

Dissemination and impact of our project

TOPICS	RESULTS	INDICATOR	
		Qualitative	Quantities
<p>IMPACT</p> <p>What impact will this project have on :</p> <ul style="list-style-type: none"> - Our establishments? - Our teaching practices? - Our human relations? - Our parents? 	<p>Teams: French Turkish Romanian Spanish</p> <p>- Our establishments?</p> <p>Participating in an Erasmus+ mobility project not only certifies our center's commitment to providing quality education but also signifies our dedication to holistic learning experiences beyond the traditional classroom setting.</p> <p>This mobility has strengthened both Erasmus+ in our school and the entrepreneurship skills among our students. Our participants have widened their knowledge on entrepreneur practices. It has also fostered the transference of knowledge and experiences with more enthusiasm.</p>	<p>The inclusion of greater number of students would have increased bigger impact.</p> <p>-4 entrepreneurial training courses organised at the school</p>	<p>-Number of teachers: 15</p> <p>Number of lycée students: 70</p> <p>-13 partner companies for the high school entrepreneurs hip fair.</p>

	<p>Finally, mobilities make foreign languages learning meaningful.</p> <p>Our students who attended the project activities have improved their entrepreneurship skills and have got aware of how they can support each other and how they can be in solidarity. This mobility enabled our students to acquire skills in the field of entrepreneurship. Students have developed life skills by working in groups with students from different cultures. In this mobility the students have improved their entrepreneurship skills, they have become creative and innovative as a result of being able to enjoy the thrill of competing with each other.</p> <p>- Our teaching practices?</p> <p>We have learned alternative ways to teach entrepreneurship in different</p>	<p>observations or feedback on the level of cooperation and support between students is measured through anecdotes, references or narratives that highlight situations where students actively help</p>	
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	<p>contexts, which have enriched our teaching practice. Given that entrepreneurship is a field which involves contact with other contexts, Erasmus+ mobilities are perceived as opportunities to connect different areas of knowledge.</p> <p>The students have experienced some different ways to get a piece of knowledge about how they start a business, such as they have learned some aspects of financial organization, the expectation of people, and fruitful communication.</p> <p>Our students earned a lot of experience, being given the essential information to understand the importance of starting and having a company.</p> <p>The teachers compared their teaching methods. We broadened our range of subjects by exchanging ideas with different partners. We have developed our project</p>	<p>and support each other.</p> <p>A qualitative indicator would be to assess students' ability to apply entrepreneurial thinking to solve problems and develop innovative ideas.</p>	
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management skills through the use of information and communication technologies. We have seen our language skills evolve.

- Our human relations?

Erasmus+ Mobilities are an effective way to share experiences with other teachers. Mobilities also require participants to adapt to new contexts and cultures, as other participants come from different settings and have diverse backgrounds. Moreover, Erasmus+ Mobilities might represent opportunities for further intercultural exchanges that could eventually be carried out between two or more participant centers.

Since the students came from all over Europe, they had the opportunity to get to know each other and share their cultures and perspectives. This was also facilitated by the easy-to-communicate

and borderless characteristics of Generation Z.

The students from our school had the opportunity to connect with new people and different cultures.

They interacted very well with each other gaining new experiences to improve their entrepreneurial skills.

Students have learned to be tolerant of different cultures. They have developed social skills by building lasting links with pupils from partner schools.

- Our parents?

Families perceive these mobilities as an enriching and meaningful opportunity to stimulate their sons/daughters' perspective upon their future.

The project would increase parents' awareness of the importance of entrepreneurship education and its

	<p>potential benefits for their children's future. They may become more supportive of their children's entrepreneurial encouragement. This will lead to a shift in their perspective away from traditional career paths and towards encouraging their children to become entrepreneurs.</p> <p>For the parents this mobility was a great experience due to the mutual pleasure and connection formed within parents - students interactions. Parents learned to support their children into participating in these Erasmus projects and extend their cultural knowledge.</p> <p>By encouraging their child to seize this opportunity to broaden their horizons, parents play a key role in promoting their child's personal growth and overall development. They can stress the importance of stepping out of their</p>		
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	<p>comfort zone, discovering new cultures, making international friendships and learning to navigate in a different environment. Parents can help their child understand that this experience can boost their self-confidence, intercultural skills and ability to adapt to new situations, which will be invaluable for their future both personally and professionally.</p>		
<p>DURABILITY</p> <p>How will the project be used and disseminated in our schools in the future ?</p>	<p>Through our participation in the project, we foster a culture of continuous learning and professional development among our teachers. This experience will be used as a reference in further exchanges.</p> <p>It's important to involve relevant stakeholders, such as school administrators, teachers, students, and parents, in the decision-making process to ensure the effective integration and sustainability of the project in schools. The project would organize</p>	<p>Knowledge transfer should be ensured with the commitment of engaged teachers.</p>	<p>-New colleagues to set up ERASMUS projects on entrepreneurship</p>

	<p>workshops, seminars, or events related to entrepreneurship, inviting students, teachers, parents, and community members to participate. These events would serve as platforms to showcase student projects, share success stories, and foster networking and collaboration.</p> <p>As part of teachers' professional development: the school can organise workshops, training sessions or professional development programmes around entrepreneurship to familiarise teachers with the project and equip them with the knowledge and skills they need to implement it effectively in their classes. In this way, teachers are prepared to guide and support student engagement in the project.</p> <p>Pupil participation and involvement: Pupils can be encouraged to take an active part in the project by various means. This can include project-based learning, where students work</p>		
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individually or in groups to explore and investigate topics related to the entrepreneurship project, conduct research and create outputs such as presentations, reports or multimedia content.

During every mobility teachers, students and parents had the opportunity to gather new experiences and skills. The students have learned new entrepreneurship skills allowing them to use it in the future.

For the school it was an important experience because every teacher had the opportunity to share with the other partners our own culture and teaching methods as well as they were able to borrow and use the other partners' ideas. After each meeting , we shared the new entrepreneurial skills with our students and teachers and we will continue improving after every meeting.

<p>DISSEMINATION</p> <p>- What visibility have you given to the projects in your countries? (why, where, when, how, to whom)</p>	<p>We shared the experiences with all teachers in our center, ensuring they could incorporate relevant insights. We also contacted local business managers to foster connections and creating opportunities for our students. Finally, we showcased our educational projects to the visiting teachers in an attempt to promote collaboration and inspire other educators.</p> <p>Our lycée Vue Belle has organised events, presentations (Europe Day, ERASMUS DAY, Language Week) and fairs such as the "MARSS" education fair to inform students about ERASMUS opportunities and to work on entrepreneurship.</p> <p>Our ERASMUS projects have been promoted through press releases, articles, interviews and reports in the media.</p> <p>Finally, on websites and social networks. Students and teachers shared the various activities organised.</p>	<p>Mobilities need to be visible in order to be promoted and valued.</p> <p>-Visibility on social networks</p> <p>-Feedback from end users</p> <p>-Satisfaction survey</p> <p>-Diversity of profits from the distribution plan's target audience</p>	<p>-Number of consultations</p> <p>-Number of articles in the press</p> <p>-Number of interviews</p> <p>-Number of events linked to the project</p> <p>-Number of participants</p>
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	<p>Students who have taken part in ERASMUS exchanges have shared their experiences through blogs, videos, written testimonials or presentations to other students.</p> <p>We published the workshops and presentations and project events on the school's webpage and shared the moments belonging to the project activities on the Facebook page and also made them spread on local media. During the dissemination activities, we got big support from the local authorities and entrepreneurs.</p> <p>From the beginning of this project it was announced on our school's page the information about every mobility that took place.</p> <p>It is of utmost importance for everyone to know about the new entrepreneurial opportunities.</p>		
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	<p>In our country we connected with some entrepreneurs and they accepted to be part for this project, each one shared their own ideas about the start-up of their successful businesses.</p>		
<p>PROJECTS OPERATION Can we make our teaching booklet adaptable to all levels?</p>	<p>Yes, we can! It consists of adapt content to the level of our pupils.</p> <p>We have created an educational booklet on entrepreneurship that can be used by students in secondary schools and higher education. We've taken great care with the visual identity of our project, incorporating fun activities to work on skills suitable for all levels.</p> <p>We will organize the content sequentially, starting with the basic concepts and moving towards more advanced topics. This will allow the booklet to be used at multiple levels and for students to progress at their own pace.</p>		<p>-Number of classes working on the booklet</p>

	<p>The booklet will share the experiences of our students.</p> <p>Yes, this booklet is created in such a way that it can be understood and used by all different ages .</p>		
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