of the Baltic—one teaching English, the other innovating in early childhood education—both firmly believe in the power of education to transcend boundaries. Their stories remind us that collaboration, courage, and lifelong learning are, in fact, a single universal language.



SUSANA MARTINS & JELENA RATTIK



TWinspace PROJECT HUB

ABOUT ME: I'm Tuğba Sağlam, a ten-year Turkish eTwinning ambassador, a 22-year English teacher and a 12-year eTwinner. I have received 17 National Quality Labels, 12 European Quality Labels up to now and also my partners and I won a European eTwinning Prize (Mediterranean Category) in 2019. I moderate "Upper Secondary Schools Partner Finding Room" in ESEP and serve as a member of Project Evaluation and Social Media Teams coordinated by the Turkish NSO. Also I'm a member of eTwinning ambassadors committee coordinated by eTwinning Central Support Center.

Twinspace Management for Enhancing Quality in eTwinning Projects

In eTwinning projects twinspace is much more than a digital workspace; it is the heart of collaboration, communication, interaction and project documentation. It's the showcase of eTwinning projects. A well-organized twinspace not only helps project partners work efficiently together, but also reflects the overall quality of the project. Effective twinspace management can transform project activities into meaningful learning experiences and create a lasting impact on both teachers and students.

One of the key principles of quality twinspace management is organization. Pages should be structured according to project activities rather than partner names. This approach allows project partners, visitors and evaluators to easily follow the project journey from the initial stages to the final outcomes. Essential sections such as online meetings, mixed-team collaborations, common products, dissemination activities and evaluation results help create a coherent and transparent project story.

Communication is another crucial element. Twinspace provides various tools that enable both teachers and students to interact actively. Teacher posts can be used for announcements, reminders, and coordination, while



student posts encourage ownership and participation. When students are given opportunities to share updates, reflections and achievements, they become more engaged in the project process. This active participation strengthens their sense of belonging to an international learning community.

Forum section also plays a particularly important role in promoting collaboration which is one of the most important key points in eTwinning projects. It serves as a space where students and teachers can exchange ideas, discuss project tasks, provide feedback and celebrate achievements. Forum discussions create a dynamic learning environment where collaboration becomes visible and meaningful. Thus project teams can document the entire learning process by making the project more authentic and interactive.

To sum up, a high-quality twinspace is not measured by the number of uploaded files or pages but by the level of collaboration, interaction and student engagement. When used strategically, twinspace becomes a living project hub where communication, creativity, collaboration and learning come together. By managing twinspace effectively, teachers can enhance the quality, visibility and sustainability of their eTwinning projects while creating

TUĞBA SAĞLAM

ACTION RESEARCH: FROM NEED TO VISION SPARK IDEAS

Short Biography

Assoc. Prof. Dr. Ümit İzgi Onbaşılı is an Associate Professor at Mersin University, Faculty of Education, Department of Primary Education, Türkiye. She currently serves as the International Relations and Projects Coordinator at Mersin University and as the Türkiye eTwinning Initial Teacher Education (ITE) Ambassador. Her academic and professional work focuses on teacher education, primary education, eTwinning, international collaboration, digital pedagogy, project-based learning, and professional development. She has led and supported eTwinning projects and training activities with pre-service teachers, teachers, and teacher educators, and has contributed to international academic collaborations, eTwinning-focused publications, and professional learning activities. Her work particularly emphasizes connecting classroom practice with research, strengthening reflective teacher education, and supporting meaningful international collaboration through eTwinning and related educational projects.

Presentation Title and Summary

Presentation Title: Action Research: From Need to Vision Spark Ideas

This presentation introduced action research as a practical, systematic, reflective, and ethical approach that naturally fits eTwinning projects. Action research was defined as a context-based inquiry process in which teachers or practitioners systematically identify a real problem in their own educational setting, plan and implement an action, collect and analyze evidence, reflect on the results, and revise their practice for improvement. It began by inviting teachers to reflect on their own eTwinning experience and to ask whether their project outcomes are supported by evidence, data, and reflection rather than only by feelings or impressions. The session emphasized



that many teachers already act like researchers when they notice classroom problems, ask questions, plan activities, observe student responses, and revise their teaching. Action research was explained as a spiral process of identifying a real problem, planning an action, implementing it, observing the results, evaluating the process, and revising the plan when needed. The presentation also clarified that action research differs from other qualitative approaches because it is not only about understanding a situation; it aims to improve practice. It highlighted the importance of systematic data collection, triangulation, reflective journals, observations, student products, interviews, lesson plans, and field notes. Validity and reliability were discussed through credibility, transparency, peer feedback, clear contextual description, and openness about assumptions and limitations. Ethical issues such as honest reporting, permissions, respect for participants, and avoiding fabricated or manipulated data were also emphasized. Overall, the session presented action research as a realistic way for eTwinning teachers to rethink what they already do, connect theory and practice, strengthen professional development, and turn classroom-based experience into evidence-informed improvement.

Assoc. Prof. Dr. Ümit İzgi Onbaşılı

Associate Professor, Mersin University, Faculty of Education, Department of Primary Education, Türkiye
International Relations and Projects Coordinator,
Mersin University



Skills for Life: Integrating the eTwinning Annual Theme into International Projects

Aynur Korkmaz is an English teacher from İzmir, Türkiye, with over ten years of experience. She serves as a Quality Development Team Member and Social Media Team Member within the eTwinning Türkiye National Support Organisation. An active eTwinner for more than a decade, she has participated in numerous international projects as both founder and partner. Her work has been recognised with two eTwinning Türkiye Special Awards: Better Together received First Prize in the FATİH-E-BA Category (2017), and TwinEdu Company won First Prize in the Innovation and Entrepreneurship Category (2022). She is currently a content developer for DİLİM, the Ministry of National Education's free digital language learning platform. Her professional interests include project-based learning, digital education, AI-supported language learning, and international collaboration.

Workshop Summary: Skills Without Borders

This interactive workshop introduced participants to the eTwinning 2025–2026 Annual Theme, Skills for Life, and its alignment with the European Commission's Basic Skills Action Plan. The session explored five essential competences—literacy, numeracy, digital literacy, scientific literacy, and citizenship—as the foundation for life-long learning and active citizenship.

The workshop combined theory with practical applications, demonstrating how these skills can be integrated into eTwinning projects through collaborative and inquiry-based learning. Participants explored innovative project ideas, including digital storytelling, STEM activities, mathematics escape rooms, virtual science investigations, media literacy tasks, intercultural collaborations, and citizenship-based initiatives.

Emphasis was placed on designing meaningful learning experiences that connect classroom activities with real-life situations while promoting creativity, critical thinking, collaboration, and the responsible use of digital technologies, including artificial intelligence.

Wishing you success in your educational journey,

AYNUR KORKMAZ

English Teacher, eTwinning Türkiye NSO Quality Development & Social Media Team Member, DİLİM Content Developer, Two-time eTwinning Türkiye Special Award Winner Assoc. Prof. Dr. Ümit İzgi Onbaşlı
Associate Professor, Mersin University, Faculty of Education, Department of Primary Education, Türkiye International Relations and Projects Coordinator,
Mersin University
Türkiye eTwinning Initial Teacher Education (ITE) Ambassador



Road to Quality: A Guide to eTwinning Quality Label Applications

As educators who have walked the path of international collaboration and quality development within the eTwinning community, we have witnessed firsthand how a well-prepared Quality Label application can transform a good project into a recognised, impactful initiative. With over 35 years of combined teaching experience and our shared commitment to the Turkish National Support Organisation's Quality Development Team, we have guided countless colleagues through this process. In this article, we aim to share the essential insights from our webinar, "Road to Quality: eTwinning Quality Label Applications," to help you navigate the journey with confidence and clarity.

UNDERSTANDING THE EVALUATION CRITERIA

The quality label process is built upon five main evaluation criteria, which are used at both national and European levels:

- Collaboration between partner schools
- Use of technology
- Pedagogical approaches
- Curricular integration
- Results and documentation

During our session, we emphasised that while all criteria are important, certain sub-criteria act as gatekeepers. Specifically, strategies for online collaboration among pupils, effective ICT use, and compliance with GDPR, copyright, and e-safety regulations require a minimum score. If these areas fall short, the application will be rejected—regardless of how well other sections are completed. This is a critical point that many applicants overlook.



UNAVIGATING THE APPLICATION FORM

We guided participants through the four main sections of the application form:

1. Start – Basic project information and access details.
2. Project Details – Summary, objectives, and partner information.
3. Project Description – The core section where you describe activities, collaboration, and outcomes.
- 4.
5. Preview – A final review before submission.

One of our key messages was that the form must reflect your individual experience. Even if you share a project with partners, your application should be uniquely yours—detailing your personal contributions, your students' involvement, and the specific impact you have made. Generic, copy-pasted answers will not succeed.

COLLABORATION: THE HEART OF QUALITY

True international collaboration goes beyond exchanging emails or sharing files. In our webinar, we explained different models of collaborative work, placing special emphasis on:



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- Mixed-country student teams working together on joint tasks.
- Genuine joint products that require shared decision-making and integrated contributions.
- Regular synchronous interactions that build trust and mutual understanding.

We reminded participants that simply compiling individual products from each partner does not demonstrate high-quality collaboration. Evaluators look for evidence of shared responsibility, co-creation, and collective reflection.

TECHNOLOGY WITH PURPOSE

When it comes to technology, we encouraged teachers to think beyond the list of tools. The evaluation process values pedagogical reasoning: why a particular tool was chosen, how it was used to enhance learning, and what role students played in its use. Equally important is the ethical dimension—ensuring data protection, respecting copyright, and maintaining e-safety throughout the project. These are not just bureaucratic requirements; they are fundamental to responsible digital citizenship.

PEDAGOGY AND CURRICULUM INTEGRATION

Active student participation is at the core of effective pedagogy. We highlighted the importance of providing opportunities for discussion, creativity, and student voice in decision-making. In the curriculum section, our advice was to focus on key competencies (such as critical thinking, collaboration, and digital literacy) and transversal skills, rather than listing curriculum codes. Show how your project connects to real-life learning and prepares students for the future.

EVALUATION, DISSEMINATION, AND DOCUMENTATION

Finally, we addressed the often-underestimated area of evaluation and dissemination. Quality applications include concrete evidence of impact—surveys, rubrics, student reflections, and pre/post assessments. But data alone is not enough; applicants must analyse and interpret the results to show meaningful outcomes. Similarly, dissemination activities should be well-documented and demonstrate how the project's results were shared with wider audiences, including other schools, parents, and local communities.

A FINAL WORD

The same application form is used for both National and European Quality Labels, which means the standards are consistently high. A well-structured, evidence-based, and thoughtfully written application not only increases your chances of success but also validates the hard work and dedication you have invested in your project.

We hope that our experiences and insights will serve as a useful roadmap for your own journey. Remember: quality is not a destination—it is a continuous process of reflection, improvement, and shared growth.

Wishing you success in your quality label applications,

SEVİNÇ AYTAŞ

English Teacher, 18 years of experience
Member of the eTwinning Quality Development Team,
Turkish NSO (since 2019)
PhD Candidate in Curriculum and Instruction

GÜLNAME POLAT

English Teacher, 17 years of experience
Member of the eTwinning Quality Development Team,
Turkish NSO (since 2025)
Content Development Team, DİLİM Project, Yeğitek
General Directorate



Digital Transformation in Education: The New Age of Learning with Artificial Intelligence

The landscape of education is currently undergoing a rapid and profound transformation, driven largely by the relentless pace of technological innovation. At the very core of this paradigm shift lies artificial intelligence (AI). AI tools are not merely facilitating routine tasks for educators—such as lesson planning, content creation, assessment design, and the development of personalized learning trajectories—but are also significantly enhancing students' capacity for active, creative, and durable learning. With AI assistance, teachers can dramatically reduce the time invested in preparing instructional materials, allowing them to develop content that is finely attuned to the individual interests and needs of their students. Consequently, educators are able to redirect their time away from administrative burdens and toward high-impact pedagogical activities, including mentorship, substantive feedback, and direct one-to-one interaction with learners. In this context, AI transcends its identity as a mere technological artifact; it emerges as a powerful educational partner that makes learning more effective, accessible, and deeply individualized.

CREATIVE WRITING AND DIGITAL STORYTELLING WITH ARTIFICIAL INTELLIGENCE

As part of my ongoing digital transformation initiatives, I conduct AI-assisted creative writing workshops with students. The primary tool employed in this phase is ChatGPT, a robust large language model-based platform. ChatGPT demonstrates exceptional proficiency in text generation, narrative construction, character development, dialogue creation, and the generation of novel, creative ideas. Through this tool, students are empowered to expand their nascent



ideas into elaborate, detailed stories, to explore alternative perspectives, and to refine their writing competencies within a highly engaging and motivating context.

VISUALIZING STORIES WITH GEMINI AND NANO BANANA

In the subsequent phase, we employ visual generation tools to enable students to experience their written narratives in a more concrete, tangible, and impactful manner. Specifically, we utilize AI-driven platforms such as Gemini and NanoBanana. These advanced tools analyze the students' written texts to synthesize original, contextually appropriate visual representations, effectively rendering the characters, settings, and key events of the story into vivid imagery. Thus, students are not merely authors of a text; they become active designers of the worlds they imagine. This visually supported approach to learning not only heightens student attention and engagement but also facilitates the long-term retention of abstract concepts by anchoring them to concrete visual stimuli.



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BRINGING VISUALS TO LIFE: ANIMATION PRODUCTION WITH FLOW AI

Building upon the generated visuals, we advance to the next stage of the process by transforming static images into dynamic animations using Flow AI. Flow AI is an innovative, AI-powered tool capable of animating still images and incorporating cinematic transitions between scenes. This enables students to produce short, animated adaptations of their own stories. By seamlessly integrating motion, audio, and visual elements, these animations render the learning process significantly more effective, particularly in concretizing abstract ideas and sustaining student focus. Furthermore, this active, hands-on participation in the production cycle nurtures essential higher-order skills, including creativity, problem-solving, and digital literacy.

TRANSFORMING STORIES INTO SONGS WITH SUNO AI

In the culminating stage of our digital storytelling framework, we converge narrative with music. At this point, we utilize Suno AI, a state-of-the-art, AI-assisted music generation tool. Suno AI synthesizes original lyrics and melodies from text-based inputs, enabling students to rapidly convert their written stories into fully realized songs. Music is a profoundly powerful pedagogical instrument; rhythm and melody not only facilitate the memorization and recall of information but also significantly amplify student interest and motivation. Through this integrated, multimodal process that synthesizes text, visuals, animation, and music, students undergo a meaningful transformation—evolving from passive consumers of information into active producers, designers, and creative agents who confidently express their own ideas.

MEASUREMENT, EVALUATION, AND FEED- BACK

To conclude the comprehensive learning cycle, we utilize Gemini Canvas and Canva AI to develop a suite of interactive assessment tools, including customized quizzes, worksheets, and gamified activities that are directly aligned with the narrative content. Artificial intelligence streamlines this evaluative phase by automatically generating contextually appropriate questions based on the story, thereby expediting and simplifying the assessment process. These interactive activities provide students with valuable opportunities to consolidate their knowledge, while simultaneously offering educators immediate, actionable feedback on student performance and progress. In this manner, the initial journey of creative writing evolves into a fully holistic and integrated learning experience—encompassing visualization, animation, musical integration, and rigorous evaluation—to create a truly comprehensive educational endeavor.

FATMA KUL

BUILDING A B.R.I.G.H.T. FUTURE

“A European Special Prize-winning eTwinning Project”

My name is Zehra Kayaaslan, and I am a middle school English teacher from Türkiye. Throughout my career, I have believed that schools should prepare students not only for examinations but also for life. Science education, digital literacy, sustainability and European cooperation have always been the cornerstones of my teaching philosophy. For this reason, I have actively participated in international eTwinning projects where students become researchers, innovators and responsible citizens rather than passive learners.

This educational vision inspired Building a B.R.I.G.H.T. Future, an international eTwinning project that brought together teachers and students from different European countries to imagine and collaboratively design the cities of tomorrow. Our project was honoured with the European Special Prize, recognising its innovative methodology, strong student participation and meaningful educational impact.

What made our project different was that students did not simply complete classroom activities—they experienced democracy, collaboration and responsible digital citizenship throughout the learning process.

From the very beginning, students worked in six international thematic teams, each responsible for one essential element of a future green city:

- Biodiversity
- Inclusive facilities for children, elderly people and individuals with special needs
- Recreation and wellbeing
- Sustainability
- Cultural heritage
- Exciting social activities



Each team investigated real problems in their own communities before sharing ideas with international partners. Through discussions, surveys and collaborative planning, students discovered that although they came from different cultures, they shared many common concerns and aspirations.

Teachers collaborated using Google Docs, Google Meet, Messenger and TwinSpace, while students worked with Canva, CoSpaces Edu, Padlet, Miro, Digipad and AI-supported applications to transform their ideas into authentic digital products.

One of our most successful collaborative outputs was the creation of a digital map of an ideal green city using Canva. Students then transformed these ideas into an interactive 3D virtual city with CoSpaces Edu, where visitors could explore environmentally friendly transportation systems, accessible public spaces, renewable energy solutions and culturally rich environments.

Another powerful dimension of our project was eSafety education.

others.



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Rather than delivering traditional lessons, we encouraged students to become creators of digital awareness. They designed Netiquette Padlets, debated copyright issues, analysed ethical use of artificial intelligence, discussed digital footprints and produced awareness materials through our Digital Compass Campaign. Posters, videos and digital presentations created by students demonstrated that digital citizenship is not only about protecting ourselves online but also about acting responsibly toward Student-centred learning was the heart of every activity.

Students selected themes, proposed solutions, voted through TwinSpace surveys, participated in online forums, evaluated one another's work and made collective decisions throughout the project. Teachers became facilitators while students became designers, communicators and leaders.

The project also transformed students into active citizens.

Perhaps the most meaningful achievement was the personal transformation of our students.

Many participants reported increased self-confidence, stronger communication skills, greater digital competence and a deeper understanding of European values. One student's reflection beautifully summarises the project's impact:

"Before this project, I didn't realize how much impact young people could have on their communities, but now I know that even small actions can lead to real change." For me as a teacher, this sentence represents the true success of the project.

Receiving the European Special Prize was a wonderful honour, but the real achievement was watching students discover that their ideas matter, their voices deserve to be heard and their actions can shape the future. Building a B.R.I.G.H.T. Future was never only about designing a greener city.

It was about empowering a generation capable of building a greener, safer, more inclusive and more compassionate Europe.

ZEHRA KAYAASLAN

SKILLS WITHOUT BORDERS

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Collaborate and learn across countries