

REPORT ON IMPACT ASSESSMENT
"ECO-CITIZEN SOLIDARITY ENTREPRENEURSHIP"

1ST NOVEMBER 2021 TO 31ST AUGUST 2022

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1. Introduction

This report is based on the project KA220-VET-17EECA4B, which aims the creation of a multinational company that sells local products (environmental responsibility policy) and donates the profit to a non-governmental organization (social responsibility policy): the Eco-Citizen Solidarity Entrepreneurship (ECSE) project. To achieve these goals, three main topics were addressed: entrepreneurial learning, digital skills and competences, and creating new, innovative or joint curricula or courses, reinforcing the importance of these skills and others, like communication, creativity, team work.

This project takes place over 2 school years (24 months), starting in November 2021 and ending in November 2023. Four schools from four different countries participated in this project: Organisme de gestion de l'école catholique Sainte-Louise de Marillac, from France; INEDPORTO - Instituto de Educação e Desenvolvimento, CRL, from Portugal; Bahçelievler Aydın Doğan Meslekive Teknik Anadolu Lisesi, from Turkey; IESLESFOIES, from Spain. France is the coordinating country of the project Institutional diversity was one of the criteria used in the selection of countries and educational institutions, making possible the collaboration of VET schools and schools integrated in regular education. As far as the number of participating students is concerned, there are the following: 24 students from France, 10 students from Portugal, 16 students from Spain, and 20 students from Turkey. The average age of the participating students is 17 years old. Each international mobility was accompanied by 2 or 3 staff members from each of the partner countries.

In this report, we present the objectives outlined when planning the project, as well as the activities that promoted them, developed throughout the first year in order to achieve the previously defined objectives. Furthermore, we will analyze their impact on students, teachers, and schools, which was obtained through the following instruments:

- pre-mobility questionnaires (assessment of expectations) applied to students and staff.
- feedback obtained in individual and/or group conversations during the mobilities.

- post-mobility questionnaires applied to all participants.
- results of the dissemination activities.
- feedback from students and staff members who benefited from the dissemination activities.
- testimonies of the parents.
- individual reports, made by staff members at the end of the school year, promoting reflection and continuous improvement.
- evaluation processes developed at an institutional level (questionnaires applied to students, staff, parents at the end of the school year).

The report ends with a brief final reflection, accompanied by suggestions for improvement to be implemented in the 2nd phase of the project. In the annexes, you can see the data and respective analysis of them, obtained with the application of questionnaires to students and staff members participating in each of the mobilities implemented in the 1st year of the project: Turkey and Portugal.

2. Progress Update

In the initial phase of the project, a transnational meeting was held with all project partners at the coordinating school to create a strategic plan for project implementation. The plan was developed collaboratively and shared with everyone on the project [Padlet](#).

After this first meeting, the development of the planned activities began, which will be described in detail, along with the objectives defined for them, below.

We started by presenting the project to the students and teachers of each partner school. Next, we applied a questionnaire to evaluate the students' expectations. The answers were analysed and the results can be seen in **attachment I**.

This was followed by the registration of profiles of the students and staff collaborating in the project on the collaborative platform TwinSpace, so that all elements had access to all the updated and indispensable information in the scope of this project. Meanwhile, the students had the opportunity to get to know each other through an interactive game (Kahoot).

Afterwards, each student created, in English, his or her Curriculum Vitae and cover letter, taking into account the position they would like to occupy in the company, according to their profile and skills.

Interviews were conducted by the English teachers, using a script provided by the French partners, which gauged the students' language skills in oral communication in the English language.

After the interview, tasks were distributed and the company's organizational chart was created. Afterwards, the students did a Google Trends search for some sustainable and representative products of each country. Considering people's interest in the chosen products, they created a questionnaire to gauge the opinion of potential customers.

buyers regarding the selected products. After analyzing the questionnaire, they selected 4 products for each country.

In February 2022, the first LTTA took place in Portugal, where students could present the CEO of each country and vote for the master CEO. Next, they presented the products of each company, and 2 were selected from each country, consolidating into a company dedicated to selling 8 local products. They were also able to work in international teams in the photography workshops, with a French photojournalist, and in the video editing workshops, with Turkish video editing and media experts. The skills developed in these workshops have assumed vital importance in the communication and marketing strategy of the company's products.

In March 2022, the Spanish partner, through a workshop, taught the students how to calculate the final price of the product, and the students in each country chose a charity association to which the company's profits will revert.

In April 2022, during the second LTTA in Turkey, students had the opportunity to present the profitability study, in English, to all students involved, as well as the chosen Association. In addition, in international teams, students participated in workshops on digital communication, photography, and video creation and editing, aimed at promoting the project.

In summary, these were the activities implemented during the first phase of the project and, by analyzing the information collection instruments, which will be presented in detail below, we conclude that the following objectives were met:

- development of digital skills.
- improvement of soft skills: English language communication, creativity, team work.
- increased motivation both to study and obtain good school results and to participate in this and other international projects.

3. Impact Assessment

This project targets teachers and students, mostly from vocational schools, aged between 15 and 18 years old. Among other purposes, its development aimed to fill gaps and needs previously identified, specific to each of the partner educational institutions, summarizing the following objectives:

1. Students:

- to boost the students' motivation, participation, and collaboration, therefore reducing the absenteeism rate.
- to improve the students' English language skills, and also their digital skills (in the use of Web 2.0 tools).
- to develop the students' creativity, initiative, autonomy, and proactivity.

2. Staff:

- to reinforce the teachers' motivation, both for teaching activities and partnership collaboration.
- to improve the teachers' skills in the use of Web 2.0 tools.

3. Schools:

- to promote interdisciplinarity among all the staff members.
- to develop collaborative international partnerships, reinforcing team work.
- to strengthen the European dimension of the schools' policies and strategies.

4. Stakeholders:

- to disseminate the project and cause positive impact on other stakeholders, like charities, customers, parents, and other students, namely on the following criteria: satisfaction, engagement, motivation, and participation.

As we can see in the data attached to this report, all the objectives were largely achieved:

1. Students:

All the students proved to be very receptive and involved throughout the project and particularly in the international mobilities, as we can see in the results of the questionnaires applied to the students at the end of each of the two mobilities (**Attachment II**). The development of their language skills (English language proficiency) and digital skills were attested by the school results obtained in English and ICT subjects and reinforced by their teachers in the mid-term and assessment meetings. In addition, the students involved in the project surprised the educational community with the digital platforms chosen to disseminate the mobilities, showing creativity in their use and an increased ability to use new technologies different from the usual ones, which require some degree of complexity. Furthermore, the development of teamwork was noticeable, which implied that students accepted each other's opinions and were more comfortable to present their ideas and divide tasks. All teachers consider that, during the course of the project, the students developed their creativity, visible in the works they developed. Finally, the levels of autonomy and initiative of the participating students increased, which was reflected in a more confident and proactive attitude in organizing and running dissemination activities and participating in internal international activities.

2. Staff:

Regarding the impact that the project had on staff members (both mobile participants and those who benefited from dissemination activities), a greater command of Web 2.0 digital tools stands out (**Attachment III**). As an example, we highlight Da Vinci Resolve, a video editor that students and teachers began to use following the contact they had with it within the project. Also noteworthy is Photoshop, used in photo editing workshops. Some Google applications have also started to be used, namely Google Slides and Google Forms. The motivation and predisposition levels for innovation have also increased, as can be seen in the use of new, more creative, relevant, and efficient teaching methodologies.

3. Schools:

One of the main objectives of this Erasmus+ project was to strengthen the European dimension of each school involved. This objective was totally achieved. The data that confirms such positive impact is the following:

- The number of new partnerships increased.
- Each school is now involved in other international projects, namely eTwinning, entrepreneurship international projects, new Erasmus+ and eTwinning projects...
- More and more teachers are now working in other international projects.

Besides, interdisciplinarity was also boosted, having now more teachers collaborating in international projects and internal activities related with Europe and the European Union.

4. Stakeholders:

The other stakeholders (parents, charities, universities, companies, political representatives...) were also involved in this Erasmus+ project contributing to it or participating in events and seminars to which they have been invited. This had a great impact on their involvement and the way they see the students' motivation and engagement.

4. Dissemination and communication

Regarding the dissemination and communication of the activities carried out during this first year of the project, all partners disseminated the activities in the social networks of each school and in the local community, through the presentation of the project results in different models.

In addition, a [website of the project](#) was built by the Turkish partner, a graphic design specialist, and advertised on each school's pages and social networks (Facebook, Instagram, and Twitter).

All these activities promoted the disclosure and dissemination of the project, aiming to reach beyond the institutional level. It was visible the increase of views of publications related to the project in each of the schools' social networks, resulting in greater interest and involvement of the entire school community.

In addition to these communication channels, others were used in the dissemination of the project, namely:

- dissemination of the project's learning outcomes, at the end of each of the international mobilities, by the participating students and staff members.
- class councils, which were always attended by the project coordinator.
- meetings with the parents.
- monthly newsletter from the schools that use this communication strategy.
- institutional website of each of the participating schools, with the dissemination of news and testimonials.

- in the case of vocational schools, dissemination together with the companies responsible for the Workplace Training (FCT), in the different moments of the same (preparation of the FCT, follow-up and evaluation).

We intend, however, to increase the scope of the project's dissemination to a national and international level. Thus, we propose that, in the 2nd year of the project, the project and its results are disseminated also through:

- dissemination events, held in a physical space but broadcast via live streaming.
- selling the project's products in regional markets.
- final multiplier event.

5. Conclusion and Recommendations

So far, it is considered that the objectives outlined at the beginning of the project are being met, particularly those related to the motivation and involvement of all students and staff members in collaborative activities promoted by the project. These results can be seen in the willingness and in the number of applications made by students to participate in other mobilities. In addition, there has been a decrease in the absenteeism rate, particularly of students with fewer opportunities, at risk of early school leaving.

Regarding the objective related to English language proficiency, we conclude that students and teachers have improved their level of proficiency, a fact verified during the mobilities carried out so far, in which students and staff members communicate and interact in English. The same happens in collaborative activities and/or online, namely in workshops and in the work developed by international teams.

Regarding digital skills, students and staff members started using different Web 2.0 tools, after learning to use them in the workshops promoted by the project. Among others, we highlight the Da Vinci Resolve platform, for video editing, and Google Slides, in the preparation of the project's dissemination presentations.

In summary, in this first year of the project, in addition to the skills evidenced above, the students developed other soft skills considered essential and integral to the school curriculum, namely:

- reasoning and problem solving, through the creation of innovative ideas and solutions for the promotion and sale of the project's products.
- interpersonal relationship and communication, evident in the dynamism of the dissemination activities of the mobilities, presented to real audiences.
- critical and creative thinking, in the presentation of innovative proposals for some of the project activities, especially those related to the promotion of products. Students conceptualized application scenarios for their ideas, tested and decided on their feasibility, and evaluated the impact of the decisions adopted.

- Team work, working together to accomplish the proposed activities and valuing the diversity of perspectives on the issues at hand, side by side or through digital media. They have developed and maintained diverse and positive relationships among themselves and with others in contexts of collaboration, cooperation, and mutual aid.

- aesthetic and artistic sense, evident in the creation of presentations or other means of communication to promote the project.

Finally, it should be noted that the number of Europass documents delivered was higher than the initial forecast.

To improve the project and the results obtained, the following recommendations are proposed:

- increase the number of collaborative activities, before, during and after the international mobility, developed synchronously and asynchronously.

- promote, in quantity and diversity, the project's dissemination activities, reaching, in this way, a national and international scope (seminars transmitted in live streaming, sales actions and dissemination of the project's products abroad).

- increase the number and diversity of supports, according to the needs that arise throughout the project (media, town halls, parish councils, organizations linked to entrepreneurship and internationalization, local and national reference companies, among others). This support will be of particular importance not only in making the project more dynamic, but also in disseminating its results.

- use the media (television, radio, press) to promote the project and associated events in order to expand the reach of the impact.

- complement the Erasmus+ project with other activities and/or projects whose theme is related to the topics "solidarity", "sustainability", "entrepreneurship" and "internationalization".

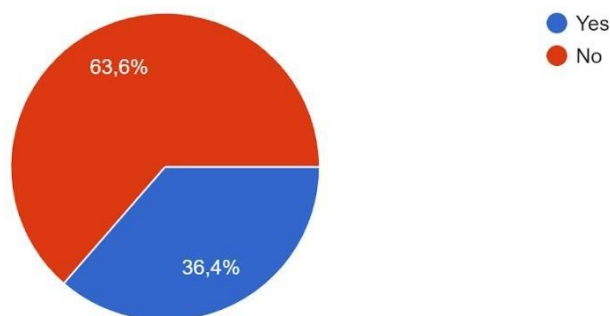
Attachment I

Analysis of the results obtained in the expectations evaluation questionnaire applied before the beginning of the first mobility.

From the analysis of the first question we could conclude that most of the teachers who participate in this project come from completely different areas. Nevertheless, all this multiplicity of domains represents an important tool for the prosecution and development of this project. On the one hand, we find a group of teachers completely at ease with the purpose of the project, according to the subjects they teach. On the other hand, we have teachers with no experience in the area. However, these teachers can promote some of the basic priorities of the Erasmus project, such as inclusion and diversity and digital transformation.

Have you ever taken part in an Erasmus project before?

11 respuestas

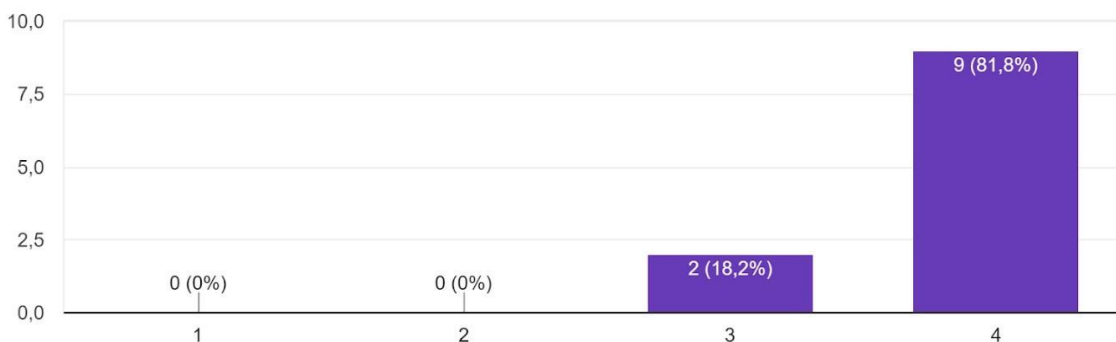


Most of the teachers participated in Erasmus Projects.

From the third question we can conclude that teachers accepted this new Erasmus challenge because they consider it important to improve the English language, and also the fact that teachers and students will be able to share experiences and learn about new cultures. Besides, the development of a skill as important as working in a team is an important factor to take into account.

How motivated do you feel about participating in this project?

11 respostas



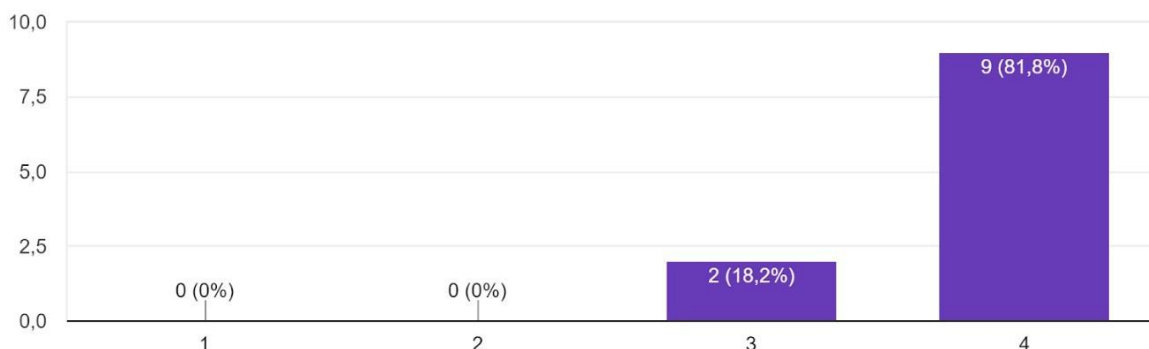
Almost all teachers surveyed are very motivated for this project, except for two who are only motivated.

Collaborative work is considered for all the teachers the key for the success of this project. The fact that they will be able to share responsibilities for a common goal will allow them to learn from each other and discover new teaching practices which will transform and enrich their personal performance.

As for the importance of this project in relation to the development of the student's skills, almost all teachers agreed on the fact that the linguistic skill will be very relevant. Students will have to develop their written and spoken abilities. In addition, they will learn and hopefully get acquainted with the reality of the world of work, getting to know other cultures and having to interact with them. This interaction will definitely promote the values of inclusion and the acceptance of diversity. Besides, learning about entrepreneurship, its basis and the construction of a common project will develop areas that the students would never be able to develop otherwise.

How much do you think you will learn with this project?

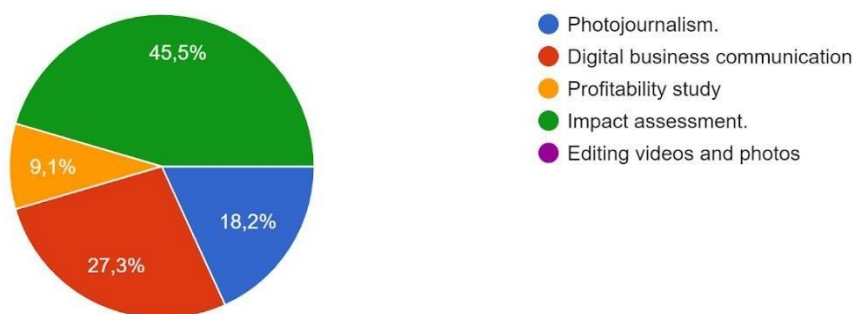
11 respostas



All the teachers considered that they will be learning with this project, most of them think they will learn a lot.

Which of the following areas would you like to learn about?

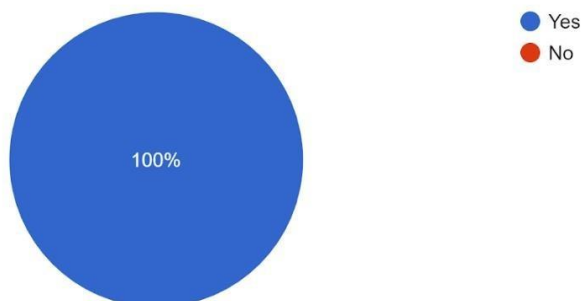
11 respostas



Concerning the areas which the teachers would like to learn, most prefer impact assessment, a quarter want photojournalism, another quarter want digital business communication and just a small percentage want to learn more about Profitability study. Curiously, most of the teachers are particularly interested in areas which are not their direct responsibility in this project. Having this into account, we can conclude that this project will help them develop other domains and achieve one of the purposes of the project.

Do you think your students will improve their digital competence with this project?

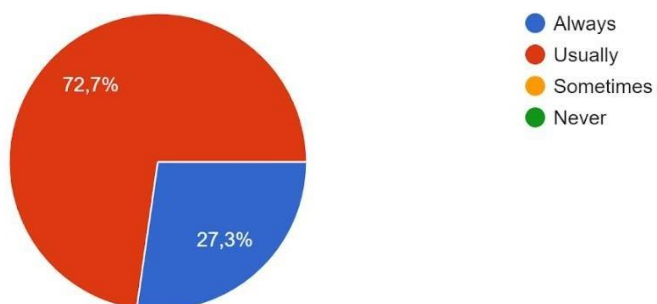
11 respostas



All teachers concluded that students' digital competence will have been improved at the end of this project, following once again one of the basic priorities of the Erasmus.

How often do you use web 2.0 tools in your lessons?

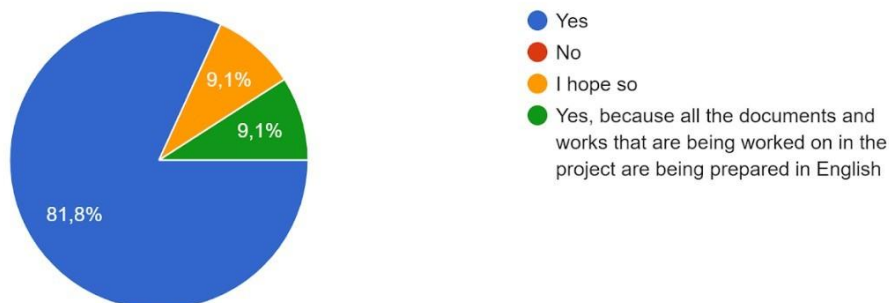
11 respostas



Most teachers already frequently use Web 2.0 tools in their classes.

Do you think your students will improve their English speaking and writing skills because of this project?

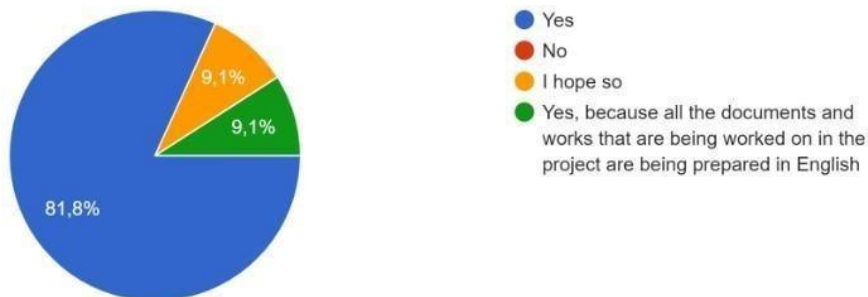
11 respostas



According to the answers, the majority of the teachers believe that students will improve their English speaking and writing skills, once all their work will be done in English. Not only in the preparatory activities, but also during the mobilities.

Do you think your students will improve their English speaking and writing skills because of this project?

11 respostas

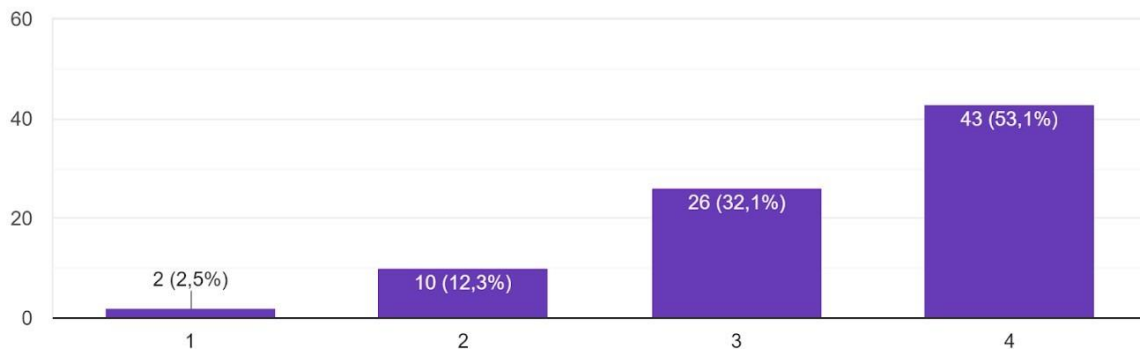


According to the answers, the majority of the teachers believe that students will improve their English speaking and writing skills, once all their work will be done in English. Not only in the preparatory activities, but also during the mobilities.

From the 81 students that answered the form 34 are French, 15 Spanish, 22 Portuguese and 10 Turkish.

How motivated do you feel about participating in this project?

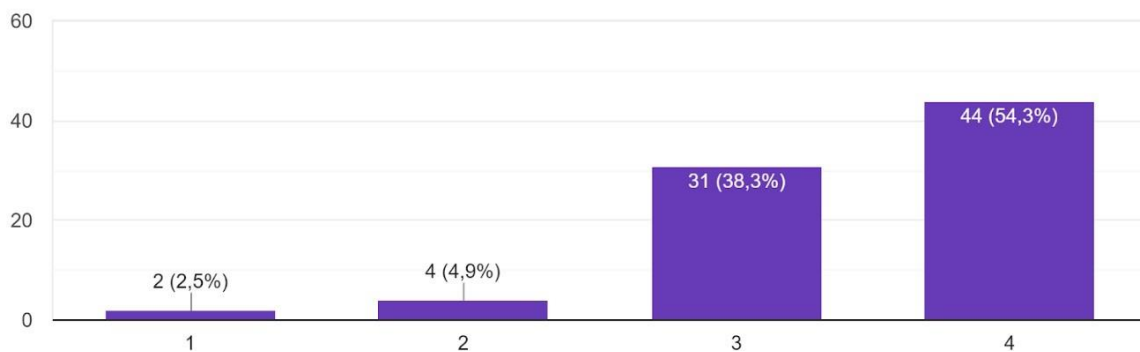
81 respostas



The majority of the students are motivated or extremely motivated to initiate this project. There are 10 students who are less motivated and curiously only 2 students are not at all motivated.

How much do you think you will learn with this project?

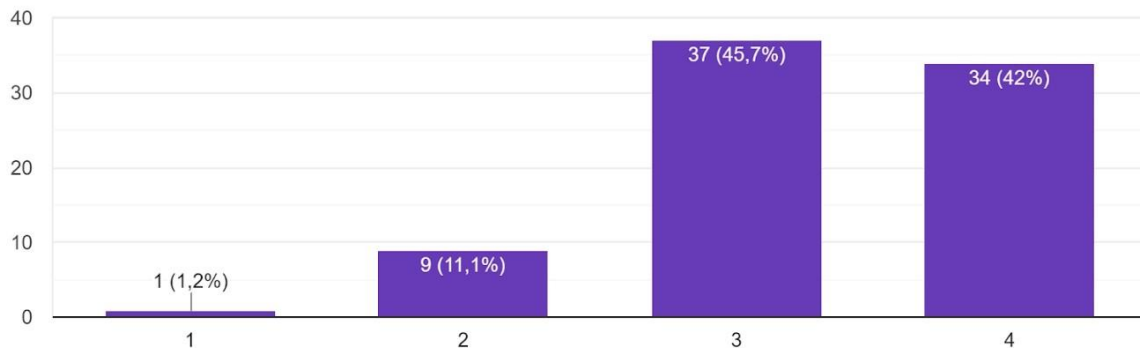
81 respostas



Following the tendency shown above, once again, the majority of students believe they will learn a lot with this project. On the other hand, only 6 students are not convinced of the benefits of this partnership.

How important will this project be in your student's life?

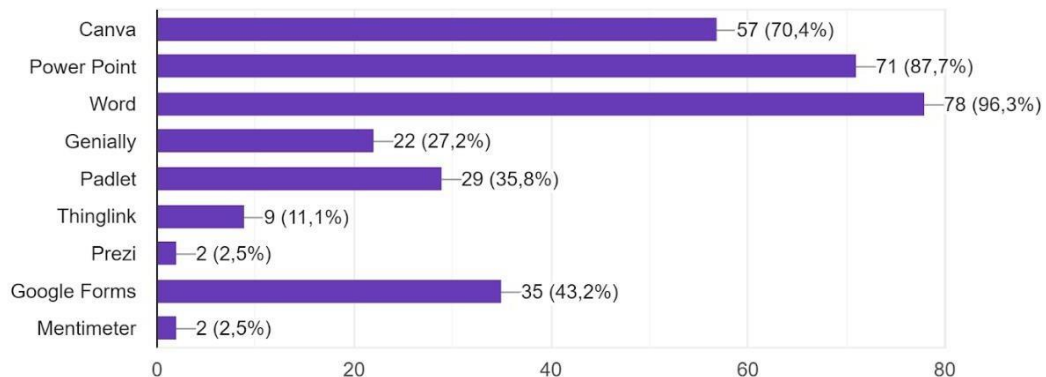
81 respostas



Most students believe this project will be important or very important in their student's life. There are less students totally convinced of that. Nevertheless, just 9 students consider that this project has some kind of importance and only 1 considers this won't have any importance in his/her student's life.

From the following apps or software which one(s) have you already use? (You can choose more than one)

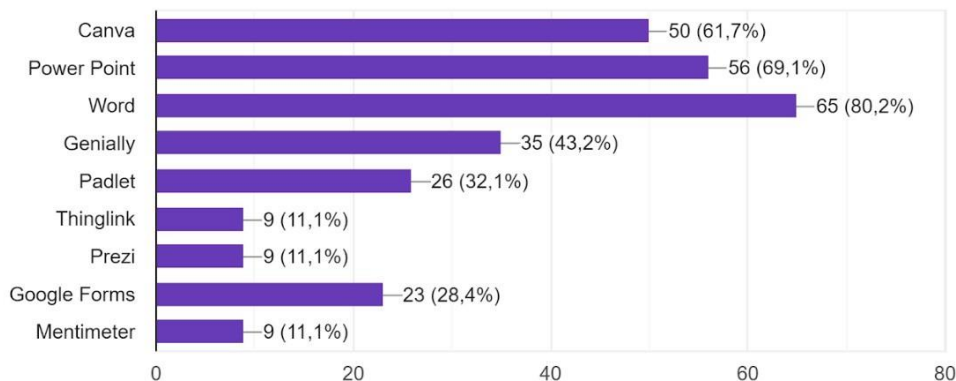
81 respostas



Clearly, students have already used the most common apps or software. Word, Powerpoint and Canva are the most used, followed by Google Form, Padlet and Genially. Only a small number of students have already used Thinglink, Prezi or Mentimeter.

What apps or webs would you like to use during the project? (You can choose more than one)

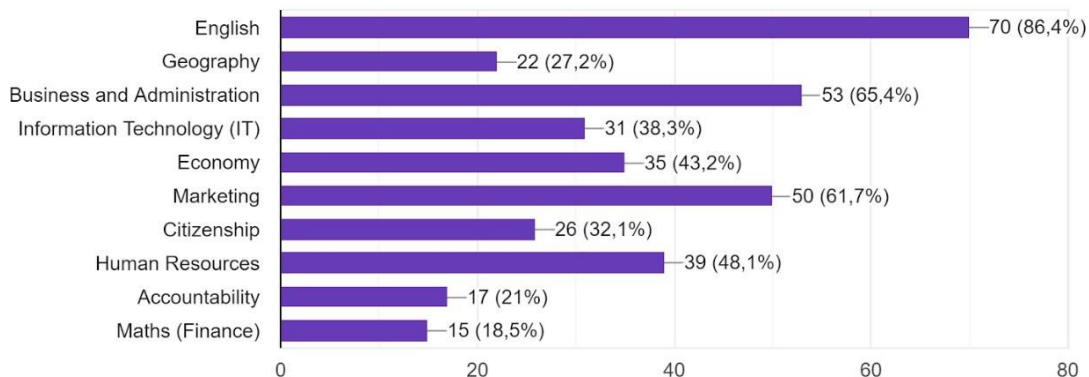
81 respostas



Most students would prefer exploring the most common apps, such as Canva, Power point, Word or Genially. In fact, they don't seem to be very interested in getting out of their comfort zone. Only a small percentage of students would like to experience apps they have never tried before, as for example, Thinglink, Prezi or Mentimeter.

Which subjects do you think you will be learning the most with this project? (You can choose more than one)

81 respostas

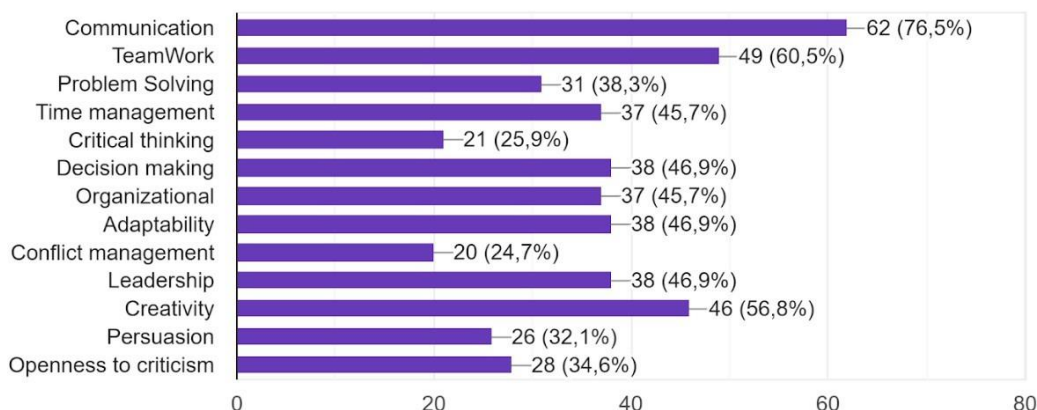


As far as their learning process is concerned, most students clearly believe they will improve their English. In addition, a high percentage consider that subjects as Business

and Administration, Marketing, Human Resources and Information Technology will also be profitable areas to deal with. Subjects such as Citizenship, Accountability and Maths are the ones which students don't think they will learn that much.

From the following soft skills which one(s) do you think you will develop the most?

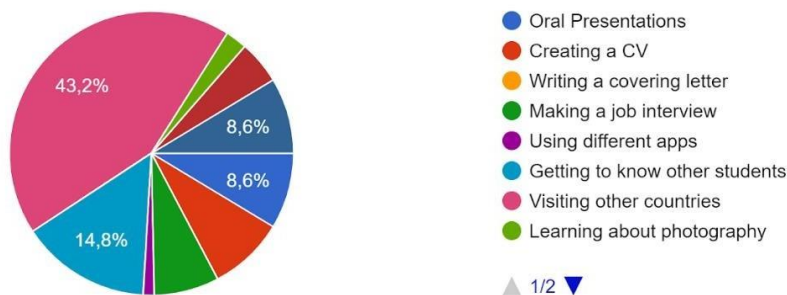
81 respuestas



Having in mind that students believe English will be the subject they will learn more, Communication is also the most developed soft skill to be worked on during the project. In fact, students will have to be permanently in Communication with their peers during the mobilities. In addition, and taking into account that this is a cooperative project with multiple partners, students have considered Team Work as the second most important soft skill to be developed, being Creativity considered the third one. All the other soft skills got a similar percentage leading us to the conclusion that students believe that a large variety of soft skills will be developed to accomplish our purpose.

Which are the activities you believe will be the most interesting?

81 respostas



It is evident that students consider the visit to other countries as the most interesting activity and the possible interaction with other students is the second most voted. All the other activities seem to be less interesting.

When students are asked to specify a word that represents their personal expectations for their project it's obvious that LEARNING is the most common word. Nevertheless, we may conclude that all the others translate a complete diversity but a common positiveness: development, improvement, responsibility, language, entrepreneurship, interesting, discovery, knowledge, skilled, ambitious, progress, future are all part of a brainstorm that clearly represents how motivated and interested these students are in developing this project

Attachment II

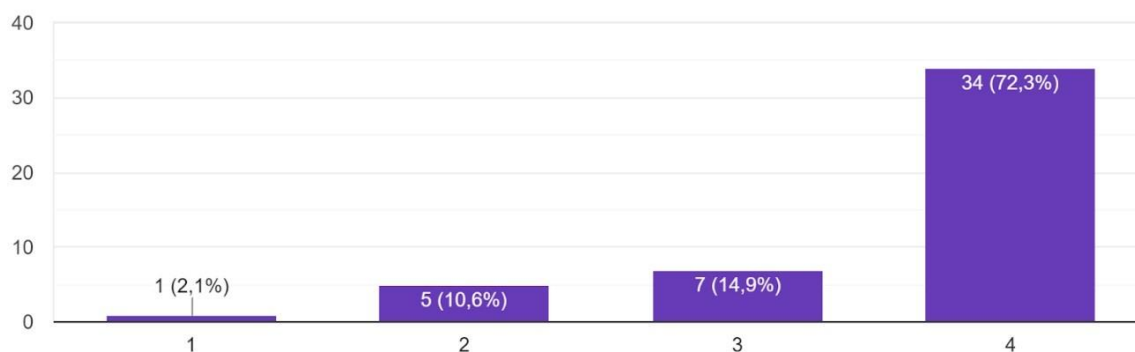
Results of the questionnaires applied to students throughout the first phase of the project.

From the 47 students that went to the Portuguese mobility and answered the form seven are French, seven are Spanish, 11 are Turkish and 22 are Portuguese. We present the data resulting from the application of online forms, which will be discussed at the end of this report.

A large part of the students were highly motivated to move to Portugal (graph 1), their reasons being related to learning expectations.

How was your motivation at the beginning of the Portuguese mobility?

47 respostas



Graph 1: motivation before mobility in Portugal

In response to question "What did you expect to learn from this mobility?", most of the students expected to develop their communication skills, not only in the academic perspective but also in the personal perspective. The interaction with the other students and the need to communicate with each other was from far the most important aspect.

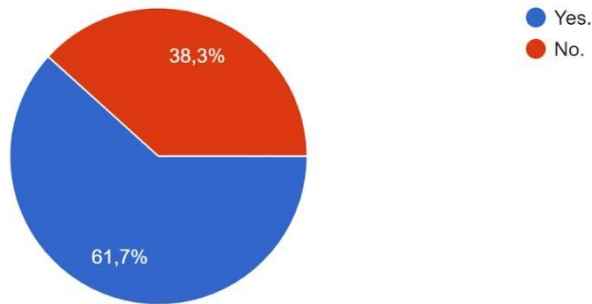
Learning about other cultures, exploring a new country, and discovering everything about a different city was also referred to as being some important areas in which their expectations were focused on. Furthermore, the development of different social skills such as the ability to work in a group was also mentioned by some of the students. After checking the plan of the mobility, some students also indicated that they expected to learn something about new apps, video, and photo editing.

The language was the biggest barrier that students experienced in this mobility: a majority of students felt whether it was because some of them had to struggle with their English limitations or in other cases they could speak English, but they couldn't make themselves understood. One student referred the video editing as a difficulty, and another felt it difficult to adapt to the culture.

Since the students have identified the barriers, it is important that they are able to overcome them. The communication problem that students felt from the beginning was somehow solved by not giving up: they tried to communicate in English even if they weren't totally comfortable with the language. They referred the adoption of different strategies such as: use of simple phrases, gestures, the use of different languages and translation Apps. The teachers' help was also mentioned as being useful to make them understand each other.

The help was important for 61.7% of the students, helping them to overcome the difficulties (graph 2).

Have you been helped to overcome the difficulties?
47 respostas

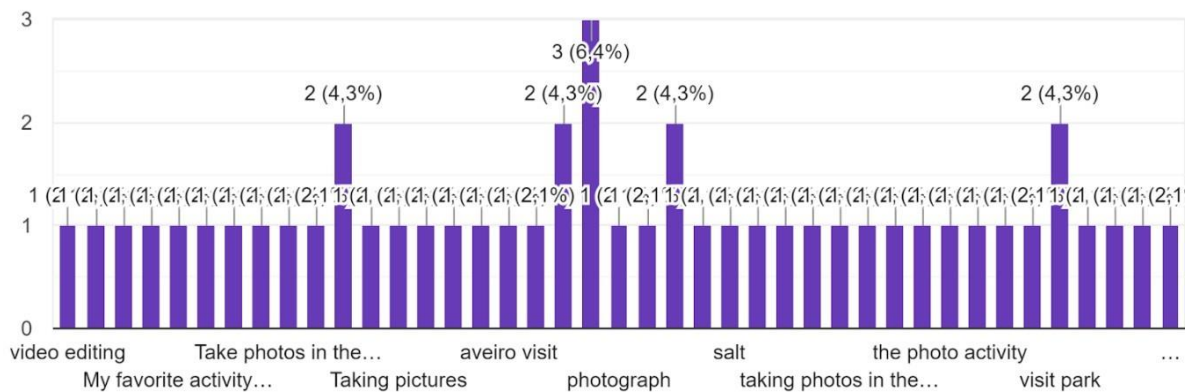


Graph 2: students help

The help was carried out by other students and of the teachers. In some cases they used digital translators, in other situations they had their colleagues or their teachers explaining in other words the instructions for the different activities and sometimes their own language was used to help them interact.

During the mobility, the favorite activity was photography workshop (22 students); 13 students preferred the cultural visit; eight liked the video editing workshops; four students consider the firm visit as a favorite activity (graph 3).

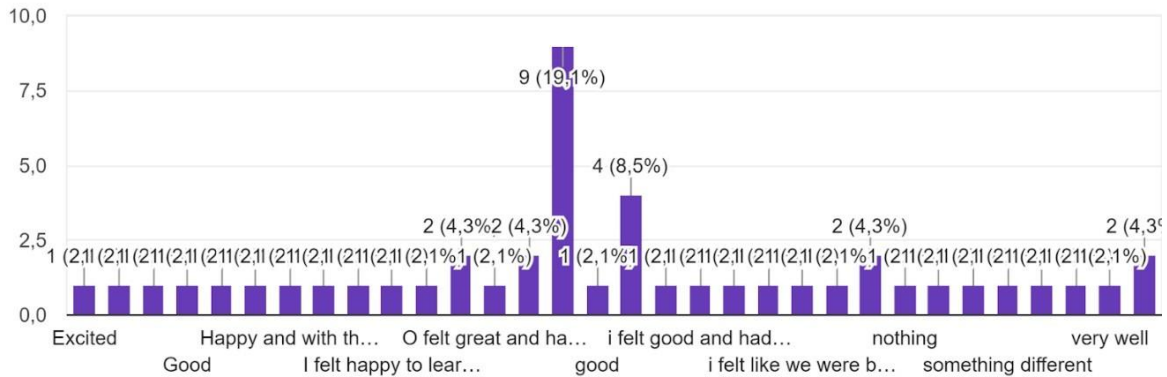
What was your favourite activity?
47 respostas



Graph 3: favorite activity

Most of the students felt very good during their favorite activity and especially about being part of this project. Some students were happy to learn something new that will be useful for their future. The other students felt grateful because they were learning about something and wouldn't have an opportunity to learn in any other way. Finally, the students felt anxious to get to know those new students and filled in because the mobility day had arrived (graph 4).

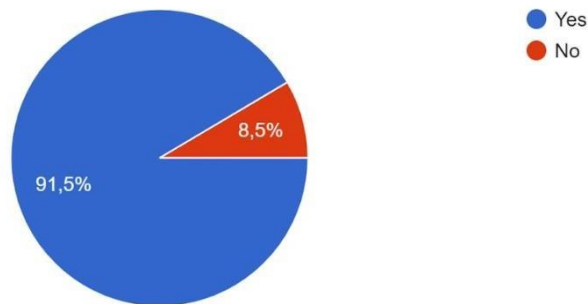
How did you feel while doing it?
47 respostas



Graph 4: Feelings about activities

Thirty-one students considered the development of communication skills in public very important for this project (graph 5).

Do you consider important to develop communication skills in public?
47 respostas

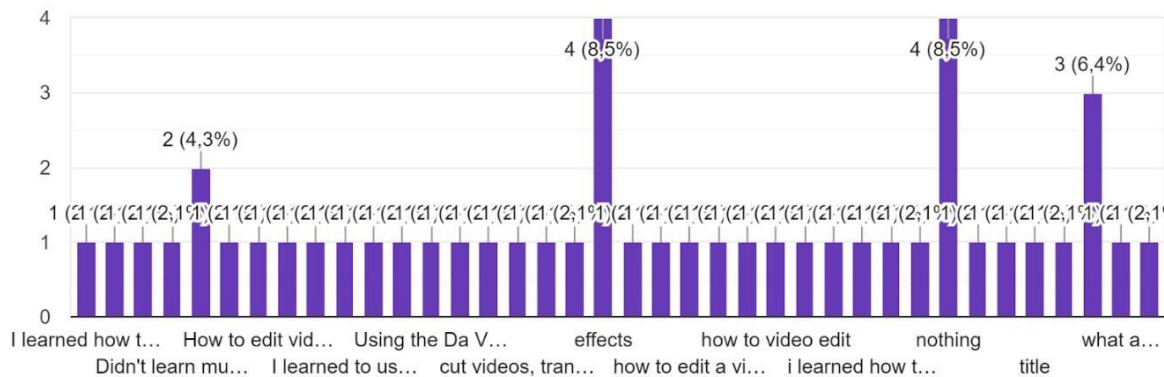


Graph 5: Communication skills development

The students learn different skills with this program. Almost all students learned how to edit videos: "To cut video and put animation", "To move a video", "To edit and making dynamic videos and above all what app to use", "Learned to use apps that they did not know before", "Work as a team and know to edit videos more efficiently", "Cut videos and do the transitions", "Use effects", "Wrote on the video", "Learned a lot of ways to edit videos in a presentable and professional way", and "To do transitions and make memories last forever in a much funnier way" (graph 6).

What did you learn about video edition?

47 respostas

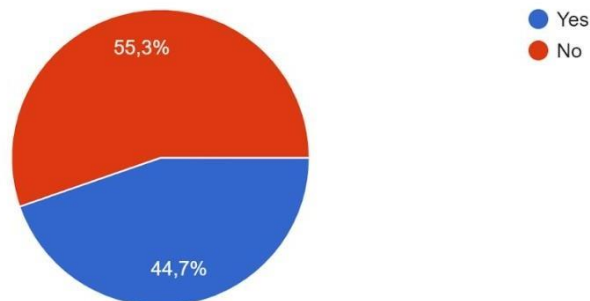


Graph 6: Video editing learning

More than half of the students never worked with the Da Vinci Resolve program. Twenty-one students worked before the mobility with the program (graph 7).

Have you ever worked with the program Da Vinci Resolve?

47 respostas

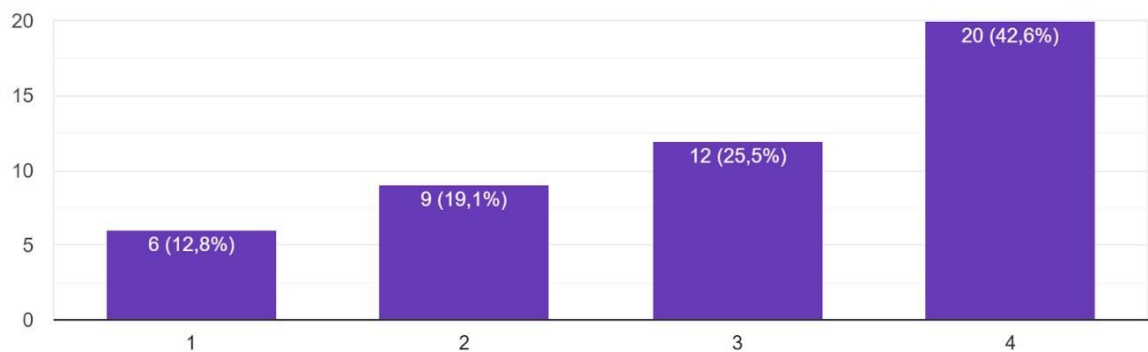


Graph 7: Da Vinci Resolve use

Almost all students learned something about the Da Vinci Resolve program. Most are already able to edit videos in a more professional way with a different kind of form of editing, such as using effects and transitions, adding photos, and cropping videos. Someone students report that they can make a short video in an easy way. More than half of the students agree that it was useful to use the Da Vinci Resolve program to realize the activities about video editing (graph 8).

Da Vinci Resolve was useful in the development of the project activities.

47 respostas



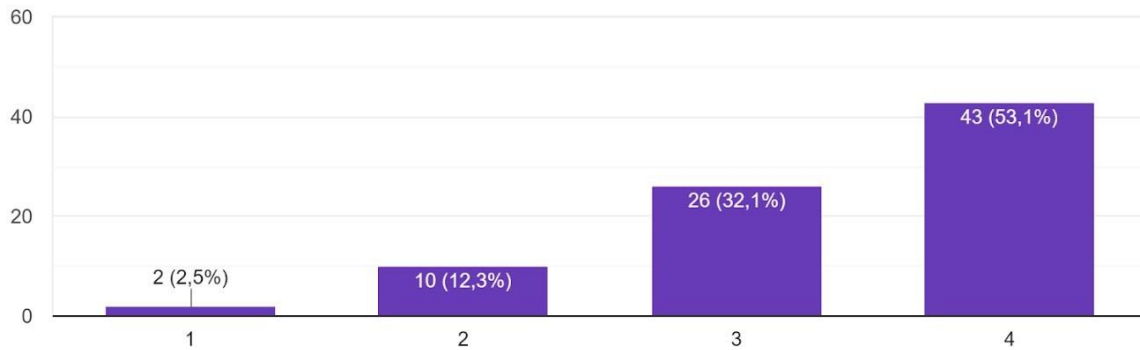
Graph 8: Da Vinci Resolve usefulness

About photojournalism, the students learn how to take a professional photo with cadrage, right position. The expert called the golden rules of photography. Furthermore, students know how to get live on the picture. Some students feel able to take better pictures with a professional way and edit them.

From the 81 students that answered the form 34 are French, 15 Spanish, 22 Portuguese and 10 Turkish.

How motivated do you feel about participating in this project?

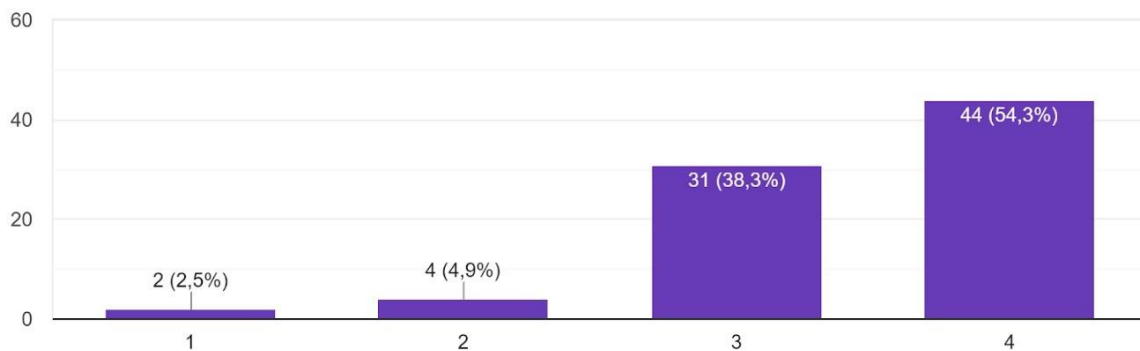
81 respostas



The majority of the students are motivated or extremely motivated to initiate this project. There are 10 students who are less motivated and curiously only 2 students are not at all motivated.

How much do you think you will learn with this project?

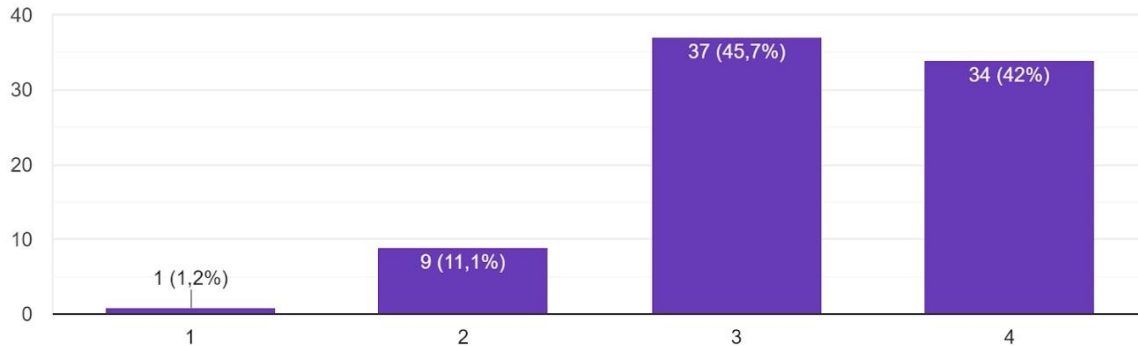
81 respostas



Following the tendency shown above, once again, the majority of students believe they will learn a lot with this project. On the other hand, only 6 students are not convinced of the benefits of this partnership.

How important will this project be in your student's life?

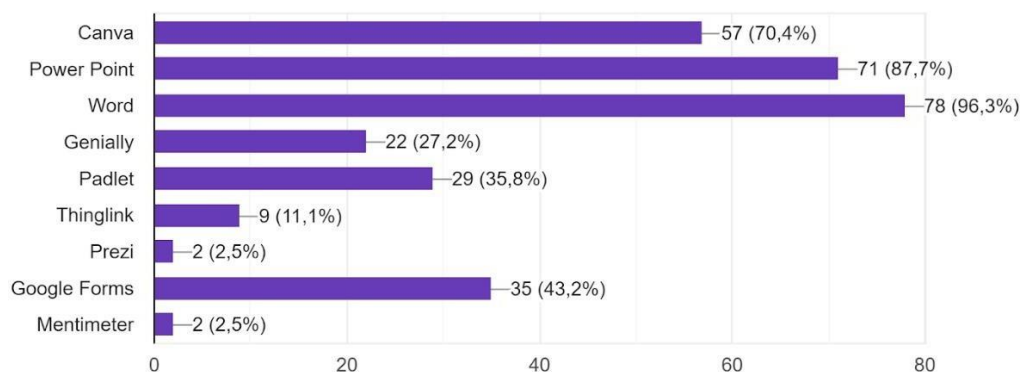
81 respostas



Most students believe this project will be important or very important in their student's life. There are less students totally convinced of that. Nevertheless, just 9 students consider that this project has some kind of importance and only 1 considers this won't have any importance in his/her student's life.

From the following apps or software which one(s) have you already use? (You can choose more than one)

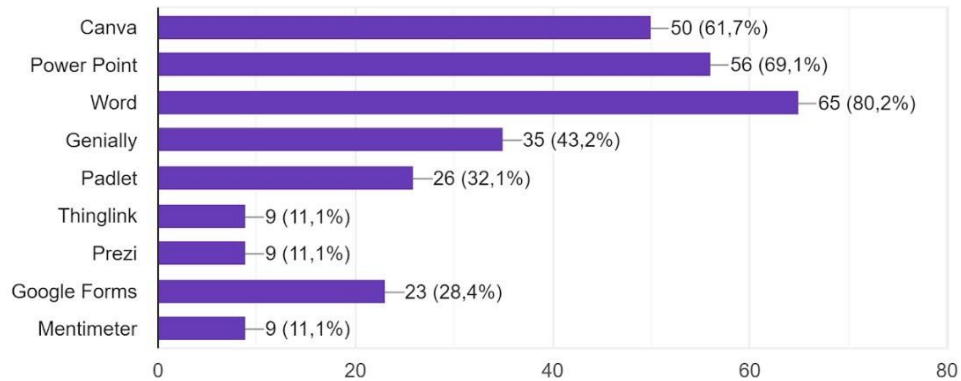
81 respostas



Clearly, students have already used the most common apps or software. Word, Powerpoint and Canva are the most used, followed by Google Form, Padlet and Genially. Only a small number of students have already used Thinglink, Prezi or Mentimeter.

What apps or webs would you like to use during the project? (You can choose more than one)

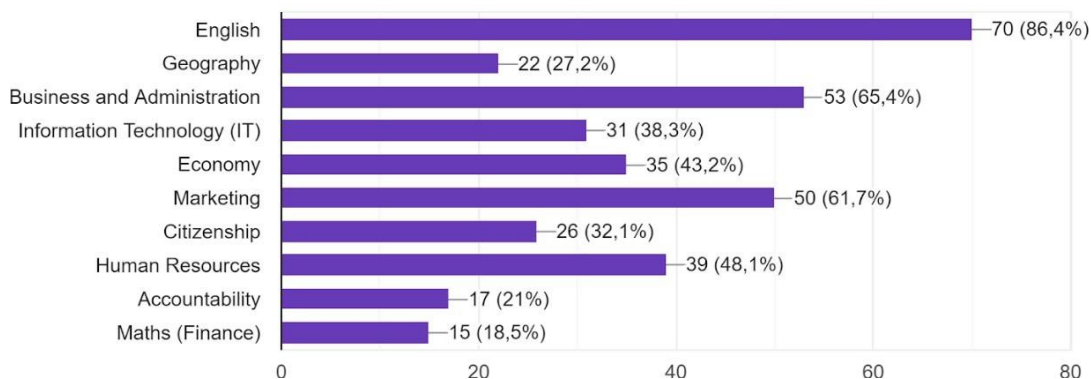
81 respostas



Most students would prefer exploring the most common apps, such as Canva, Power point, Word or Genially. In fact, they don't seem to be very interested in getting out of their comfort zone. Only a small percentage of students would like to experience apps they have never tried before, as for example, Thinglink, Prezi or Mentimeter.

Which subjects do you think you will be learning the most with this project? (You can choose more than one)

81 respostas

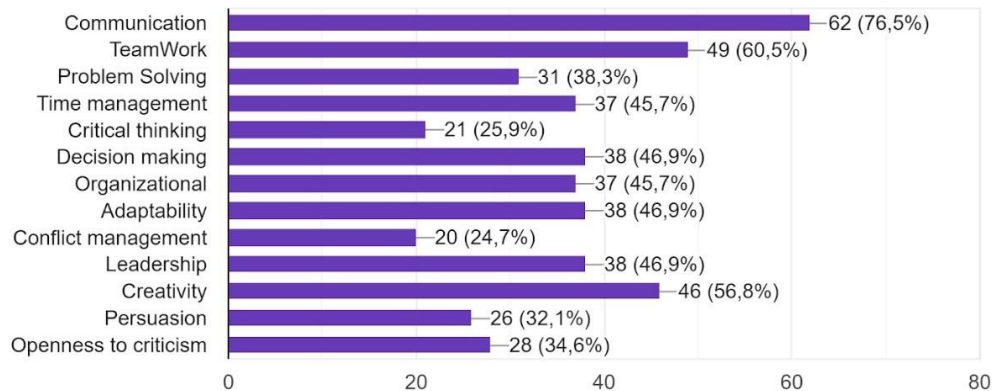


As far as their learning process is concerned, most students clearly believe they will improve their English. In addition, a high percentage consider that subjects as Business and Administration, Marketing, Human Resources and Information Technology will also

be profitable areas to deal with. Subjects such as Citizenship, Accountability and Maths are the ones which students don't think they will learn that much.

From the following soft skills which one(s) do you think you will develop the most?

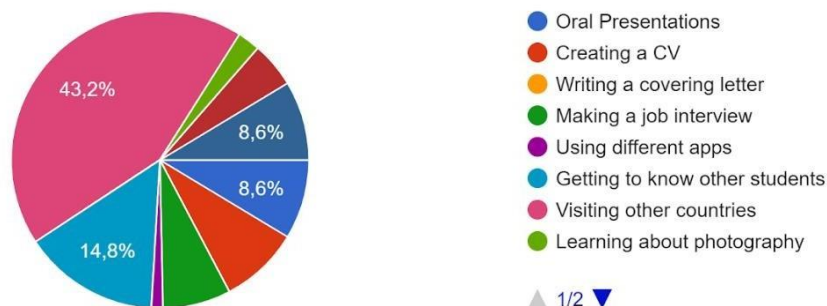
81 respostas



Having in mind that students believe English will be the subject they will learn more, Communication is also the most developed soft skill to be worked on during the project. In fact, students will have to be permanently in Communication with their peers during the mobilities. In addition, and taking into account that this is a cooperative project with multiple partners, students have considered Team Work as the second most important soft skill to be developed, being Creativity considered the third one. All the other soft skills got a similar percentage leading us to the conclusion that students believe that a large variety of soft skills will be developed to accomplish our purpose.

Which are the activities you believe will be the most interesting?

81 respostas



It is evident that students consider the visit to other countries as the most interesting activity and the possible interaction with other students is the second most voted. All the other activities seem to be less interesting.

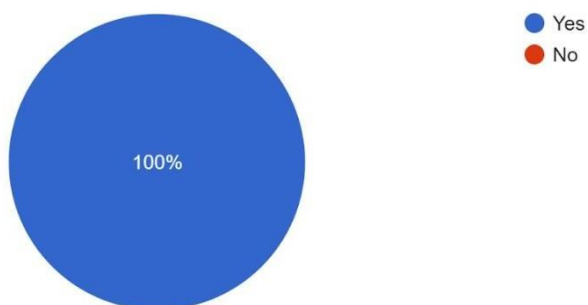
When students are asked to specify a word that represents their personal expectations for their project it's obvious that LEARNING is the most common word. Nevertheless, we may conclude that all the others translate a complete diversity but a common positiveness: development, improvement, responsibility, language, entrepreneurship, interesting, discovery, knowledge, skilled, ambitious, progress, future are all part of a brainstorm that clearly represents how motivated and interested these students are in developing this project.

Attachment III

Results of the questionnaires applied to the staff members during the first phase of the project.

From the 10 teachers who went to the Portuguese mobility and answered the form 2 are French, 1 Spanish, 3 Turkish and 4 Portuguese.

Were the activities developed according with the objectives?
10 respostas



All the teachers considered that the activities were developed according to the objectives.

What was the most challenging in this mobility?
6 respostas

Two teachers considered the number of students to travel and to do the activities during 5 days was the most challenging in this mobility. One of the teachers thinks that the cultural day had many activities and that despite being tiring, it was fun. Two teachers considered the communication with students and making some students talk in English the most challenging. The other teachers considered the most challenging task was to

monitor the work all together. Finally one teacher said he had more difficulty managing time after activities.

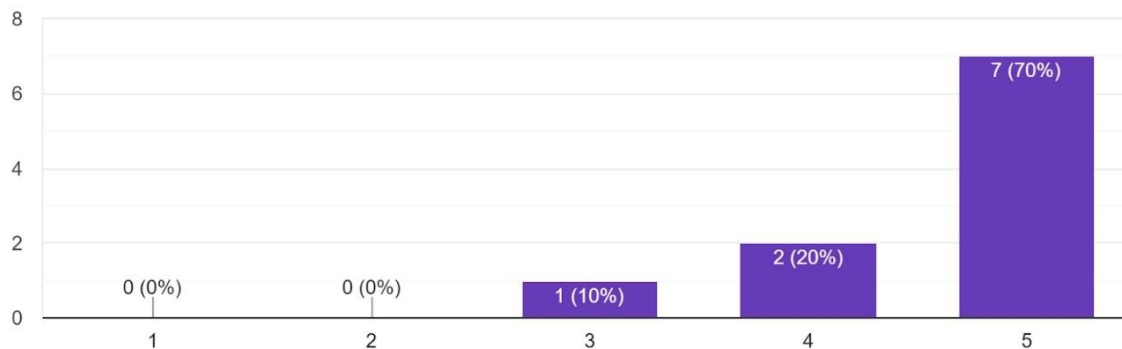
How did you overcome it?

6 respostas

Most teachers overcame the challenges in this mobility very well. One of the teachers overcame the challenges trying to be punctual and the other tried to get all teachers involved in activities. The other one tried to use different strategies for communicating, like speaking slowly and helping the students to make complete sentences. The last one considered overcoming difficulties with the help of hosters.

The activities carried out were in an appropriate number.

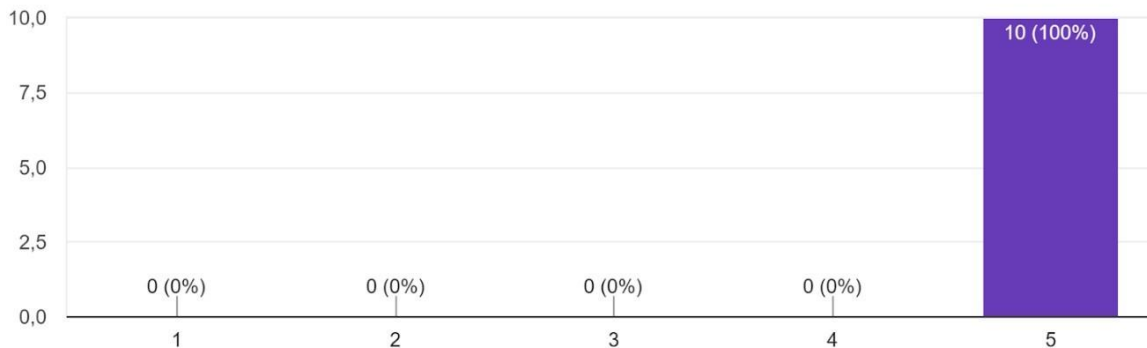
10 respostas



All the teachers agreed that the activities developed were in an adequate number, seven of which strongly agree.

Were the activities well organised?

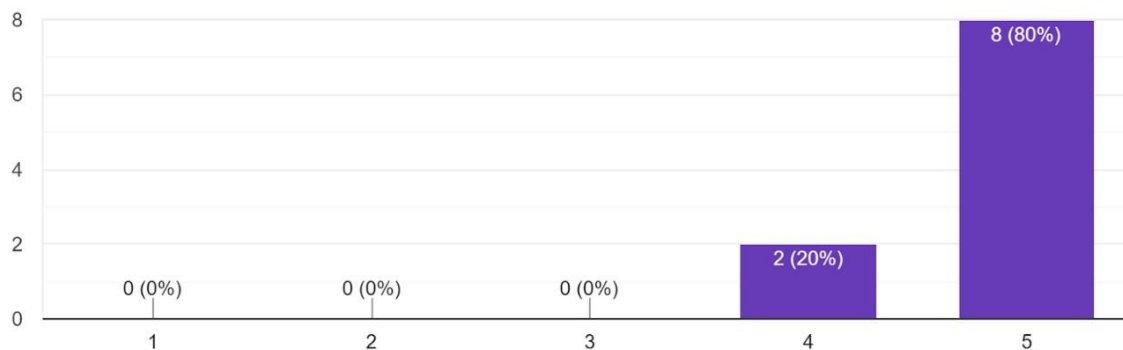
10 respostas



All of the teachers fully agreed that the activities were well organized.

Did the activities followed the planned schedule?

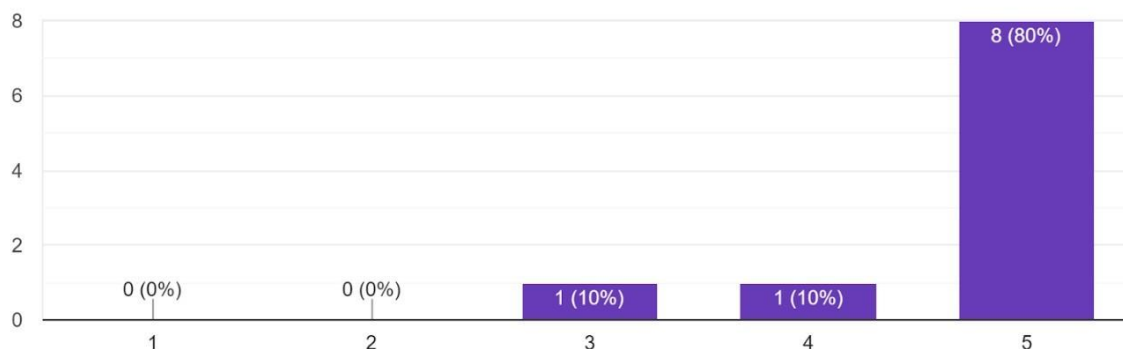
10 respostas



All the teachers considered that the activities followed the previously announced plan.

Was the scientific program consistent with what was planned?

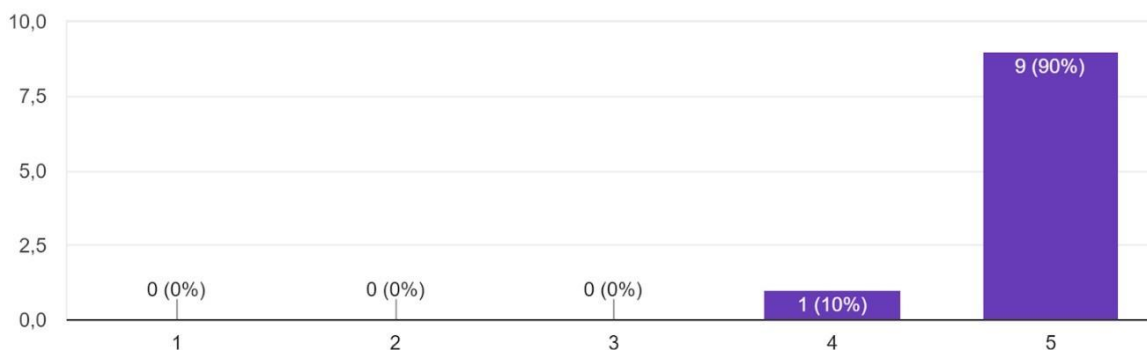
10 respostas



The teachers agreed that all the activities related to the scientific program fulfilled what was previously planned. A French and Spanish teacher did not strongly agree with the above explained.

Was the social /cultural program consistent with what was planned?

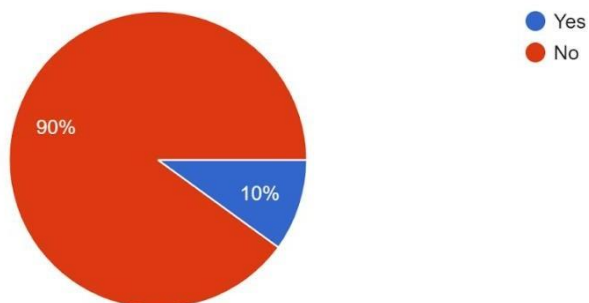
10 respostas



All the teachers considered the social/cultural program developed was in line with the plan previously presented.

Would you change any activity?

10 respostas



One of the French teachers thought that the video workshop should be changed.

Regarding the project, including the activities carried out, identify one strength.

There are different opinions about what went best during Portuguese mobility. Some teachers pointed out that the students were really happy with the mobility and the efforts that were made by students to communicate in a foreign language. The other one empathizes the good organization. Some teachers considered teamwork and cooperation one of the strengths. Two teachers said the visit to cork enterprise and video editing were the most important activities. Finally the teachers referred both the heterogeneity and the diversity of places where the activities were carried out as an important strength from the project.

Regarding the project, including the activities carried out, identify one weakness.

As for what could have gone better, we may mention the difficulty of the students to work in international teams, maybe because of the language barrier. Unfortunately, this handicap does not always allow students to exchange ideas and interact as the teachers would like to. One teacher considered that the workshop about Da Vinci Resolve for the students to learn editing videos did not have an adequate explanation and two teachers referred the weather as a weakness.

Regarding the project, including the activities carried out, identify one opportunity.

Concerning the opportunities that the development of these activities allowed, the teachers had the opportunity to share experiences with the other teachers. Discovered the educational system and Portuguese culture. Furthermore one teacher considered that this mobility allowed to improve the next mobility. The other teacher considered that this mobility allowed to overcome people's difficulties in speaking and discovered new realities: different students, different teachers and the opportunity to practice other languages.

Regarding the project, including the activities carried out, identify one treath. *

Most teachers reinforced that nothing prevented the development of activities.

One teacher considered that he did not carry out the activities at the moment and this hampered the development of activities. Finally one teacher considered there was a lack of communication in some periods.

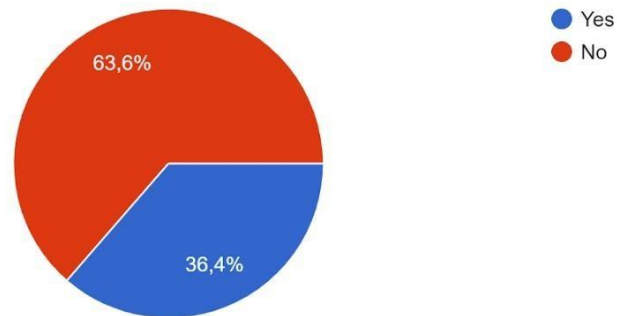
How do you describe the support given by the hosts?

All the teachers considered that the support given by the hosts was excellent, perfect, brilliant. They observed that they were well received and accompanied and the hosts providing answers to all the needs to everyone.

From the analysis of the first question we could conclude that most of the teachers who participate in this project come from completely different areas. Nevertheless, all this multiplicity of domains represents an important tool for the prosecution and development of this project. On the one hand, we find a group of teachers completely at ease with the purpose of the project, according to the subjects they teach. On the other hand, we have teachers with no experience in the area. However, these teachers can promote some of the basic priorities of the Erasmus project, such as inclusion and diversity and digital transformation.

Have you ever taken part in an Erasmus project before?

11 respostas

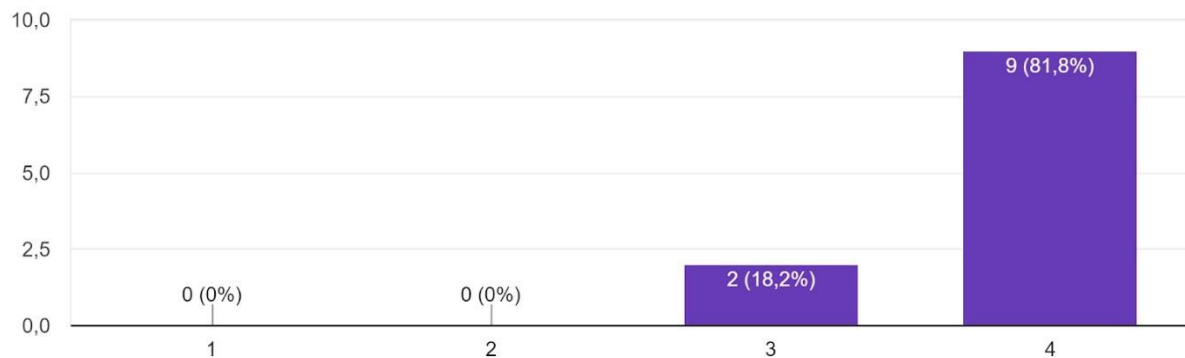


Most of the teachers participated in Erasmus Projects.

From the third question we can conclude that teachers accepted this new Erasmus challenge because they consider it important to improve the English language, and also the fact that teachers and students will be able to share experiences and learn about new cultures. Besides, the development of a skill as important as working in a team is an important factor to take into account.

How motivated do you feel about participating in this project?

11 respostas



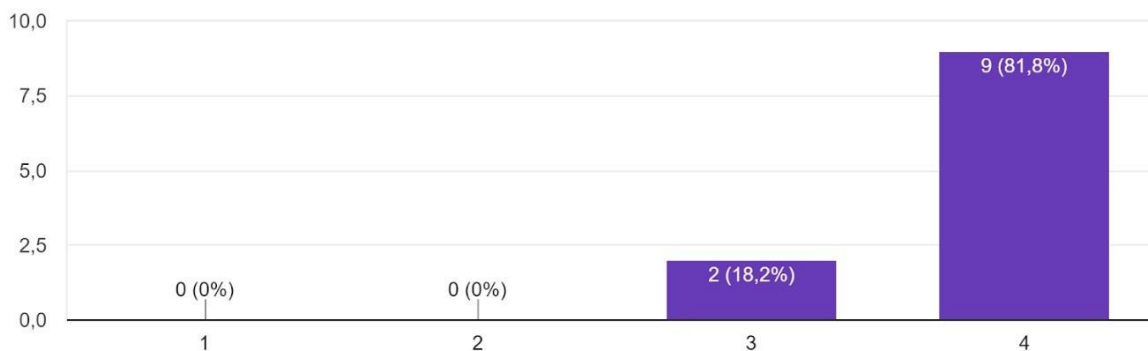
Almost all teachers surveyed are very motivated for this project, except for two who are only motivated.

Collaborative work is considered for all the teachers the key for the success of this project. The fact that they will be able to share responsibilities for a common goal will allow them to learn from each other and discover new teaching practices which will transform and enrich their personal performance.

As for the importance of this project in relation to the development of the student's skills, almost all teachers agreed on the fact that the linguistic skill will be very relevant. Students will have to develop their written and spoken abilities. In addition, they will learn and hopefully get acquainted with the reality of the world of work, getting to know other cultures and having to interact with them. This interaction will definitely promote the values of inclusion and the acceptance of diversity. Besides, learning about entrepreneurship, its basis and the construction of a common project will develop areas that the students would never be able to develop otherwise.

How much do you think you will learn with this project?

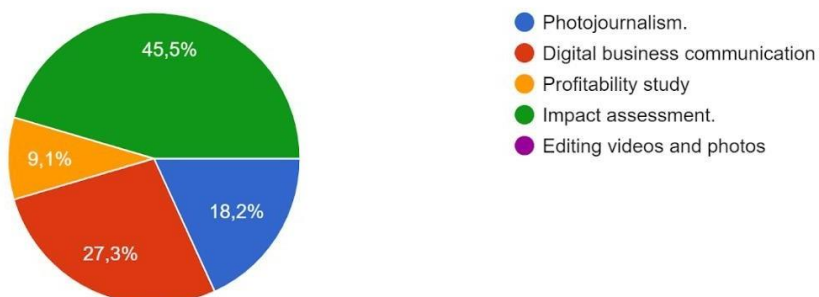
11 respostas



All the teachers considered that they will be learning with this project, most of them think they will learn a lot.

Which of the following areas would you like to learn about?

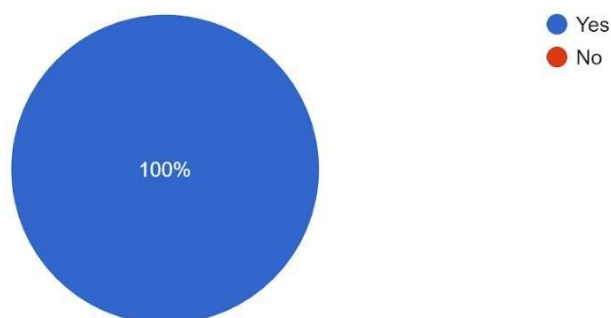
11 respostas



Concerning the areas which the teachers would like to learn, most prefer impact assessment, a quarter want photojournalism, another quarter want digital business communication and just a small percentage want to learn more about Profitability study. Curiously, most of the teachers are particularly interested in areas which are not their direct responsibility in this project. Having this into account, we can conclude that this project will help them develop other domains and achieve one of the purposes of the project.

Do you think your students will improve their digital competence with this project?

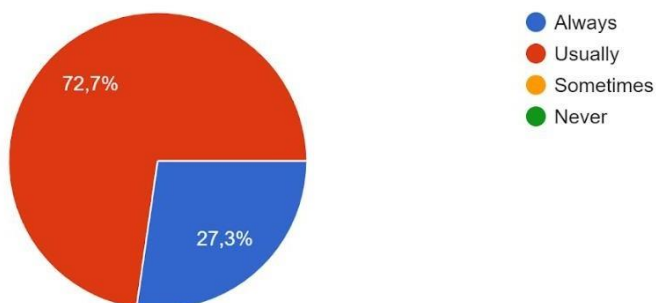
11 respostas



All teachers concluded that students' digital competence will have been improved at the end of this project, following once again one of the basic priorities of the Erasmus.

How often do you use web 2.0 tools in your lessons?

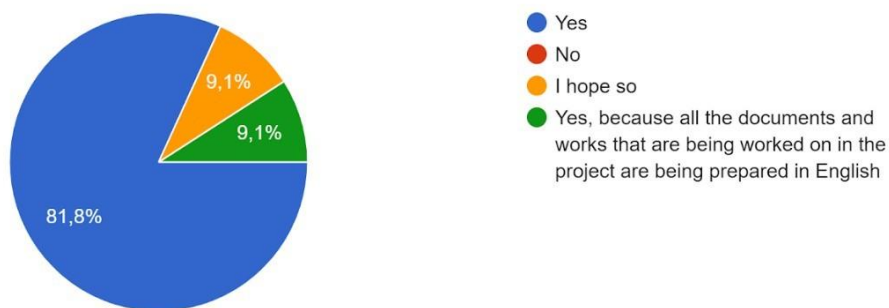
11 respostas



Most teachers already frequently use Web 2.0 tools in their classes.

Do you think your students will improve their English speaking and writing skills because of this project?

11 respostas



According to the answers, the majority of the teachers believe that students will improve their English speaking and writing skills, once all their work will be done in English. Not only in the preparatory activities, but also during the mobilities.

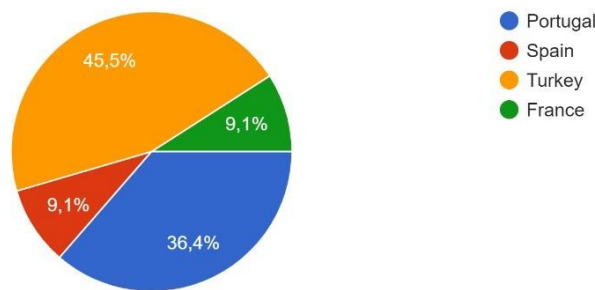
Attachment IV

General impact

Teachers impact

This questionnaire was answered by 5 Turkish, 1 French, 1 Spanish and 4 Portuguese teachers. Counting a total of 11 teachers all of them directly involved in activities with students during the Erasmus+ Eco-Citizen Solidarity Entrepreneurship project.

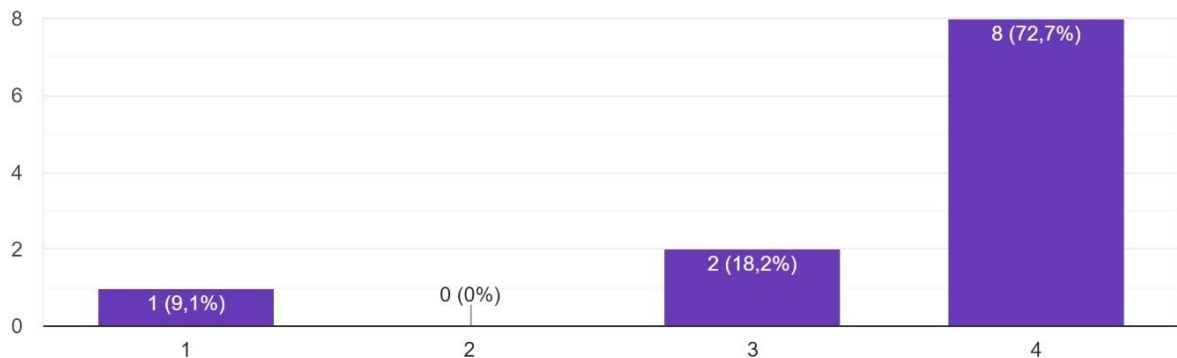
Country
11 respostas



Q1. Do you think that this project has increased your students' English proficiency level?

Do you think that this project has increased your students' English proficiency level?

11 respostas



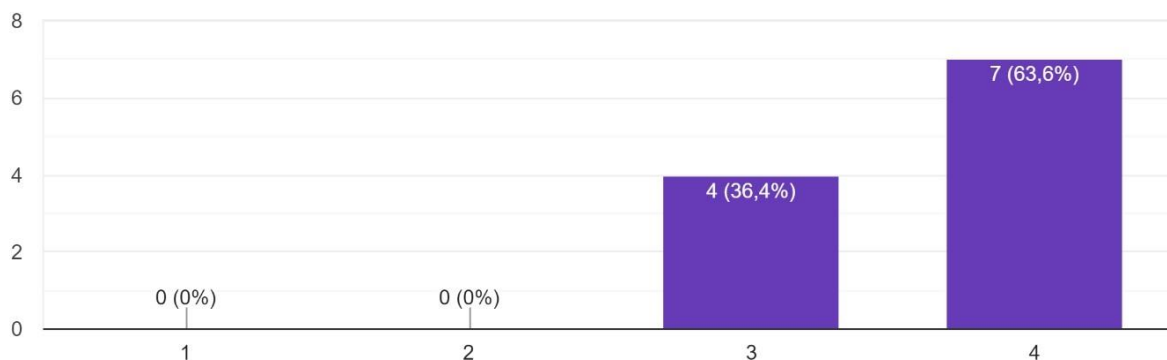
A1. Most of the teachers consider that the project allowed them to greatly increase the

English proficiency level of the students (90.9%)

Q2. Do you think that this project has increased your English proficiency level?

Do you think that this project has increased your English proficiency level?

11 respostas

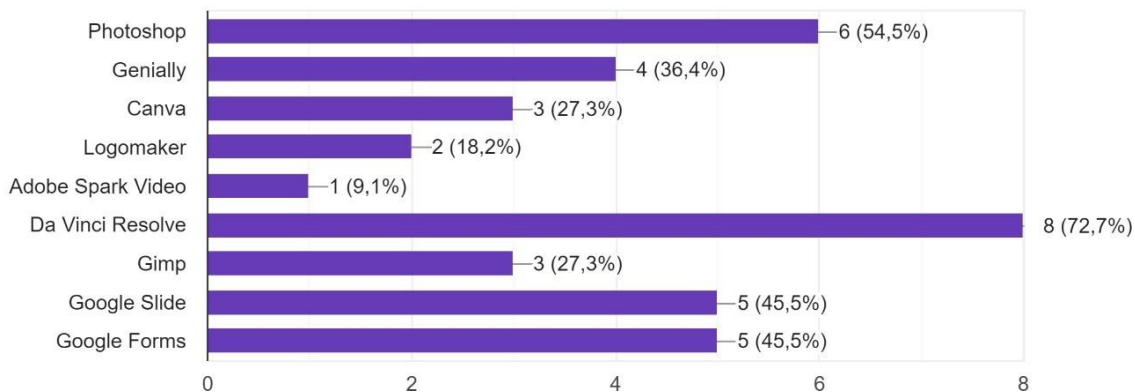


A2.All teachers directly involved in the project consider that the project allowed them to increase their level of English proficiency.

Q3. Which new digital tools have you been using since the beginning of the project?

Which new digital tools have you been using since the beginning of the project?

11 respostas

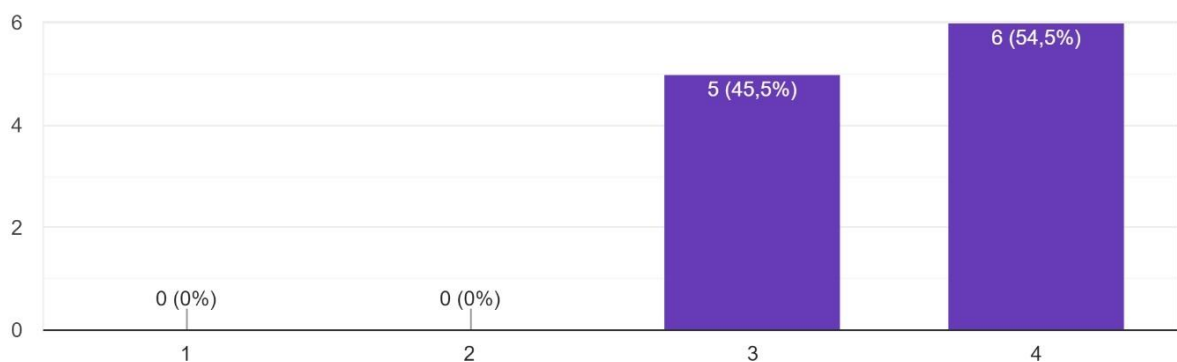


A3. The teachers state that they started using Da Vinci Resolve, a video editor from the development of activities within the project (72.7%). This is followed by Photoshop, used in photo editing workshops (54.5%). Some Google applications were also used, namely Google Slides and Google Forms, with an incidence of 45.5%.

Q4. What is the level of impact in the increase of the interdisciplinarity?

What is the level of impact in the increase of the interdisciplinarity?

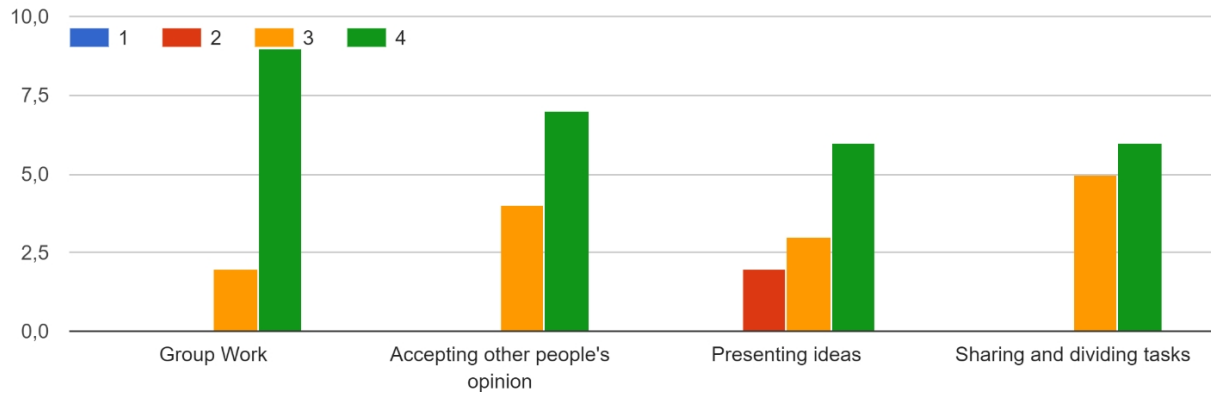
11 respostas



A4. All teachers that this project has a high level of impact on the development of interdisciplinarity (level 4 and 5)

Q5. Project contribution for the development of the team work.

Project contribution for the development of the team work.

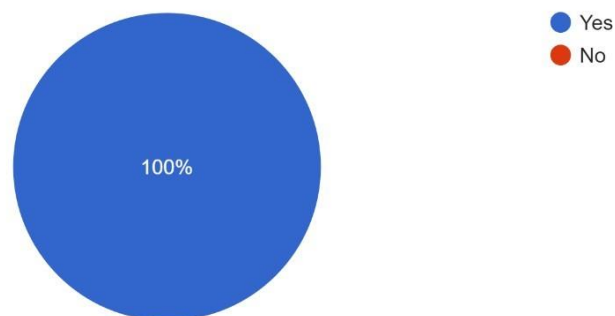


A5. 9 teacher considers that the project contributed to the development of teamwork, allowed students to accept each other's opinions, to be more comfortable to present their ideas and to divide tasks;

Q6. Do you find there was creativity development in the students work?

Do you find there was creativity development in the students work?

11 respostas

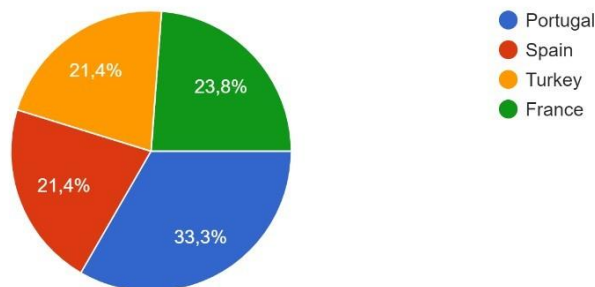


A6. All teachers consider that in the course of the project the students have developed their creativity which is visible in the works proposed by the school on a daily basis.

Project Impact Students

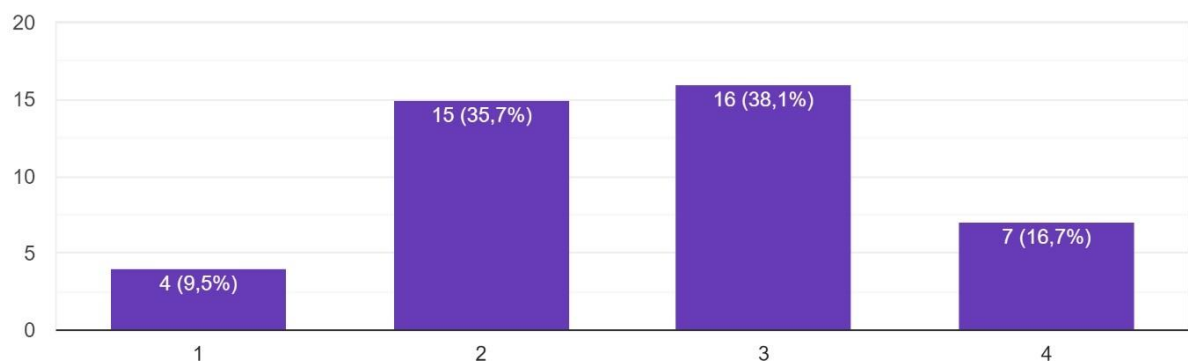
In this questionnaire aimed at students who developed the Erasmus+ Eco- citizen Entrepreneurship Solidarity project, we collected a set of 42 responses, 9 from Turkey; 9 from Spain; 14 from Portugal and 10 from France.

Country
42 respostas



Q1. Do you think that this project has increased your English proficiency level?

Do you think that this project has increased your English proficiency level?
42 respostas



A1. Most of the students (55%) consider that they have improved their level of English proficiency by participating in the Erasmus+ project.

Q2. Which new digital tools have you been using since the beginning of the project?

Which new digital tools have you been using since the beginning of the project?

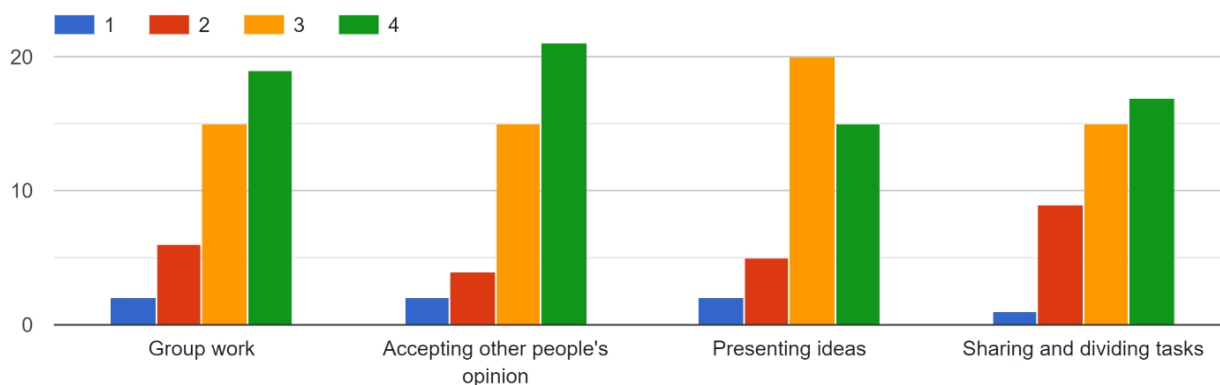
42 respostas



A2. The majority of the students (62%) state that they started using Canva, followed by Google Forms, and Da Vinci Resolve, applications necessary for the development of the project, the latter being introduced for the first time to all students.

Q3. Project contribution for the development of the team work.

Project contribution for the development of the team work.



A3: Half of the students feel that group work was important for accepting other people's opinions; followed by group work, presenting and dividing tasks, and finally, presenting ideas.