

## Teachers' assessment analysis

The majority of teachers were very involved in the project, as 11 out of 15 teachers said they were fully involved in the project. Most of them answered that they had specific or general moments that they enjoyed doing in the project. Some mentioned specific moments (sessions), others mentioned mobilities, and still others referred to long-term mobility (2 months Spain-Italy).

On a personal level, the teachers were diverse in their responses to what this project brought to their lives. 33% (8 people) reported that this brought them new perspectives, with the same percentage referring to networking. The question of new skills also appears to be relevant, with 3 people answering that this was what the project brought them. Lastly, and also relevant, 2 people responded that they gained new ways of working. It should be noted that not a single person mentioned that the project did not bring them anything new.

Regarding teachers' initial expectations, there was more consensus with 11 of the 15 people saying that the project met their expectations. 3 people reported that the project met their expectations partially. Only one person said that it did not meet their expectations.

As for the teachers' perspective on what this project brought to the students' lives, some of the responses referred to the issue of awareness and mindset change,, here we can subdivide them into 3 groups of responses. The most recurrent answer sets the evidence of a new mentality, new perspectives and a more open mind in relation to others. As a result of this, some raised the issue of the social challenges that students faced in different aspects, such as the issue of meeting people from other countries, the issue of staying with families from other contexts, getting to

know new places and learning about other cultures, either from other countries or from their own country. Teachers mentioned that these reasons led to the development of soft skills, and greater knowledge of themselves, thus being able to be more confident and comfortable in different environments.

As for the tools for students to deal with their emotions, the answers were more synthetic, with everyone agreeing that the project enabled students with some tools. Despite this, there are different perspectives on this. There were those who just answered yes, others who justified it. In the justifications, some reflected upon the issue of experiences as a way of developing awareness of the world and their self-awareness as tools for dealing with emotions. There were also those who mentioned the importance of emotional games in their development and dynamization as a way of bringing a closer approach to their emotions.

Regarding the issue of migrants, 80% said that this project provided students with sufficient and relevant information to help them understand the problem/context of migration better.

The issue of gender equality, addressed throughout the project, brought students a perception of what the topic is from different perspectives and different realities, and that this brought a change of perspectives in relation to the subject. Furthermore, the celebration of women's day and some workshops on the topic made them see the importance of addressing the topic even today. Here it is important to highlight the importance of gender roles, the issue of care and the issue of inequalities between men and women.

## Students' assessment analysis

As for the expectations of the students according to the teachers, the work lived up to their expectations, even exceeding them in some aspects.

The students confirmed this perception with 37 of the 47 responses saying that the project met the students' expectations. Regarding participation in the project, 37 stated that they were fully involved in the project and the rest said that they were partially involved. Regarding the issue of emotions, 15 students stated that the project gave them tools to deal with their emotions, 22 stated that it partially gave them tools to deal with them and 6 said that it did not give them tools to deal with their emotions.

Regarding the topic of migration, this project helped the majority of students to understand the issue of migration, with only 3 saying that it did not help them understand this problem. Of those who understood, 22 said that it helped them a lot to understand the context and 22 to understand it in part.

On the topic of gender equality, 22 mentioned that it helped them to understand in part and change their mentality about gender equality, 12 changed their mentality by being part of this project, 13 mentioned that it did not change the way they look at this issue of gender equality.

When students thought about what this project brought them new, the majority mentioned the issue of friendships (29), 10 said that this project brought new skills to their lives, 6 said a new mindset and 2 mentioned a new awareness of themselves.

In the open response, many referred to mobilities as the moments/activities they liked most about the project, working with other people and getting to know other cultures. Social moments in different countries were referred to as the most memorable moments for many of the students, mentioning activities of a playful and social nature. Many students mentioned that going to Brussels and visiting the European Parliament was the moment/activity they liked most about the project. Some also mentioned the activities they had as a way of getting to know the contexts a little, mainly in the different views and perceptions of the themes of gender equality and migration.