Colours, Sweeteners and Calories in Food Products
Participating schools:
Experimental High School of Tripolis, Greece
IES Simancas, Madrid, Spain
Istituto Comprensivo Paolo Borsellino, Mazara del Vallo, Italy
Karadag İlkögretim Okulu, Kaş, Turkey
Natalijas Draudzinas Viduskola, Riga, Latvia
Școala cu Clasele I-VIII, Stoilești Romania
Väätsa Basic School, Estonia

Aims of the project: 1. to find out colourings, sweeteners and calories in 3 different food groups: sweets, soft drinks and yoghurts/ice creams;
2. to raise awareness of our students to become conscious consumers whose demands and preferences can be a reason for confectioners to give up unhealthy artificial colours as well as hidden sugar and calories;
3. to integrate subjects, to develop foreign languages, collaboration between students, students and teachers and teachers.

Subjects: science, maths, chemistry, mother tongue, foreign languages, ICT, art, domestic science.

Students age: 11-16

The project started in Comenius contact seminar in Madrid 1-5 November 2009.
What are food colourings, sweeteners and calories?

Students in participating schools studied colourings, sweeteners, calories and pointed out the following:

**Food colouring** is any substance, liquid or powder that is added to food or drink to change its colour. There are two types of colourings: natural and artificial ones.

- **E 141**: copper complexes of chlorophyll. Olive colour, extracted from plants, no adverse effects are known when used in foods.
- **E 150d**: caramel colour or caramel colouring is a soluble food colouring. It is made by a carefully controlled heat treatment of carbohydrates in a process called caramelization. Caramel colouring may be derived from a variety of source products that are themselves common allergens. So people with known sensitivities or allergies to food products are advised to avoid foods including generic caramel colouring.
- **E 160a**: carotene, alpha-, beta-, gamma-Carotene colouring fades on exposure to light. Typical products include fruit juices and squashes, cakes, desserts, butter and margarine.
- **E 171**: titanium dioxide. Titanium dioxide may be used in food to give opacity. No adverse effects are known, and the compound is chemically inert.

**Sweeteners**’ category of non-nutritive, high-intensity sugar substitutes includes aspartame, acesulfame K and saccharin.

- **E 950**: acesulfame K is 180-200 times sweeter than sugar. Critics say acesulfame potassium has not been studied adequately and may be carcinogenic.
- **E 951**: aspartame (or APM) is more than 200 times sweeter than sugar. It is an artificial, non-saccharine sweetener used as a sugar substitute in some foods and beverages. A 2007 medical review on the subject concluded that the weight of existing scientific evidence indicates that aspartame is safe at current levels of consumption as a non-nutritive sweetener.
- **E 952**: sodium cyclamate is an artificial sweetener. It is 30–50 times sweeter than sugar, making it the least potent of the commercially used artificial sweeteners.

**The calorie** is a pre-SI metric unit of energy. In many countries it remains in common use as a unit of food energy. Definitions of a calorie fall into two classes:

- The small calorie or gram calorie (symbol: cal) approximates the energy needed to increase the temperature of 1 gram of water by 1 °C. This is about 4.2 joules.
- The large calorie, kilogram calorie, dietary calorie, or food calorie (symbol: Cal) approximates the energy needed to increase the temperature of 1 kilogram of water by 1 °C. This is exactly 1,000 small calories or about 4.2 kilojoules. It is also called the *nutritionist's calorie*. 
I Studying Sweets and Results of Questionning Students

1. Studying Sweets

**Students in Estonia** studied sweeteners, colours and calories. Sweeteners: no sweeteners were found in sweets they studied. Colourings: until 2010 the confectioners used artificial and natural food colourings in their products. From 2010:

- a confectioner Kalev replaced artificial colourings with ones that did not need labelling (E120, E141, E160, E161);
- a confectioner Cakes used colourings (E104, E110, E122) which needed labelling. In one product they studied there was a label on the packet, in another there wasn’t;
- a confectioner Marmiton used artificial colourings (E104, E122) but there were no labels on the packets.

The list of most highly to less highly calorific products per 100 g:
- “Kama” bar 2587kJ/616kcal and “Kaseke” bar 2356kJ/561kcal
- Chocolate cream flavoured praline candy 2201kJ/524kcal
- “Kalev” praline candy 2003kJ/477kcal
- Halvahs: 1993kJ/473kcal (Halvah Vanilla)
  1918kJ/455kcal (Ave Halvah)
- Marzipan 1787kJ/424kcal
- Cherry flavored jelly candies 1690kJ/400kcal
- Chewing candies 1651kJ/390kcal
- Toffees 1562kJ/372kcal
- Hard-boiled candies 1491kJ/355kcal
- Marmalade slices 1217kJ/286kcal

The lowest calorific products were Zephyrs 1154kJ/272kcal

**Students in Greece** studied the following sweets:
- biscuits, croissants, chocolate Lacta, Choco Wafer, stuffed chocolate, choco sticks, biscuits with choco chips, stuffed biscuits, Brioche. No colourings and sweeteners were found. In Jellies colourings E100, E120, E161(b), E141(a), E141(b) were found.
- In Lollipops colourings E104, E110, E124, E132 were found.
- In Mentos and Smarties sweeteners E901, E903 were found. In chewing gum E967, E965(i), E951, E420(i) were found.

**Students in Italy** studied the following sweets: Fruitland Gelee, tart, Nutella, Party Wafer, Kinder Bueno, Kinder Brioss, Marshmallows, Chunk cookies, Pocket Coffee, Macine. They found out the following:
- tart – pectin E440i, E410, colouring E124;
- gelee candies – colourings E100, E120, E160, E163.

**Students in Latvia** pointed out the following ingredients and additives in the following products: in Laima chocolates Extra, Aerated Bitter, Lukss, Bitter with Crumbled Almonds, Milk with Caramel Pieces, Milk Chocolate no colourings were found. Students also studied Latvian industrial pastries – cookies of egg whites with almonds and chocolate, round biscuits with condensed milk E160a, 160b.
In some caramels colourings were found: Barbele E120, 150d, Peppermint E141, Bonbons with fruit and berry taste E120, 141.

**Students in Romania** pointed out the following colourings: Fruit flavoured candy: E110, E124, E133-142, E102; Candy-flavoured chocolate filled with caramel: E102, E133, E129, E171; Caramel various flavours: E163, E171, E100, E133; Jelly gums assorted fruit flavours: E163, E171, E100, E133.

**Students in Spain** studied potato crisps, industrial desserts, chocolate Twix, chocolate pills Lacasitos, Mantecados, chewing gums, jellies. In Chewing gums the following colourings and sweeteners were found out: E 171, E 141, aspartame, acelsufano, E 903; Chocolate Pills: E901, E903

**Students in Turkey** studied and found out the following: Chocolate coated waffel E100, E107 Chocolate sticks E107 Jelly candies E171, E100, E129, E160 Chocolate dragee: E102, E110, E171, E132, E100, E101, E107 Bisquits: E107 Cookies Elbette: E1200 Cake Dankek Magma: 1103 Toffees: E162 Lollipops: E150d, E171 Chewing gums: E120

2. Results of Questionning Students

The questionnaire consisted of 13 questions. According to the students´ answers at the age of 11-16 it was found out that chocolate was the most popular sweet among students. Toffies, jellies, caramels and marmalade were less popular. Chewing gums were eaten the most in Greece, Latvia and Spain – more than once a day. More than once a day sweets were eaten in Greece, Latvia and Romania. Less than once a week sweets were eaten in Estonia, Spain and Turkey. Home desserts were preferred more than industrial desserts in every country. Sweets were preferred the most by its taste.
II Studying Drinks and Results of Questioning Students

1. Studying Drinks

**Estonian** school found sweeteners in following drinks: Coca-Cola Zero, Coca-Cola Light, Classic Jaffa, Sana Caltsium tablets, Red Bull, Kvass, Granberry Syrup.

Food colours were in the following drinks: Fanta, Lemonade Tarhun, Classic Jaffa, Cranberry Juice, Energy drinks Starter, Dynamit, Red Bull, Sana Calcium tablets, Granberry Syrup, Orange and Perch Syrup.

Unhealthy food colours were in 5 drinks out of 22 they studied: Lemonade Tarhun E102, Cranberry juice E104, Sana Caltsium tablets E110, Cranberry syrup E102, E122, Energy drink Starter E104.

Three first ones did not have marking about unhealthy impact of food colours, 2 last ones had marking of unhealthy impact of food colours. They also pointed out the list of calories.

**Greek** school found additives in fizzy water, choko milk, ice-tea, bottled juice, lemonade, Fanta, Sprite, 7Up, Cokes, Pepsi and Red Bull.

**Italian** school pointed out all ingredients in fruit, orange, red orange, grapefruit and lemon juice, also in ice-tea and lemon ice-cream, hot chocolate and ice lolly.

**Latvian** school pointed out E additives in the following products:

- Coke Classic, Zero, Light, RC Cola, lemonade Classic, Orange, Buratino, Tarhun, Zingo Classic, Foršs, kvass. Also in different juices: vegetable, orange, black currant, apple, grapefruit, tomato, grape, pearch, pineapple.

**Romanian** school pointed out ingredients and E additives in Frutty Fresh, Exotic, Pepsi Max, Coke Light, Prigat, Cappy Tempo, Giusto Natura, La Vitta, Extensy, Action Cola.

**Spanish** school found sweeteners and other additives in Coke Zero, B vitamins in Monster, Lucozade Sports and Red Bull, colourings in Powerade, vitamiin C and sweeteners in Off, additives in Chocolate milkshake, Pepsi Light.

- Coke Zero: E 952, E 950, E 951
- Fanta: E160
- Coke: E150d

**Turkey** found E additives in orange and cherry juice, Cokes, Energy drink, fruit milk, milk for babies, lemonade, concentrated fruit juice, ice-tea, fizzy drink, fruit mineral water, fermented turnip juice.

A glass (250g) of Coke Classic consists of 27 g of sugar.

2. Results of Questionning Students

The questionnaire consisted of 23 questions.

According to students’ answers it was found out that Coke was the most popular drink out of 15 drinks, following Fanta and Sprite. Less popular were choko drinks and fresh juices.

Among Coke drinks (Coke, Coke Zero and Coke Light) Coke was preferred the most.

Homemade drinks were more popular than industrially produced drinks in southern countries.

The main reason why students chose drinks was a taste.

Students sometimes checked food additives while buying drinks.
III Studying Yoghurts, Ice-creams and Results of Questionning Students

1. Studying Yoghurts and Ice-creams

All schools created a film-advertisement about their favourite yoghurt or ice-cream.

Web addresses:

Estonia

Greece
http://vimeo.com/31346944

Italy
http://youtu.be/7mA2fRhwZZQ
http://youtu.be/My2K5dumY
http://youtu.be/x3Gi-B7DYMc
http://youtu.be/7Q7D9Smtw
http://youtu.be/89Kj8Y__y5g
http://www.youtube.com/watch?v=tU48gU1KemU

Turkey
http://hotfile.com/dl/149528104/449ad68/proje.rar.html

Latvia
http://vimeo.com/39042551

Spain
http://www.educa.madrid.org/web/ies.barriosimancas.madrid/Web%20comenius/Archivos/Productos/ice_cream_anucio.wmv

Romania

2. Results of Questionning Students

The questionnaire consisted of 19 questions.
It was found that chocolate, vanilla and waffle ice-cream were preferred the most. Ice-cream cake was preferred the less. The frequency how often students ate ice-cream was once a week. Ice-cream was mostly bought from the nearest store.
Industrial ice-cream was preferred much more than home-made or handycraft ice-cream.
In a cold season ice-cream was eaten less than once a week. In hot season ice-cream was eaten the most once per day. Ice-cream was chosen the most by its taste.
Yoghurts were eaten the most more than once per day. Normal and fruit yoghurt were preferred the most. Yoghurts were mostly bought from supermarket in plastic or simple box.
Industrial yoghurts were preferred more than home-made yoghurts.
The main reason why students chose yoghurts and ice-creams was their taste.
IV Visiting Factories

1. At the first meeting in Romania we visited sweets´ factory Boromir Holding. We saw how Sponge Cakes were made.

2. At the second meeting in Sicily we visited pasta factory and pastry.

3. At the third meeting in Turkey we visited beverage and yoghurt factory Yörükoğlu.
4. At the fourth meeting in Spain we visited Yoghurt factory Danone.

5. At the fifth meeting in Greece we visited pastry where we were shown 4 different recipes and we could also make cookies on our own.

6. At the sixth meeting in Latvia we visited bread making factory "Lāņu maize" (Bear bread).
7. At the seventh meeting in Estonia we visited beer factory Saku Brewery.
During two project years students in Latvia made a visit to milk, ice-cream and yoghurt factory Ričas Piena Kombināts. Students in Estonia made a visit to beverages’ factory A Le Coq, pastry Pere Leib and Tartu Health Lab.

A visit to Pere Leib in Estonia

They also organised Comenius Day with different workshops: making milk rainbow, writing and presenting advertisements, tasting yoghurts with blind eyes, dying wool and yarn with food colours, making ice-cream. Students in Spain organised Comenius Day where they introduced their activities and results of food studies. They also visited horchata factory where Spanish traditional beverages were made.

Students in Italy visited ice-cream factory in Marsala, Sicily. Students in Romania visited drinks’ factory Exotic.

Experimental Highscool of Tripolis in Greece visited local sweets’ store. The main purpose was to observe the procedure that many sweets they consume were made and also their ingredients.
Students in Turkey visited bakery shop to observe how cakes were made.

V Educational Games

All schools created educational games – table and web games using different materials and web tools. We can use them in our lessons and afterschool activities.

Greece

SNAKES AND LADDERS
The purpose was to make students realize the benefits of fruit and vegetables, dairy products, meat and eggs for our health and on the other hand how harmful junk food, soft drinks and sweets are. That’s why a player moves on when he reaches health products and loses his turn or climbs down when he reaches junk food.

http://info.scratch.mit.edu/Scratch_1.4_Download
http://users.sch.gr/teliak/Clever.sb

Turkey

HEALTHY OR UNHEALTHY?
It is a word game. For this game, you need a wheel for points, a box and many food and drinks names. Healthy or unhealthy food and drinks’ names are written on small pieces of paper. The game could be played between two students or two groups of students. You may need a referee for the game. Steps of the games are the following:
A student comes and takes a piece of paper out of the box. First, he/she has to tell whether the food or drink name on the piece of paper is healthy or unhealthy. Then, he/she has to tell its healthy or unhealthy ways in English, the student has to convey the information in target language so that she/he could improve his/her foreign language. If the referee says that the information is true, the student turns the pin of wheel and gets a point. At the end of the game, parties calculate the points. Who has the higher points wins the game.
**WORDOO GAME**

It is a card game. You need small colorful cards to write the descriptions of food and drinks. Firstly, you must draw the picture of food or drinks of which you write the descriptions on one side of the card. On the other side, you write the descriptions. Under the descriptions, you write a sentence about another food or drink. You need a referee. The referee holds all the cards tightly and doesn’t show the cards. One student of a group draws a card and goes to other group. He/she reads the descriptions and the other group tries to guess which food or drink it is. Each group has three rights to guess. If they find out the name of the food or drinks, the student can show the picture and the group gets one point. If they cannot guess it correctly, the student leaves the card. When they find out it correctly, the student reads the description of the other food or drink. If they can guess it correctly, they get one more point. Who gets the higher point at the end of game wins the game.

On one side of the card, you need to draw the picture of food or drink. On the other side of card, the description of the food or drink is written.

**Estonia**

**JEOPARDY**

The game consists of 5 topics: Food Colours, Sweeteners, Calories, Food, Participarting Countries. Each topic has 5 questions. Students are divided into 5 teams. Each team can choose the topic and number. Referee asks the question and gives points.

They also created a virtual game using a web tool [www.superteacherstool.com](http://www.superteacherstool.com)  

**Italy**

Partners from Italy created a game Millionaire, Memory game, Healthy eating and drinking activity games, Hang the Man game and a game Seven Countries. They also created health tests, word search game for snacks and drinks, multiple choice quiz. Here are web addresses for the games:

[http://dl.dropbox.com/u/3630954/Healthy_Eating_Activity_3- Food.flipchart](http://dl.dropbox.com/u/3630954/Healthy_Eating_Activity_3- Food.flipchart)  
[http://dl.dropbox.com/u/3630954/Healthy_drinkin_Activity_1-drink.flipchart](http://dl.dropbox.com/u/3630954/Healthy_drinkin_Activity_1-drink.flipchart)  
[http://dl.dropbox.com/u/3630954/game%20seven%20countries.docx%20%281%29.flipchart](http://dl.dropbox.com/u/3630954/game%20seven%20countries.docx%20%281%29.flipchart)
Spain

**SWEETS IN DIFFERENT EUROPEAN COUNTRIES**

The main value of this game is to make our students be conscious of the different languages we speak in Europe and therefore the different cultures we have. One fundamental objective is to enhance the linguistic abilities of our students.

**Rules of the games**

In the above card there are different photographs of sweets. Besides them is written the seven names of the languages of our association.

1. Each country students’ team would be given a card.
2. One member of each team has to pronounce the names of every sweet.
3. All students have to write down, in the way they could, the pronunciations.
4. Each sweet has to be pronounced in the different languages by all members or a chosen member of all teams. Obviously not in their own language. The others groups will give a point to the team which pronounces a each sweet name better in their languages.
5. The winner team would be the time endowed with more points.

### Lollipop

- Estonian: _________________
- Greek: _________________
- Italian: _________________
- Latvian: _________________
- Rumanian: _________________
- Spanish: _________________
- Turkish: _________________

They also created a game about colours.

Latvia

Students in Latvia created a game Smart Food or Junk Food where players must choose the correct answer and find out why it is so.

Romania

Partners in Romania created following games: Matching Pairs, Wordshoot, Flashgards, Magic Miner, Cannon Ball Fun.

http://classtools.net/widgets/quiz_3/y60re.htm
IV Making food from partner countries. Making Gingerbread

1. Making food from partner countries. In December 2011 schools uploaded 3 local recipes: 2 sweets and 1 drink. Each school chose one of their partner’s recipes and made their food. Presentations were created and uploaded. Students also recorded recipes with Audacity in their native language and English.

Greek students made Sicilian jam tart

Estonian students making and enjoying Sicilian cubarda

Turkish students making Latvian curd pancakes

Latvian and Spanish students made Estonian Spotted Dog

Sicilians made their traditional Christmas cake and Greek Diples

2. **Making and decorating gingerbread**
In December 2011 all schools made gingerbread. It was very interesting to watch presentations how it was made in different ways. For browning some schools used cocoa, some used caramel made of sugar. Some schools made small gingerbread, some big cakes. For decorating schools used natural colourings: egg yolk, cranberry etc.

- Greek gingerbread
- Sicilian gingerbread
- Turkish gingerbread
- Spanish gingerbread
- Enjoying Latvian gingerbread
- Estonian gingerbread
VII Other Activities

1. Logo Contest
The first project year we organized logo contest. Firstly each school carried it out in their schools where the best logo was chosen by students and teachers. Schools uploaded their best logo to Etwinning twinspace. Partners gave points 1-6. The winner was Turkey!

Since then we started to use the logo on every presentation.

2. Studying laws for food additives

**Estonia**
The regulation act of the EU 1333/2008 for food additives and the regulation act of Estonia 81/2010 says: when using artificial colourings E 102, 104, 110, 122, 124, 129 in food products the packets must be a labelled with the following data: „E-number: may cause unhealthy impact on children’s activeness and abilities.“
Tartrazine (E102) - New colouring in lollies, fizzy drinks
Quinoline yellow (E104) - Food colouring
Sunset yellow (E110) - Colouring found in squashes
Carmoisine (E122) - Red colouring in jellies
Ponceau 4R (E124) - Red colouring
Allura red AC (E129) - Orange/red food dye

**Latvia**
Students found laws (1) and regulas (11) about food and drinks as:

**Greece**
These links lead to the General Index and the articles concerning sweeteners & other additives in food & drink products. The Guides are from the State's General Chemistry Laboratory, Greece. It's in Greek language only.
INDEX- Food & Drinks: ΚΩΔΙΚΑΣ ΤΡΟΦΙΜΩΝ, ΠΟΤΩΝ ΚΑΙ ΑΝΤΙΚΕΙΜΕΝΩΝ ΚΟΙΝΗΣ ΧΡΗΣΗΣ
Article 131 General about products with sweeteners:
Αρθρο 131 Γενικά για τα προϊόντα με γλυκαντικές υλές
Article 114 Breadproducts:
Αρθρο 114 - Άρθρο 114 Διάφορα αρτοσκευάσματα
Article 141 Sweets:
Αρθρο 141 - Άρθρο 141 Γλυκίσματα
Italy

Food Additives Regulations:
Food additive use is fully harmonized within the EU. The Italian food additive sector is governed by Council Directive 89/107/EEC which provides for the establishment of EU harmonized positive lists --lists of what is permitted-- of a wide range of food additives. All food additives not included in the positive lists are prohibited except for new food additives that receive a temporary two-year authorization by Member States. Most food additives may be used only in limited quantities in certain foodstuffs. Food additives for which no quantitative limits have been established, must be used according to good manufacturing practice. This means using only as much as necessary to achieve the desired technological effect. Processing aids and flavorings fall outside of the scope of this directive. An important difference from U.S. legislation is the use of flour bleaching agents: chlorine, bromates and peroxides that are not allowed in the EU.

Spain
Students in Spain studied their laws and regulations about food additives on Internet. They pointed out natural and artificial additives and uploaded them on their school web page.

Romania
Students in Romania studied different laws and regulations for food additives:
http://foodlaw.ro/e-uri/indulcitori/
http://www.e-uri.ro/tag/legislatie/

Turkey

Food and Agricultural Import Regulations and Standards
Section IV. Food Additives Regulations:
The Turkish Food Codex lists maximum amounts of additives allowed in food items (positive list) as well as conditions under which additives cannot be used. For example, it is forbidden to use added sweeteners in infant formulas and baby foods (0-3 years). The food additive section of the codex is quite detailed and is drafted to conform to EU regulations. It refers to the FEMA (Flavor and Extract Manufacturers Association) and COE (Council of Europe) codes for additives, when applicable. Of concern to exporters of processed products is that all flavors (which may be proprietary) be specifically listed in the application for product registration. See Appendix III for a partial list of labeling requirements for imported food additives and flavorings. The most recent change concerning food additives was in May 2009 where purity value of food additive disodium phosphate was defined. The related communique can be found in Turkish at the following web address:

Energy Drinks: According to the Official Gazette on July 04, 2006 ref. no.: 26309, the caffeine amount is limited to 150 mg/L in energy drinks. Also, health certificates for energy drinks must contain the phrase "product is free from harmful substances and fit for human consumption." Also with this regulation, it is now required to indicate on the labels of energy drinks, "Should not be consumed by mixing with alcohol. This is not a sports drink. Not more than 500 ml should be consumed per day. It is not recommended for children under 18, elderly, diabetics, pregnant or breastfeeding women, or people sensitive to caffeine".

Another regulation requires that labels for fruit beverages specify whether the product contains fruit juice (90-100% concentration), nectar (20-50% concentration), or fruit drinks (up to 10% concentration). Also, the communique 2007/26 on Non-Alcoholic Beverages details the labeling requirements of fruit juices, aromatized drinks, syrups, juice powders, natural mineral waters, sodas, tonics and aromatized waters.
3. Calendar
Istituto Comprensivo Paolo Borsellino created a web calendar:
http://www.mycalendarmaker.com/previewfiles/0a1425c74724e6386601ccfc29e49375.pdf

4. E-Book
Istituto Comprensivo Paolo Borsellino created an e-book about the project:
http://issuu.com/medproducts/docs/sweets_and_drinks

5. Audiobook
Istituto Comprensivo Paolo Borsellino created an audiobook of national recipes of each country. Students recorded three recipes in their national language and English.
http://www.listen-and-write.com/audio/show/2587

6. Agreements
At the meetings schools made agreements for the following tasks and next meeting. Agreements were uploaded on Etwinning twinspace.

7. Evaluations
After each meeting an evaluation form for students and teachers was created by Greek school. All participating students and teachers filled it. Results were uploaded on Etwinning twinspace.

Results and Outcomes

The project “Colours, Sweeteners and Calories in Food Products” was very developing for students, teachers and schools.
During two project years 2010-2012 students and teachers studied artificial and natural food additives (colours and sweeteners) as well as calories in different food groups. They pointed out dangerous food additives and their impact to the health. Students also studied laws about food additives. All schools created teaching materials, presentations and educational games. Students developed their skills in chemistry, foreign language, ICT and art. Teachers enriched their teaching practice through creating new materials, integrating subjects and good collaboration. Consciousness of using food additives and their impact on health increased.
For students it was very important to be aware of partners’ habits, culture and traditions, understand better of each other’s cultural values, to improve language competences, collaborative skills.
For teachers it was a good possibility to discover similar and different ways in teaching methods and share them in order to improve quality of teaching, to be aware of European educational systems and become more open-minded, to improve teachers self-awareness and the awareness of the culture of participating countries, to encourage teachers to develop their ICT and foreign language capabilities.
For schools it was very important to promote the European dimension within local community.
According to students and teachers feedback the project fulfilled its goal in becoming more broadminded and motivated persons in their studies and teaching.

More information:
Etwinning Twinspace
http://new-twinspace.etwinning.net/web/p34747
Blog
http://www.sweetenerscomenius.blogspot.com/
Wiki