

REPORT ON IMPACT ASSESSMENT

"ECO-CITIZEN SOLIDARITY ENTREPRENEURSHIP"

1ST SEPTEMBER 2022 TO 31ST NOVEMBER

Summary

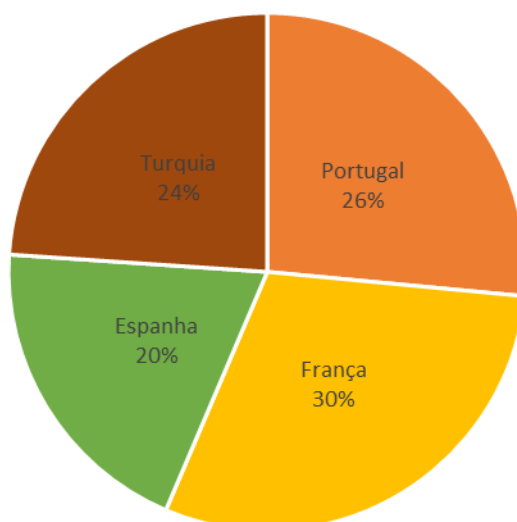
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1. Introduction

This report refers to the project KA220-VET-17EECA4B - Eco-Citizen Solidarity Entrepreneurship (ECSE). This project aims to create a multinational company, guided by eco-citizen solidarity, selling local products. A policy of environmental and social responsibility is transversal to all procedures, allocating the profits to non-governmental organizations, selected by the students of each country involved. To achieve these objectives, three main themes were addressed: (1) entrepreneurial learning; (2) digital competences and skills; and (3) the development of new and innovative curricula or courses. These skills are relevant, as are other non-technical skills such as communication, creativity and teamwork.

This project runs over two school years, a total of 24 months, starting in November 2021 and ending in November 2023. Four schools from different countries participated in this project: Organisme de Gestion de l'École Catholique Sainte-Louise de Marillac, from France (project coordinator); INEDPORTO - Institute of Education and Development, CRL, Portugal; Bahcelievler Aydin Dogan Meslek ve Teknik Anadolu Lisesi of Turkey; and IES LES FOIES, from Spain. The selection of countries and educational institutions was based on institutional diversity, enabling collaboration between vocational schools and schools integrated into mainstream education.

With regard to the number of participating students (Graph 1), the French team is composed of 30 to 40 students from the Sales and Commerce course. In Portugal, 15 students of the Humanistic Scientific Course of Sciences and Technologies, 10 students of the Humanistic Scientific Course of Socioeconomic Sciences and 6 students of the Humanistic Scientific Course of Languages and Humanities participate. In Spain, 15 students participate in the professional training course in Administration and 8 students in the basic professional training in Administration. In Turkey, 16 students are involved in Radio and TV, 6 students in Graphic Design and 6 students in Journalism. The average age of the students is 17 years.



Graph 1: percentage value of students by country

Each international mobility carried out within the scope of the project was attended by 2 or 3 members of the teaching staff from each of the partner countries, thus ensuring adequate supervision and monitoring during the activities.

In this report, we present specific and measurable objectives, outlined with SMART (*Setting specific, measurable, achievable, relevant, and time-bound*) criteria in project planning. We consider the activities carried out to achieve these objectives, together with the indicators that make progress, evaluate the results and record the progress. In addition, we will analyze how the project impacted students, teachers, schools and strategic partners (*stakeholders*). The analysis of the objectives will be made using the following instruments:

- Collaborative documents created on Google;
- Participation in videoconferences;
- Sharing of several Web 2.0 tools needed in the development of activities;
- Pre-mobility questionnaires (evaluation 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;
- Observation grids in each school of asynchronous activities;
- Results of dissemination activities;
- *Feedback* from students and staff who benefited from the outreach activities;
- Testimonies of parents;
- Individual reports, prepared by employees at the end of the school year, promoting reflection and continuous improvement;
- Evaluation processes developed at institutional level (questionnaires applied to students, staff and parents at the end of the school year);
- Europass language passport
- Assessments of local curricular competences;
- Individual interviews at the end of the project to evaluate the opinion of students, staff, directors about their experience;
- Questionnaires to assess student satisfaction at the end of each mobility;

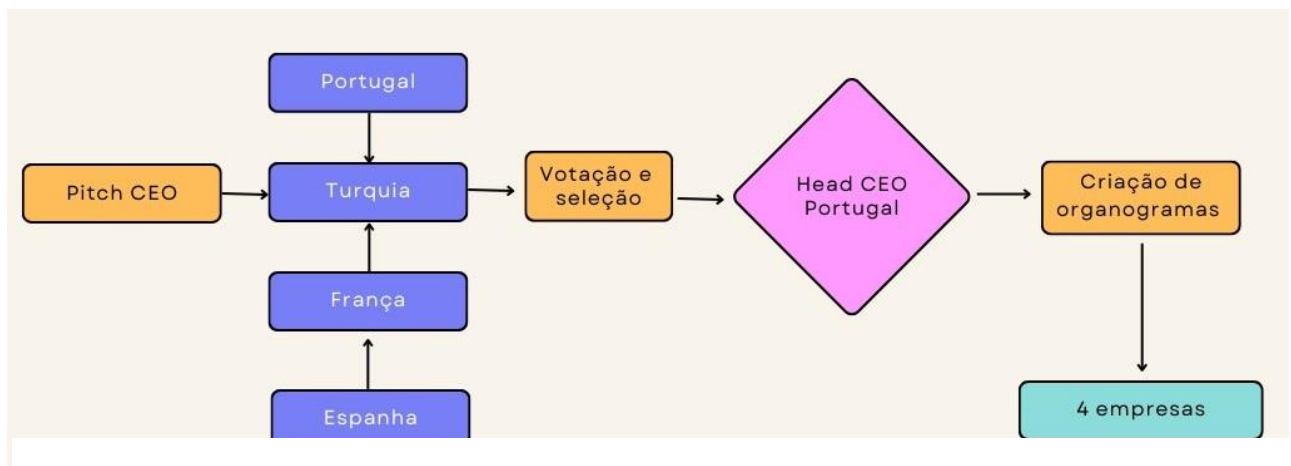
The report concludes with a brief final reflection, accompanied by suggestions for improvement to be implemented in future Erasmus projects. In the annexes, the data and their analysis can be consulted, obtained with the application of questionnaires to participating students and staff both of the mobilities that took place during the 2nd year of the project and of the final impact.

2. Progress Update

Throughout the project, several mobilities were carried out in order to develop skills defined in the project planning. The following is a summary of the activities and objectives achieved.

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

In February 2022, the first LTTA was held in Portugal, and the CEO responsible for the 4 multinational companies created later with the remaining students was selected. The selection was made after the presentation of a 5-minute *pitch*, with the representatives of each country: each one presented himself, addressed the strengths and gains with his selection for CEO (scheme 1).



Scheme 1: Getting Started Tasks

In **April 2022**, during the second LTTA in Turkey, students had the opportunity to present the profitability study, in English, to all students involved and to the chosen social solidarity association. Advertising posters were created for the products marketed, using different tools, including Web 2.0 tools.

In **February 2023**, during the LTTA in Spain, students faced the challenge of carrying out activities in international teams, for several days. The activities were varied: group work, workshops, cultural visits, presentation of a startup, among others. In one of these activities, posters were created about the skills developed throughout the project, meeting the objectives initially proposed. In addition, they presented the results of the commercial and marketing actions carried out since the last mobility, and profitability studies.

During the last LTTA, in **March 2023** in France, students were challenged to carry out various activities in international teams. In this mobility, they had the opportunity to develop communication and entrepreneurship skills, in English, through the creation of promotional posters for the multiplier event, which took place at the end of the school year in all the countries involved.

During this event, video capsules were presented, created by the international teams in collaboration with a French photojournalist. In the previously designated activities, the students participated in debates, collaborated with each other and learned to consider different points of view, with the aim of creating a means to disseminate the competencies developed throughout the project. Using imagination, creativity, skill, and flexibility, they worked together to produce common results.

In all mobilities, students participated in photography and video editing workshops, conducted by experts from France and Turkey, respectively, aimed at promoting the products. In addition, the students had the opportunity to get to know the local companies where the products they sell are produced.

The objectives were achieved using the following activities:

- Development of digital skills, in staff and students;
- Improvement of interpersonal skills: communication in English language, creativity and teamwork;
- Increased motivation to study and obtain good school results, and to participate in future international projects;
- Stimulation of individual initiative, creativity and proactivity;
- Progressive motivation and involvement of faculty, in learning and collaborative activities.

3. Impact Measurement

With this project we intend to involve teachers and students, especially from professional schools, aged between 15 and 18 years. With multiple objectives, it was developed to fill gaps and meet identified needs (scheme 2).



Scheme 2: needs identified in the project

Specific actions were outlined to achieve the general and specific objectives, which were also established in a measurable way and through indicators allowed to quantify progress and evaluate the results and, therefore, any adjustment needs.

This is followed by a breakdown of these objectives and their indicators and subsequent evaluation of their achievement (Scheme 3).

COMMON VALUES, CIVIC ENGAGEMENT AND PARTICIPATION:

- Número de atividades formais e não formais ao longo do projeto;
- Número de professores motivados e envolvidos;
- Taxa de absentismo nas atividades.

SCHOOL EDUCATION: DEVELOP KEY COMPETENCES

- Número de alunos que melhoram os seus conhecimentos na língua inglesa;
- Número de alunos e professores que utilizam pelo menos 5 novas ferramentas digitais;
- Número de alunos que melhoram as suas competências curriculares específicas.

IMPROVE THE ATTRACTIVENESS OF VET

- Número de Europass Entregues;
- Número de alunos que desenvolveram iniciativas pessoais, criatividade e proatividade

CONTRIBUTING TO INNOVATION IN VOCATIONAL EDUCATION AND TRAINING

- Número de Atividades de Colaboração;
- Número de Alunos que melhoram os seus conhecimentos de Inglês através da participação em parceria de colaboração.

Scheme 3: project objectives and indicators

As can be seen from the data annexed to this report, all objectives have been largely achieved.

3.1. COMMON VALUES, CIVIC ENGAGEMENT AND PARTICIPATION

To achieve this specific objective, formal and non-formal learning activities have been developed, focusing on a common value of the European Union: solidarity. The impact measurement was performed through three key indicators:

- Number of formal and non-formal activities throughout the project:

Throughout the duration of the project, the 4 activities of

Learning mobility for students and staff, transnational mobility and several informal collaborative activities focused on solidarity, among which in each country, the groups of students collaborated to establish selection criteria, aiming to choose the local solidarity institution benefiting from the profits from the commercialization of the products in the project.

After careful selection of institutions, students had the opportunity to visit the selected institution, familiarizing themselves with it.

During the mobility to Turkey, each group of students had the opportunity to share with the partner countries the entire selection process and the local charity chosen. In addition, the Turkish partners presented all the participants of this mobility with the presence of the institution selected by them at the venue of the presentation.

In each country, the students had sales and marketing initiatives, conveying directly in the markets where the products were marketed or through various means of communication (television, radio and social networks), that the primary purpose of selling the products was to contribute to local charities.

Each representative of the local charities actively participated in all the multiplier events, with the purpose of getting acquainted with the entire school community and the partners involved in the project, in addition to receiving the amount destined to their institution.

These activities provided significant opportunities for participants to manifest awareness and social responsibility, working collaboratively for the common good, with a view to building the future of the most fragile beings.

- Activity Absenteeism Rate:

From the analysis of this rate, it was inferred the degree of motivation of the participants in adhering to activities centered on solidarity and civic commitment. We were able to see that everyone

The students assigned to these activities were present and involved in a motivated way. At the same time, there was a decrease among students in situations of greater vulnerability and risk of early school leaving.

We highlight the initiative of some students who have created marketing and sales strategies, and some sales actions take place at the weekend, in local street markets, resulting in a substantial increase in sales and, therefore, a greater amount to be directed to local charities.

- Number of Motivated and Involved Teachers:

In addition to the impact on students, with this project we also intend to motivate and encourage teachers. Thus, there was a substantial increase in the participation of teachers, translating into an increase in the number of those who, given their direct participation in solidarity activities, promptly answered the questionnaires. Since the mobility to Turkey, which had the collaboration of 10 teachers, we concluded the project with the valuable contribution of 16 responses from the teachers involved in the aforementioned activities (attachement II).

In summary, the activities carried out promoted civic commitment and active participation of participants, students and teachers. The constant presence in the activities demonstrated a high degree of motivation. The project not only strengthened students' understanding of solidarity, but also encouraged teacher participation and involvement, culminating in tangible positive impacts.

3.2. SCHOOL EDUCATION : DEVELOP KEY COMPETENCES

The KA2 Erasmus project had as one of the main objectives the "Development of Key Competences, namely Digital Competences and Skills" among students

and teachers involved. To achieve this goal, the strategy of interdisciplinary collaboration and the use of Web 2.0 tools were implemented, with an emphasis on the development of digital skills.

The key indicators to measure the impact of the project were defined as follows:

- Number of students who improve their knowledge of English:

The English language, as a universal language for global communication, plays a vital role. The improvement of communicative skills in this language is a crucial indicator for the successful evaluation of the project in the promotion of core competences.

In this way, the various collaborative activities carried out by international teams during the mobilities, together with the presentations before the partner groups at different times of the project, especially through the interaction and understanding between the participating students, using English as a vehicle, provided opportunities conducive to the progression of language skills in English.

By evaluating the responses of all the students who participated in the project, we can see that all of them claim to have developed their linguistic and communicative skills throughout the mobility. It is noteworthy that the majority, that is, 42 students, reported that their participation in the project favored the development of the English language. In addition, 40 students considered that there was a particular evolution in their ability to communicate in this language. In addition, it is relevant to mention that several students highlighted communication with colleagues from other countries as one of the favorite parts of the project, as we can see in the data from attachment I.

- Number of students and teachers using at least 5 new digital tools

The adoption of various digital tools plays an essential role in the progression of participants' digital competences and skills. The strategy implemented throughout the project, which involved the collaboration of experts in digital video and photo editing tools, coupled with the emphasis on presenting and demonstrating various Web 2.0 platforms to students for the execution of the assigned tasks, allowed students to make informed and appropriate decisions. This approach has provided a valuable opportunity to explore diverse technologies and digital platforms, stimulating digital literacy among students and faculty.

In this sense, we can conclude that the mobilities had a positive impact on the development of students' digital skills. In all mobility, students were able to explore and master various electronic tools, especially "Canva". In addition, other platforms such as "Genially", "Photoshop", "Capcut", "Da Vinci Resolve" and "Actionbound" were also mentioned as contributing to the enhancement of the digital skills of all students.

Taking into account that these tools were used in the pre- and post-mobility activities, through the analysis of the final questionnaire, attachment I, we found that the majority of students, in a total of 40 students, reported having developed digital skills, consolidating this opinion through the choice of video and photo editing workshops, held within the scope of the project, as the favorite activity streamlined in all mobilities.

With regard to teachers, we found that the use of digital platforms such as "Genially" and "Action Bound", as well as other tools such as "Canva", "Photoshop" and "DaVinci Resolve", was well received by teachers, who expressed interest in continuing to incorporate them into activities with their students.

It should be noted that the majority of teachers involved in the project, a total of 14 teachers, considered that their participation in it boosted the adoption of innovative practices and the use of Web 2.0 tools with students in a classroom context, namely "Genially", "Padlet", "Canva", "Google Forms" and "Kahoot".

- Number of Students Improving Their Specific Curriculum Skills:

The acquisition of competences in oral and written communication in English, combined with the deepening of digital skills, has proven to be crucial for the progress of the individual curricular competences of each student. This conclusion is based on the responses of 49 students, who acknowledge that their participation in the project resulted in better academic performances.

It is concluded that there has been an improvement in the communication skills of the English language, with 42 students demonstrating significant progress, and 40 students indicating an evolution in the ability to communicate in that language. The widespread adoption of digital tools has also been successful, with 40 students reporting an improvement in their digital skills. In addition, participants recognised a link between participation in the project and better academic performance, highlighting the positive impact on the progression of specific curricular skills. The project proved to be an enriching opportunity for academic and personal development.

3.3. IMPROVE THE ATTRACTIVENESS OF VET

The activity selected to achieve this objective was the use of Europass, with the purpose of opening the training environment to collaboration and enriching the education of students with entrepreneurial skills. The impact of this objective was measured through the following indicators:

- Number of Europass Delivered:

From the analysis carried out on the number of Europass delivered, we counted 141

Europass documents, with 126 intended for students, highlighting 28 of them directed to students with fewer opportunities (their integration in the project is one of the main objectives) and 15 Europass directed to teachers.

The adoption of Europass as a tool for recording students' skills and qualifications has proved to be a valuable resource for enhancing the attractiveness of vocational schools. By assigning, in a uniform and internationally recognized way, their achievements and skills, students were able to value and disseminate their potential to the labor market and higher education institutions.

- Number of Students Who Developed Personal Initiatives, Creativity and Proactivity:

The subjective of entrepreneurial learning and entrepreneurial education evidenced its effectiveness in motivating students to undertake personal initiatives, foster creativity and act proactively. Through this project, students were encouraged to apply their theoretical knowledge through various activities, including:

- Preparation of curricula vitae and motivation letters for applications for positions in the company (CEO, sales, administration / logistics, communication and finance / billing), considering an analysis of the specific competencies of each student;
- Participation in job interviews, conducted by the English teacher and evaluated, in order to analyze the knowledge of the operation of the company, the degree of motivation and proficiency in oral and written communication in English;
- Fulfillment of the responsibilities inherent to the respective functions and execution of corresponding specific tasks, such as the selection of local sustainable products, based on the use of *Google Trends*, the creation and implementation of questionnaires for the selection of only four products among those initially searched;
- Selection of the main CEO and presentation of the four chosen products and choice of two products per country;
- Formation of four international teams, each composed of students from the five functions,

with each company in charge of marketing the eight selected products (two from each country);

- Creation of the logo and slogan of the company;
- Understanding of the elements of its construction of the selling price of the product (purchase cost, margin, VAT, etc.) and the external factors that influence its fixation (legislation, competition, etc.);
- Creation of price argument (commercial characteristics) and also the means of payment, delivery conditions, sales contract and guarantees
- Ensure the follow-up of the order of the product / service;
- Definition of the most appropriate channels and means of communication for the promotion and sale of products;
- Development and implementation of marketing strategies and sales of the products marketed by the company;
- Evaluation and reformulation of the strategies implemented;
- Statistical presentation of the sales results of each international team;
- Exhibition of business work throughout the project at the multiplier event, demonstrating its international European collaboration.

Most students (45 students) assess that their participation in these activities fostered the development of initiative and proactivity; while 38 students reported increased creativity and critical thinking.

We conclude that the use of Europass as a skills and qualifications recording tool has proved valuable. This has contributed to the attractiveness of vocational schools by highlighting students' achievements in the job market and higher education.

In addition, the piecemeal objective of entrepreneurial learning and entrepreneurship has shown effectiveness, stimulating students to develop their own initiatives, creativity and proactivity. Activities included resume development, mock interviews, selection of sustainable products and marketing strategies. Students reported that these activities boosted their initiative, proactivity, creativity, and critical thinking, with 45 students noting the development of initiative and 38 mentioning increased creativity and critical thinking.

3.4. Contributing to innovation in vocational education and training

To achieve this specific goal, teaching and learning activities with a relevant collaboration-centric approach were implemented during the 4 mobilities through collaborative activities. The impact assessment was carried out through the following objectives:

- Number of Collaborative Activities:

The collaborative activities began during the transnational mobility, with the meeting of the professors culminating in a concrete evaluation plan. The evaluation instruments were developed and all the actions to be carried out during the mobility were defined, in order to meet the initial objectives and then about 20 collaborative activities, as evidenced in the planning of the activities.

Most of them arose from the interaction between students during the mobility, including the formation of international companies, participation in workshops in international teams, the creation of videos and promotional posters that highlighted the skills developed in the project and the products marketed, the promotion of the multiplier event, as well as the joint voting in the different phases of the project.

Also noteworthy is the collaboration between the teachers, evidenced in the creation of promotional brochures of the products and in the realization of workshops on financial profitability by the Spanish partners, and photo editing workshops by a French photojournalist. In addition, there were video creation workshops taught by experts in digital tools and communication from Turkey.

It is important to note that most of these activities took place in the second year of the project. The analysis of the collaborative activities carried out in the first year allowed the evaluation and understanding that it would be beneficial to expand the involvement of students and teachers in initiatives that foster the sharing of knowledge, the exchange of ideas and the co-construction of innovative solutions.

- Number of students who improve their knowledge of English by participating in a collaborative partnership:

The activities described above provided students with the opportunity to participate in joint activities with international partners, which according to 45 students, out of 55 respondents, contributed to the improvement of their English skills. Through interaction with colleagues and teachers from different countries, as well as conducting teamwork in a multilingual context, students have developed communication and comprehension skills in English.

In summary, the implementation of this objective has been shown to be effective in promoting innovation in vocational education and training. Through collaborative activities focused on relevant collaboration, applied research and awareness-raising, the project provided a platform for the creation of innovative curricula and courses.

The increase in the number of collaborative activities throughout the project and the

noticeable improvement in English language skills among students highlight the relevance and positive impact of these initiatives on students' education and development.

Taking into account that participation in this project influences not only students and teachers, but also directly impacts each of the partner educational institutions and the stakeholders involved, we will proceed to the analysis of its objectives.

This is followed by the analysis of the final project questionnaire sent to all teachers involved in the project and of specific questions sent to principals, internship coordinators and other stakeholders, in order to assess the fulfillment of the objectives described above and the impact on schools and strategic partners.

Impacts on 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.

Impact on 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.

Scheme 4: Impact on schools and strategic partners - objectives

Impact on institutions

- Interdisciplinarity

Within the scope of this project, whose objective is to contribute to innovation in vocational education and training, the promotion of interdisciplinarity in partner schools stands out. Through questionnaires completed by 16 teachers, members of the project, it was found that all of them manifest motivation to develop interdisciplinary projects with other teachers of the represented schools.

The project coordinators highlight a positive impact of the project in promoting interdisciplinarity in partner schools. The collaboration between different departments, such as graphic design, journalism and English, is evident. Students applied knowledge in practical tasks, resulting in more relevant training. Students' skills, including language and business, have been strengthened through varied collaborations. The project stimulated sustainable awareness, leading to concrete actions. Teachers and students showed motivation and commitment, indicating a stimulating educational environment.

Those responsible for the professional internships of the students of the professional schools affirm that all the students who participated in the project demonstrated approval for the internships they carried out after its completion, effectively applying the knowledge and activities acquired in the project to their professional experiences.

At another partner school, a group of six students had the opportunity to undertake Erasmus+ internships in Ireland and Germany, resulting in positive experiences that inspire the school to consider expanding international internships in the future, aiming at both student growth and continued sustainability in future projects.

The internship coordinator in France concluded that due to the fact that the internships were not directly linked to the project, there was no substantial increase in motivation or dedication of the students. A notable exception was observed among the students who interned in Ireland, evidencing that the improvement of English served as a motivational factor.

In summary, the responses highlight the positive impact of the project on the students' professional internships, showing concrete improvements, especially when associated with opportunities for linguistic improvement.

New collaborative partnerships

Thanks to other international projects triggered by the Erasmus+ project, each partner school has expanded its network of partnerships, including secondary and higher education institutions, political and media bodies, companies, local producers, organisations directly related to entrepreneurship, social solidarity institutions, which have contributed to the external dissemination of the good practices inherent in the project.

Internationalization

The directors of the partner schools in the project shared testimonies about the impact of the initiative on their internationalization strategies, showing remarkable results. The objective of strengthening internationalization with new projects and partnerships was successfully achieved, as all schools were involved in initiatives such as eTwinning projects, the "Ambassador School of the European Parliament" program and entrepreneurship projects such as Junior Achievement Portugal.

The motivation to participate in international projects was stimulated, especially in order to broaden the involvement in Erasmus+ vocational education partnership projects. Students' awareness of participation in EU projects and the development of European standards has increased significantly, aligning with the fundamental pillars of internationalisation, sustainability and inclusion of schools.

Internationalization was also highlighted as a central objective of schools, reflected in obtaining Erasmus accreditation for school education and the future search for accreditation for vocational training.

In addition, the testimonies highlight how the project brought together young people from diverse backgrounds, strengthening the international vision of schools and promoting the appreciation of cultural diversity. The approaches and exchanges between the students enriched the experience of learning and mutual growth, reinforcing the importance of the project for the development of the young Europeans involved.

Stakeholders

Other relevant stakeholders, such as parents, charities, universities, businesses and policy representatives, have played an active role within this Erasmus+ project. They contributed through their participation in events and seminars to which they were invited, thus generating a significant impact on their degree of involvement and on the perception about the motivation and dedication of the students.

4. Dissemination and communication

Regarding the dissemination and communication of the activities carried out throughout the project, the partners committed themselves to increasing the visibility of the actions through the social networks of their respective institutions and in the local community. The results of the project were presented in various formats, aiming at a comprehensive approach.

In addition, the Turkish partner, endowed with graphic design skills, developed a [website](#) dedicated to the project, which was subsequently disseminated on the online pages of each school and on its social networks, including platforms such as Facebook, Instagram and Twitter.

These combined actions allowed an effective dissemination of the project, transcending the institutional scope. There was a notable increase in views on the publications related to the project on the social networks of each school, thus contributing to a greater interest and involvement on the part of the entire school community.

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

- dissemination of the learning results of the project, at the end of each of the international mobilities, by the participating students and staff;
- class councils, which were always attended by the project coordinator;
- meetings with parents;
- monthly newsletter of 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 On-the-Job Context Training, at the different times of the training (preparation of training, monitoring and evaluation);

- dissemination events, held in a physical space and transmitted via live streaming;
- dissemination of the project to local television stations;
- actions to sell the products sold in the project in regional markets and in local partner schools;
- Marketing actions through the distribution of brochures and brochures shared by the Spanish partner, with all partner schools;
- Multiplier event with dissemination and dissemination on the social networks of the partner schools and the partnerships involved and coverage of a local radio station;
- Erasmus+ results platform;
- exhibitions at local partner schools.

5. Conclusion and recommendations

All the objectives stipulated at the beginning of the project were fully achieved, including those related to the stimulation and adherence of all students to the collaborative activities promoted by the initiative. These results are evident both in the motivation (49/55 students; 78.2% of respondents) to participate in other international projects, and in the desire expressed by the same number of students to be part of a network that promotes international projects to other colleagues. In addition, a significant proportion of 98.2% (54 students) expressed their willingness to recommend participation in Erasmus+ projects to other students. In parallel, there has been a notable decrease in the absenteeism rate, especially among pupils who are most vulnerable and at risk of early school leaving.

With regard to the objective related to the improvement of essential competences, it was found that both students and teachers raised their level of proficiency, a finding manifested during the mobilities. On these occasions, both the students and the teaching staff communicated and interacted in English. Similarly, this improvement is noticeable in collaborative or online activities, especially in workshops and in the tasks developed by international teams.

In the context of digital skills, it is noteworthy that all students and 87.5% of the faculty have started using various Web 2.0 tools. This progress was the result of participation in workshops promoted by the project, which provided the mastery of these tools. Initially, the Da Vinci Resolve platform and Google Slides were highlighted as central tools for the dynamization of the different tasks. However, throughout the process, other digital tools assumed a higher relevance: Genially (81.3%), Canva (81.3%) and Padlet (75%). In addition to the skills listed above, students have developed communicative, entrepreneurship, teamwork, creativity, proactivity and critical skills.

After an analysis of the recommendations presented in the interim report, we found that most of these were successfully implemented, resulting in significant improvements in both the project and the results achieved. These improvements included:

- Expansion of the number of collaborative activities, carried out during international mobilities, synchronously, with emphasis on mobilities in Spain and France;
- Increase, both in quantity and diversity, of the dissemination activities of the project, reaching a national and international scope. Examples of these actions include livestreamed seminars *and* activities to sell and promote the project's products abroad, as evidenced in the "Erasmus for a Cause!" event;
- Increase the range of support, adapting to the emerging needs throughout the project, coming from various sources, such as the media, municipal entities, local authorities, organizations focused on entrepreneurship and internationalization, as well as relevant companies at local and national level. This support played a crucial role both in boosting the project and in disseminating its results;
- Use of social media, such as television, radio and press, to promote the project and related events, aiming to broaden the impact and reach of the initiatives, as exemplified by the event "Erasmus for a Cause!";
- Complementation of the Erasmus+ project with other activities and/or projects whose themes are linked to the topics of "solidarity", "sustainability", "entrepreneurship" and "internationalization". Notable examples include participation in the "Eco-Schools" program, the European Parliament Ambassador Schools project and the Junior Achievement Portugal business project.

These actions show a substantial commitment to the optimization and expansion of the project, integrating it harmoniously with related initiatives, in accordance with its fundamental pillars.

In order to improve future Erasmus+ projects students and teachers propose the following recommendations, as we can see in the data collected from the final questionnaire of the project:

Students:

- Increase the number of asynchronous collaborative activities carried out by students in international teams before and after the mobilities, with the aim of getting to know better the members of the international team with whom they will work later. In addition, they will be able to plan and carry out the work to be presented during the mobilities and, in the post-mobility period, disseminate the learning assimilated throughout the mobilities to the other students;
- Increase the number of activities to prepare the mobility, namely to know in advance the culture, the country and the places where the project activities will be developed;
- Increase the number of visits to the production sites of local products in each country;
- Improve the organization of activities, anticipating all the necessary material for them and presentation of different plans, in case of unforeseen events.

Staff:

- Increase the number of online meetings to be held by the staff before and after the mobilities, with the aim of discussing and making any adjustments to the activities proposed in mobility and sharing the good practices received throughout the mobilities;
- Increase of "guided" cultural visits, based on active learning;
- Students can conduct the activities during the mobilities;
- Greater participation of the country of the students involved in the project in the different activities of the project.

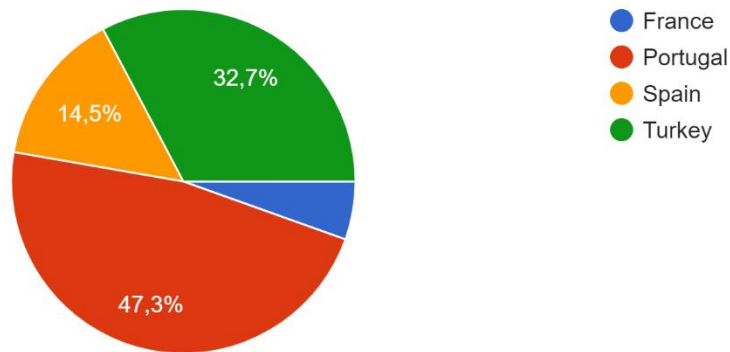
Attachments

Attachment I

Results of the questionnaires applied to students in the final questionnaire of the project

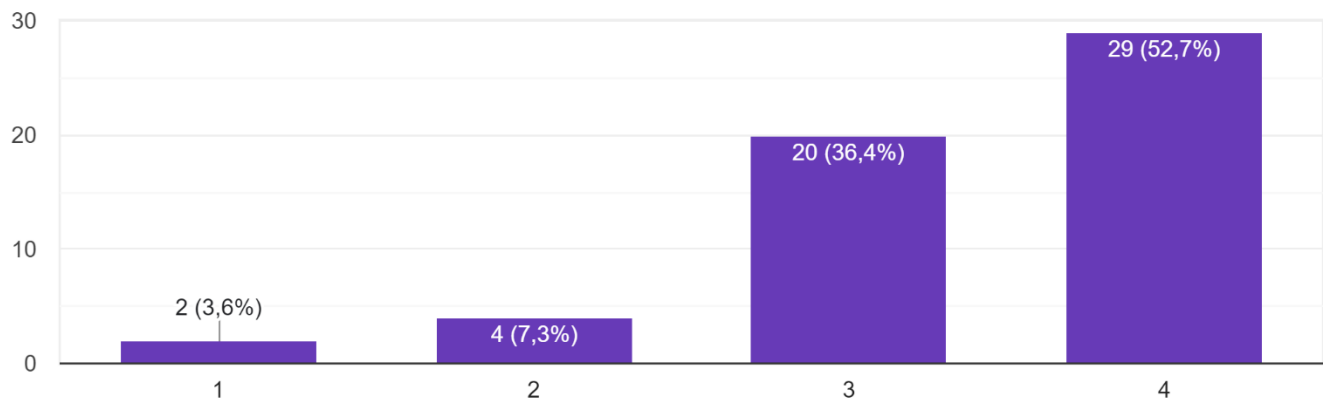
1. Which country do you represent?

55 respostas



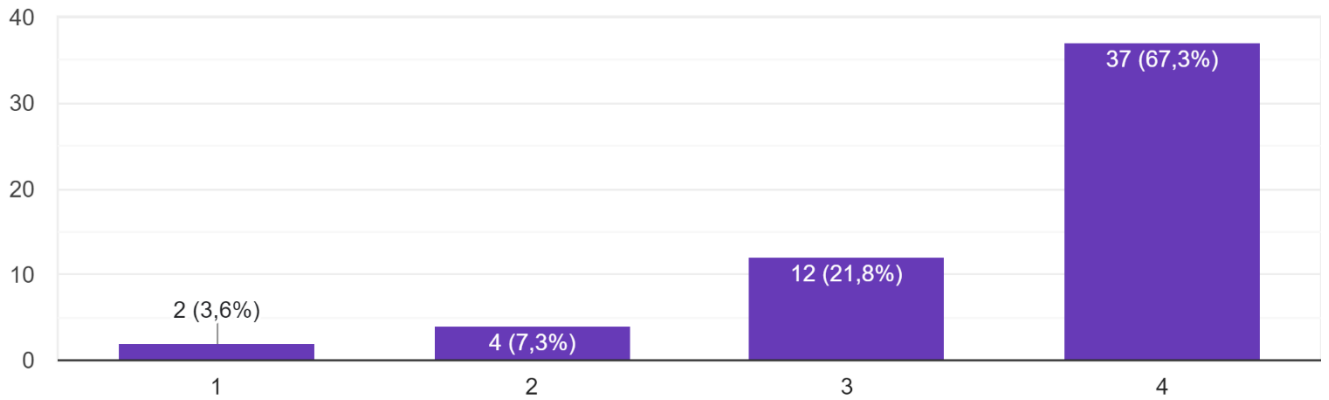
2. How much has this Erasmus+ project helped you feel more motivated to continue studying and to have good marks?

55 respostas

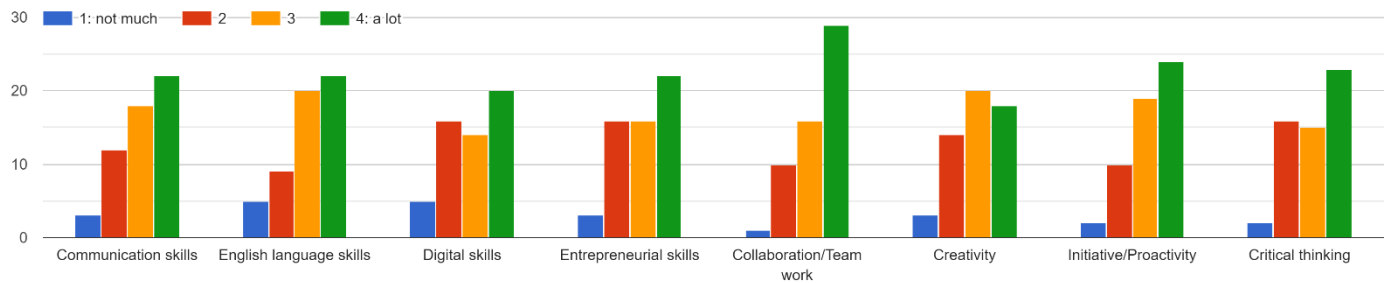


3. How motivated are you to participate in other international projects (e.g.: eTwinning, Erasmus+, volunteering projects...)?

55 respostas

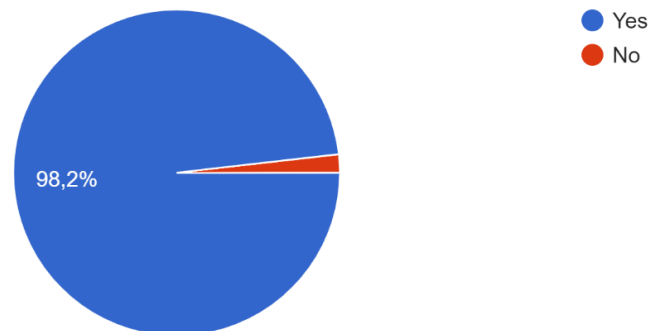


4. These are the skills this Erasmus+ project aimed to enhance. How much have you developed them?



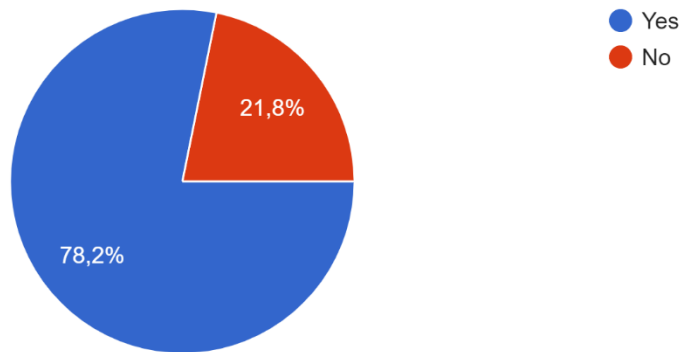
6. Would you recommend other students to participate in Erasmus+ projects?

55 respostas



7. Would you like to be part of a network in which you would promote international projects to other students, motivating them to participate in them?

55 respostas

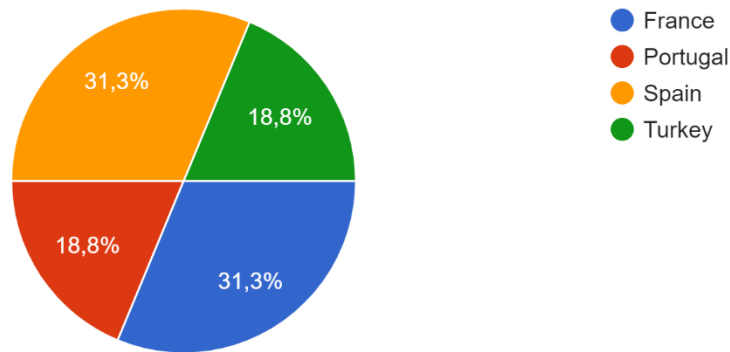


Attachment II

Results of the questionnaires applied to teachers in the final questionnaire of the project

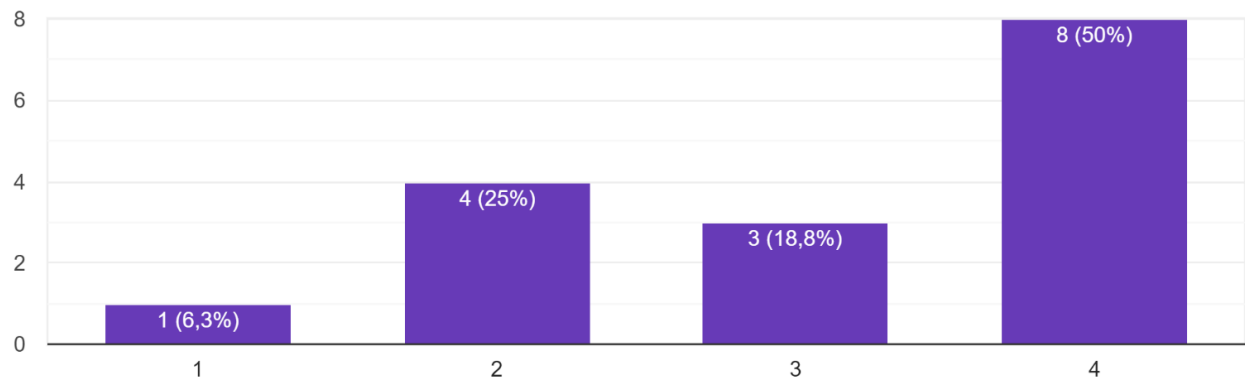
1. Which country do you represent?

16 respostas



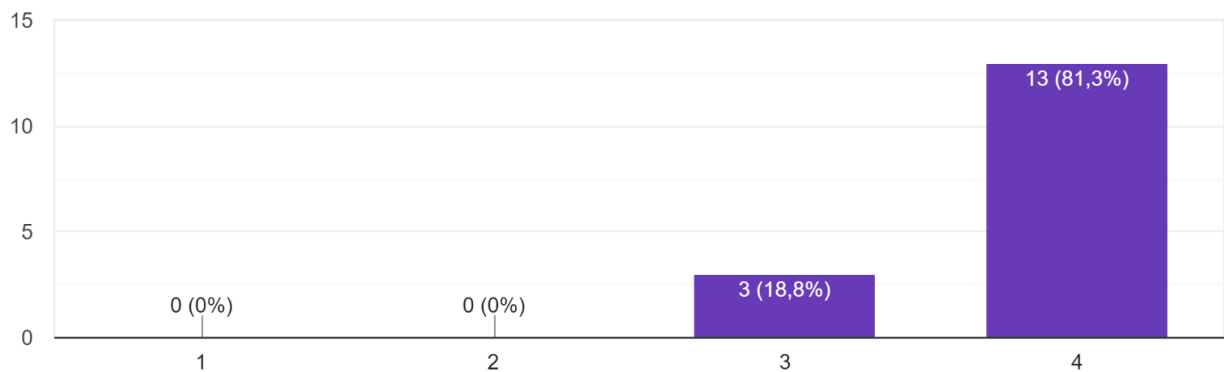
2. How much has this Erasmus+ project helped you innovate the way you teach your students?

16 respostas



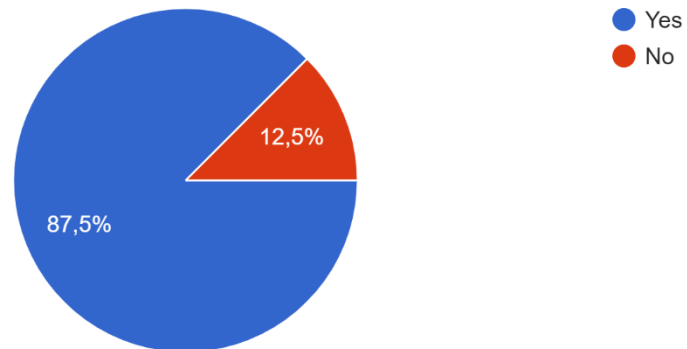
4. How motivated are you to start and/or participate in other international projects?

16 respostas



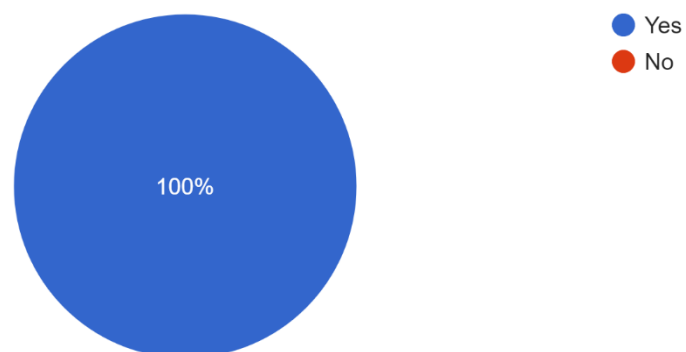
5. Has this Erasmus+ project helped you improve your digital skills?

16 respostas



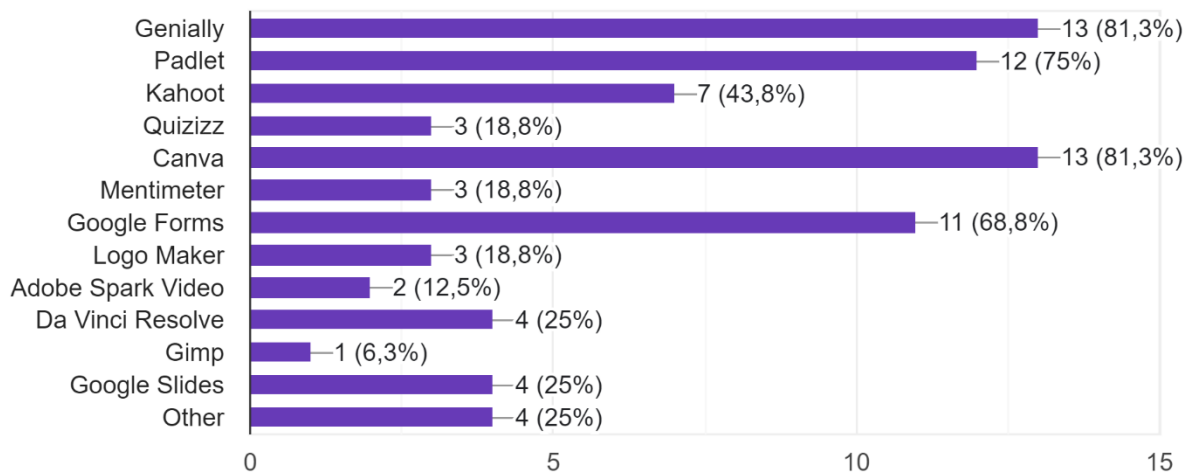
6. Have you started using other digital tools motivated by your participation in this Erasmus+ project?

16 respostas



7. If your answer was "yes", name 5 digital tools you started using from the ones below:

16 respostas



8. What relevance do you now give to interdisciplinarity as a key factor in boosting the learning/teaching process?

16 respostas

