

1. Introduction

The Erasmus+ program offers a unique opportunity for staff and students to gain international experience, expand their skills and knowledge, and enhance their personal and professional development. This report aims to explore the impact of the Erasmus+ mobility to Spain on the staff, students, and institutions involved. The mobility, which took place in February 2023 (5th-11th February 2023), enabled 59 students and 14 teachers from Lycée Privé Sainte Louise de Marillac, France; Bahçelievler Aydın Doğan Mesleki ve Teknik Anadolu Lisesi, Turkey and Colégio INED, Portugal; to travel to IES les Foies, Spain for 5 days. The mobility was intended to promote collaboration, exchange of good practices, and the development of new skills and competencies.

The purpose of this report is to identify and evaluate the benefits, challenges, and opportunities associated with this mobility. Through a combination of surveys, and data analysis, we aim to provide a comprehensive overview of the impact on staff, students, and the institutions as a whole. We also aim to provide recommendations for maximizing the impact of future Erasmus+ mobilities.

This report will begin by discussing the impact of the mobility on staff, students, and the institutions, with a particular focus on the benefits, challenges, and opportunities encountered. Finally, the report will conclude with recommendations for improving the mobility experience for future participants and for maximizing the impact of Erasmus+ mobilities overall.

2. Impact on Staff

The members of staff that participated in this mobility experience (8 teachers) filled in a form to assess it. One of the questions they were asked was related to the development of skills like: language skills; digital skills; teaching skills; creativity; and teamwork. It is relevant to highlight that the development of these skills was one of the objectives of this Erasmus+ project for the members of staff. Below there is some data that could be collected from the questionnaire:

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

According to the answers given by the participants, this is one of the objectives that needs further improvement in the following mobility experiences. Even though there are 3 teachers (37,5% of the respondents) that considered that this skill was improved (level 3 in a 1-4 scale) or fully improved (level 4), there are still 4 of them (50%) that rated it as a 2 and 1 (12,5%) as a 1 (not improved). When asked about the teaching methodology they learnt and which they would like to put into practise in their schools, that one that was emphasised was having the students in the centre of the process, working with them as a team, and listening to their opinions and suggestions.

- **International networking: partnership collaboration**

This objective was the one which got more 4-level (fully improved) answers: 37,5%. The other participants rated “partnership collaboration” with a 3 (50%) and a 2 (12,5%). However, it is important to emphasise that all the teachers reveal themselves motivated to continue working in this project (62,5%) and the remaining are highly motivated. The same percentage describes their eagerness and motivation to start developing new interdisciplinary projects in their own schools, involving other teachers and fields of study. When it comes to collaborating in other international projects and creating new

partnerships, 65% of teachers answered that they were highly motivated and the others were still motivated.

- **Digital skills**

Most participants rated this skill positively, since 4 teachers (62,5%) consider that they had their digital skills improved (level 3). However, there still is 37,5% of teachers who rated this skill with a 2. The digital platform “Genially” was the one they gave more relevance to, since it was the first time they were using it. It was mentioned that they want to continue using it together with their students.

3. Impact on Students

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

All the students feel very motivated to continue collaborating in the project, of which 83.3% consider themselves to be extremely motivated.

Most of the students, 72.9%, claim to have had a high level of involvement during the mobility to Spain. Only 3 students consider they had a medium level of involvement. Among the activities carried out throughout the mobility, the students consider to have participated and collaborated more was taking pictures in the aquarium followed by the photography workshop 64.3% and finally working in international teams with the aim of creating outputs of the project results 61.9%. We conclude that students valued the activities in which they worked in international groups.

- **English skills**

All students claim that they have developed language and communication competence during this mobility.

- **Digital skills**

Most students consider that they have developed the digital skills 85%. As a reference of the platform that at this moment, students know how to work better, thanks to participation in this project. Canva stands out as the most chosen, 57.14% followed by Genially and Photoshop in exequo, they also mentioned Capcut and Da Vinci Resolve, both used in video editing during the activities developed within the project.

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

Due to this mobility experience, students consider that they have mostly developed teamwork skills 71.4% and communication skills 59.5%. We therefore consider that group work activities in international teams had an impact on the development of these skills.

4. Impact on the Institutions

- **Interdisciplinarity**

According to the questionnaire that was filled in by the 8 members of staff that participated in this mobility experience, all of them are motivated or highly motivated to develop interdisciplinary projects with the other teachers of the schools that they represent. This was also confirmed later, in the assessment meetings (mid-year and final assessments) in which some of the projects that involved interdisciplinarity were presented.
- **Internationalisation**

Improving the internationalisation strategy with other international projects and new partnerships was one of the objectives of this project for each partner school. This aim was achieved as all the partner schools created and/or joined other international projects, like eTwinning projects, the “European Parliament Ambassador School” project, entrepreneurship projects, like Junior Achievement Portugal...
- **New collaborative partnerships**

Each partner school enlarged their partnership network with new partner schools thanks to other international projects that have been started following this Erasmus+ project.
- **Exchange of good practices**

The members of staff that participated in this mobility experience committed themselves to share the good practices they have been in contact with, and all of them believe that they will positively impact not only their school but also the others which will benefit from this dissemination activity.
- **Reputation and visibility**

The positioning of each partner school has been reinforced due to this Erasmus+ project and all the dissemination activities that followed each mobility experience. The evidence is in the number of new people that visit each school, the applications to enrol in each of them, the assessment that is made, the number of new partners that wish to collaborate with each school, the invitation to be represented in national and international events, like conferences, seminars..., the number of quality labels that have been achieved by each partner school for different international projects, a highest involvement of the different stakeholders in the dynamics of each school...

5. Challenges and Opportunities

- Challenges:
 - Building social networks
 - Cultural differences/barriers
 - Intercultural skills
 - Personal skills: confidence and autonomy
 - Project-Based Learning

During the mobility to Spain, students were challenged to perform activities in international teams, facing the language barrier. Most of the students from the other countries had a lot of difficulty expressing themselves in English, which resulted in a huge effort from the Portuguese students to ensure effective communication.

Every day after the activities, the students reflected on their posture and interaction throughout the day with other students and staff. From these reflections it stands out that the students consider that their communication and initiative skills with the team improved as they worked together longer. They say that at first they felt uncomfortable working with students from other countries, but as the week went on they found strategies to improve communication, for example during cultural visits, lunches and dinners with the other students, and by asking to show them around the school. The students consider that they felt more at ease with the other students at the end of the mobility and that if they had started out this way, they would have enjoyed it more.

- Opportunities
 - Collaboration
 - Internationalisation
 - Innovation
 - Soft skills
 - Entrepreneurship
 - Academic, and professional opportunities

During this mobility, students had the opportunity to develop English communication and entrepreneurship skills by presenting and analyzing the results of the sales and commercial actions carried out in their country. In addition, they collaborated in international teams, when presenting the skills developed throughout the project. In this activity students debated, collaborated, learned to consider different perspectives and build consensus, with the aim of creating a means of disseminating the skills developed throughout the project, using imagination, inventiveness, resourcefulness and flexibility.

In addition, they participated in workshops and conferences of recent companies in the Spanish market, related to sustainability and ecology, having been an asset in learning the process of building a company, as well as the fundamental strategies to succeed in the market.

6. Recommendations

1. Improving language skills:

- Encourage students and staff to improve their language skills prior to the mobility and provide opportunities for language training during the mobility. This will help to overcome language barriers and enhance the overall mobility experience.

2. Strengthening partnerships:

- Foster stronger partnerships between the home and host institutions by encouraging regular communication, collaboration, and joint activities before the mobility experiences themselves.

3. Cultural activities:

- Rethinking the cultural visits that are programmed for each mobility experience: the teachers who answered this questionnaire consider that the cultural visits should also promote more communication and collaboration among the students. In other words,

it is important to keep the cultural and touristic knowledge that they provide, but, at the same time, they should be organised differently, fostering social and interpersonal skills.

4. Encouraging dissemination of results:

- Encourage staff and students to share their experiences and the results of their work during and after the mobility with the wider academic community, through their personal social media, conferences, publications, and other dissemination activities. This will help to maximize the impact of the mobility and promote the exchange of good practices.

5. Developing follow-up activities:

- Encourage staff and students to develop follow-up activities after the mobility, such as joint research projects, collaborations, or exchange programs. This will help to maintain the connections established during the mobility and promote long-term cooperation between institutions.

Some other recommendations were suggested by the staff to improve the project and further mobility experiences:

Staff:

- the students felt a bit shy and introverted during the mobility experience because they didn't know the other international students well. To overcome this problem, it was recommended the creation of international teams who would collaborate online on the activities of the project, on a regular basis, to ensure that they felt more at ease and relaxed during the mobility experience in which they have to cooperate face to face.

6. Conclusion

This report has provided an overview of the impact of an Erasmus+ mobility on the staff, students, and institutions involved. The mobility enabled staff and students to gain valuable international experience, expand their skills and knowledge, and enhance their personal and professional development. The mobility also facilitated collaboration, exchange of good practices, and the development of new skills and competencies.

The report identified several benefits of the mobility, including professional development, international networking, personal and academic development, and internationalization of the institutions. The report also highlighted some challenges and opportunities, including language, and cultural barriers, and the benefits of overcoming these challenges.

To maximize the impact of future Erasmus+ mobilities, the report recommends encouraging follow-up activities, improving language skills, strengthening partnerships, providing more interaction and cooperation during the cultural activities, and encouraging dissemination of results.

In conclusion, Erasmus+ mobilities provide a valuable opportunity for staff and students to gain international experience, expand their skills and knowledge, and enhance their personal and professional development. By addressing the challenges and maximizing the opportunities, Erasmus+ mobilities can contribute to the internationalization and development of institutions and foster the exchange of good practices and intercultural understanding.