

## 1. Introduction

The Erasmus+ programme offers a unique opportunity for all staff and students to acquire international experience, to extend their skills and knowledge, through projects that promote collaboration and cooperation between schools. This report aims to explore how Erasmus+ mobility for France has impacted both staff and students and the institutions involved. Mobility, which took place between 26 March and 2 April, enabled 52 Students and 10 Teachers from IES les Foies, Spain, Bahşelievler Aydin Dogan Mesleki ve Teknik Anadolu Lisesi, Turkey and Colégio INED, Portugal; to travel to Lycée Privé Sainte Louise de Marillac for 5 days. The mobility was intended to promote collaboration, exchange of good practices, and the development of new skills and competencies.

The aim of this report is to identify and assess the benefits, challenges and opportunities associated with this mobility. Through a combination of surveys and data analysis, it is intended to provide a comprehensive overview of the impact on staff, students and institutions . It also seeks to present recommendations to maximize the impact of future Erasmus+ mobility.

The report will begin by mentioning the impact of mobility on staff, students and institutions, with particular emphasis on the benefits, challenges and opportunities found. Finally, the report will conclude with recommendations to improve the mobility experience of future participants and to maximize the impact of Erasmus+ mobility in general.

## 2. Staff Impact

Staff members who participated in this mobility experience (9 teachers) filled out a form to evaluate it. One of the questions addressed to them was related to the development of skills, such as language skills, digital skills, teaching skills, creativity and teamwork. It is important to point out that the development of the same was one of the objectives of the Erasmus+ project for the members of the staff mobility under analysis in this report intended to impact more concretely in the area of communication in English and teamwork.

Below, we present some data that could be collected through the questionnaire applied:

- **Professional development: impact on teaching methodologies**

According to the answers given by the participants, this is one of the goals that continues to need improvement. Only 3 teachers (37.5% of respondents) considered that this competence was fully improved (level 4 on a scale of 1-4) or improved (level 3), there

are still 6 of them (66.6%) who classified it as 2 (12.5%) and as 1 (did not improve). When asked about the teaching methodology they have learned and would like to put into practice in their schools, the use of new digital tools used during mobility, namely ActionBound, was highlighted, work *with students* as a team and promote exchange between students from different cultures.

- **International Networking: Partnership Collaboration**

This objective was the one that obtained more level 4 responses (totally improved): 55.5%. The remaining participants rated the "partnership collaboration" with a 3 (22.2%), with 2 teachers considering few improvements. However, it is important to stress that most teachers show motivation to start developing new interdisciplinary projects in their own schools, involving other teachers and areas of study (77.8%). With regard to collaboration on other international projects and the creation of new partnerships, the same percentage of teachers responded that they were very motivated and others only motivated.

- **Digital and Language skills**

Most participants evaluated this competence positively, since 6 teachers (66.6%) considered that they improved their digital skills (level 4 and 3, respectively). However, there are still 33.3% of teachers who rated this competence with a level 2 and 1. The digital platform Action Bound was the one they gave more relevance, since it was the first time they used it. It was mentioned that they intend to continue to use it with their students, as well as Canva, Genially, Photoshop and DaVinci Resolve.

Regarding linguistic competence, most teachers (88.8%) evaluated this goal as fully achieved (level 3 and 4) and only one teacher evaluated this competence with level 2.

### **3. Impact on students**

- **Personal and academic development: motivation, participation and collaboration**

Most students are very motivated to continue to collaborate on the project, of which 54.8% evaluate with level 4 (on a scale of 1-4) this same motivation.

The majority of students, 59.5%, claim to have had a high level of involvement during mobility to France. Only 2 students consider to have had an average level of participation and collaboration. Among the activities carried out during mobility, the ones that the

students consider to have participated and collaborated more were the sports challenges (54.8%), followed by the "Evening Gala" (38.1%) and the teamwork (45.2%). We conclude that the students valued the activities in which they performed collaborative work and cooperation between international teams.

- **Language skills**

Most students (92.9%) say they have developed language and communication skills during mobility.

- **Digital skills**

A large part of the students (47.6%) placed at level 3 (on a scale of 1-4) the development of digital skills. The platform that, at this moment, is used competently by the students, thanks to the participation in the project, is Canva, having been pointed out by most of the respondents. Also the platforms *Da Vinci Resolve and Actionboundforam* referred to by students as those who can work better thanks to their participation in this mobility.

- **Interpersonal skills: initiative, creativity and proactivity**

Due to this mobility experience, students consider that they have developed mainly teamwork skills (76.2%) and communication skills (69%). Consequently, it can be considered that the greater number of activities developed in international groups during this mobility, in relation to the previous ones, promoted a greater impact in the development of these same competences.

#### **4. Impact on institutions**

- **Interdisciplinarity**

According to the questionnaire completed by the 9 teachers who participated in this mobility experience, 7 of them evaluate at level 4 (on a scale of 1-4) their motivation to develop new interdisciplinary projects with the other teachers of their schools, whereas the others place it at level 3. This was confirmed at the final evaluation meetings and department meetings where activities involving interdisciplinarity were presented.

- **Internationalization**

Improving the internationalization strategy with other international projects and new partnerships was one of the objectives of this project for each partner school. This goal was achieved, since all partner schools created and/or joined other international projects,

such as eTwinning, the "Eco-Schools" project, entrepreneurship and social solidarity projects.

- **New collaboration partnerships**

Thanks to other international projects triggered by the Erasmus+ project, each partner school has expanded its network of partnerships including new collaborating educational institutions and media and policy bodies that have contributed to the external dissemination of good practices inherent in the project.

- **Exchange of good practice**

The team members who participated in this mobility experience committed to sharing the successful methodologies they had contact with, and they all believe that they will have a positive impact not only on their school, but also in others who will benefit from this sharing activity.

- **Reputation and visibility**

Participation in this Erasmus+ project reinforced the positioning of each partner school and the commitment to innovation and transnational cooperation. This can be proven by the number of people who visit the schools at the end of the school year, with the aim that their student can enjoy the Erasmus+ program. In the number of partnerships with other educational institutions, such as schools, universities, non-profit organizations, companies or public entities, from different European countries. The request for schools to participate in the organization of events, workshops and conferences, in which the participating schools have the opportunity to present the results of the project and share their experiences. Also the number of quality seals assigned to each partner school for different international projects prove the above-reported.

## **5. Challenges and opportunities**

- **Challenges:**

- building networks of partners;
- cultural adaptation;
- language barrier;
- personal skills: confidence and autonomy;
- active learning methodology;
- Learning based on projects,

During mobility to France, students were challenged to perform various activities in international teams, facing barriers imposed by different languages and different working rhythms. Although there have been significant improvements in the development of oral communication in the English language in some of the French students, because they have taken intensive English courses, a significant part of the students still have which resulted in a huge effort on the part of Portuguese students to ensure effective communication. In addition, the pace of work of students from each country diverges, so it was necessary for teachers to monitor each group, with the aim of all contributing to the creation of the final product suggested on each mobility day.

Every day, after the activities, Portuguese students reflected on their posture and interaction throughout the day with the other students and staff members. These reflections highlight the reference to the different works proposed in international teams as essential to overcome the difficulties in communication with the team and initiative, since they improved as they worked together. They also add that at first they felt uncomfortable working with students from partner countries, but that over the week they found strategies to improve communication. Students feel more at ease with the other students at the end of their mobility.

- **Opportunities**

- collaboration;
- Internationalisation;
- Innovation;
- interpersonal skills;
- Entrepreneurship;
- Academic and professional opportunities.

During this mobility, students had the opportunity to develop communication and entrepreneurship skills in English, through the creation of promotional posters of the multiplier event that will take place at the end of the school year in all countries involved in the project. In this event will be released video capsules, which were created, during this mobility, by the French photojournalist in close collaboration with each of the international teams. These are short videos that captured the testimonies of each team about the skills they have developed throughout the project. They were shared by the project coordinator, in order to be seen by the community of each partner school, during the multiplier event. In these activities, students participated in discussions, collaborated

with each other and learned to consider different points of view, in order to create a means to disseminate the skills developed throughout the project. Using imagination, creativity, skill and flexibility, they worked together for common products.

## **6. Recommendations**

### **1. Improve language skills by:**

Encourage students and staff to improve their language skills before mobility and increase opportunities for speaking during mobility. This will help overcome language barriers and improve the mobility experience.

### **2. Detailed planning:**

Create an online meeting before each mobility with all project partners: half of the teachers who answered this questionnaire consider that the objectives were not properly explained. Thus, it is essential to present a careful planning, taking into account aspects such as logistics, schedules, accommodation, transport and planned activities. At the end of the meeting all details will be properly organized, discussed and communicated to all participants. This will help students and staff more easily adapt to the new environment and make the most of the mobility experience.

### **3. Monitoring and guidance on:**

Rethink the organization of work in international teams. The teachers who answered this questionnaire report the lack of communication between those responsible for mobility and partners, as well as the lack of involvement of some students and teachers. It is essential that precise guidelines are provided for the work to be carried out and that all the material necessary for the execution of the task is distributed to the students in advance, namely access to evidence of previous mobilities. Tutors can also be assigned to each of the international teams, who know in advance what the task to perform and will be responsible for solving the issues that arise in the course of teamwork.

### **4. Evaluation and reflection on:**

Conduct regular assessments during mobility to track students' progress, identify areas for improvement and ensure project objectives are achieved. Promote moments of reflection so that students can share their experiences, learning and challenges faced during mobility.

## **5. Encourage the dissemination of results:**

Encouraging faculty and students to share their experiences and the results of their work during and after mobility with the academic community at large is an essential practice. This can be accomplished through your personal social networks, participation in conferences, academic publications and other outreach activities. Such sharing will help to maximise the impact of mobility and foster the dissemination of good practices.

The faculty presented some other suggestions to improve the project and deepen the mobility experiences:

### **Staff:**

Students showed little will and shyness during the mobility experience, due to the lack of moments of interaction before mobility with other international students. To overcome this obstacle, it was recommended the formation of international teams that collaborate online in the project activities on a regular basis. This would ensure that students feel more at ease and relaxed during the mobility experience, facilitating their face-to-face cooperation.

## **7. Conclusion**

This report provides an overview of the impact of Erasmus+ mobility on staff, students and institutions involved. Mobility enabled faculty and students to gain valuable international experience, broaden their knowledge, and enhance their personal and professional growth. In addition, mobility has facilitated collaboration, the sharing of good practices and the development of new skills and abilities.

The report identified several benefits from mobility, including improved digital and language skills for teachers and students; predisposition in the creation of new partnerships for the implementation of other international projects. Students highlight teamwork as an effective strategy to overcome the language barrier. In addition, some challenges and opportunities were highlighted, including linguistic and cultural barriers and the benefits derived from overcoming them.

To maximise the impact of future Erasmus+ mobilities, the report recommends encouraging mobility planning, monitoring and mentoring of proposed mobility work, language skills development, partnerships are strengthened and more moments of reflection and evaluation are created during mobility.



In Summary, Erasmus+ mobilities are a Valuable Opportunity for staff and Students to Acquire international Experiences, expand their Skills and Knowledge, and improve their personal and professional Development. By addressing challenges and taking full advantage of opportunities, Erasmus+ mobilities can contribute to the internationalisation and growth of institutions, while promoting the sharing of good practices and intercultural understanding.