

Project Outcome Assessment: Erasmus+ "Future Minds" Mobility 1 – Beauraing, Belgium

1. Strategic Context and Mobility Objectives

The "Future Minds" Mobility 1 (MOB1) week in Beauraing, Belgium, opens our mobility program.

This initial intervention was designed to transition participating pupils from a state of theoretical awareness regarding environmental challenges to a state of active, sustainable creation.

By immersing students in a collaborative European environment, the mobility catalyzed a fundamental shift in mindset, moving beyond passive learning toward the practical application of "Green Mindset" principles. This week functioned as a pedagogical intervention designed to equip the next generation of European citizens with the specific competencies required to innovate within the framework of sustainable development.

Core Alignment Matrix

Project Goals	Specific Outcomes Identified
Sustainable Development	Practical awareness of biodiversity and renewable energy via ecological footprint analysis.
Green School Focus	Design of nature-based improvement plans and architectural environmental strategies.
21st-Century Skills	Enhancement of critical thinking, active collaboration, and negotiation in international teams.
Collaborative Innovation	Development of artistic expression, digital logo design, and multimedia production .
Ethical Civic Engagement	Internalization of the EU political framework and its impact on regional environmental policy.

The pedagogical design of the Belgian itinerary was specifically structured to bridge these high-level objectives with immersive, localized experiences that translate abstract European priorities into tangible, lived realities.

2. Pedagogical Evolution: The Transition from Observation to Action

The chronological progression of the MOB1 week was important for student development, facilitating a strategic move from "passive integration" to "active citizenship" and, ultimately, "creative production." By structuring the week as an evolutionary journey, the program ensured that students first built social skills, then explored external contexts, and finally applied their synthesized knowledge to solve complex environmental problems.

1. **Monday (Integration and Citizenship):** The opening phase focused on establishing the social foundation for cross-border collaboration. Through "ice-breaking" animations and the "Actionbound" nature scavenger hunt, students **catalyzed** interpersonal bonds, transforming an international group into a functional collaborative unit ready for technical inquiry. This day's activities ended with a visit to the town hall of Beauraing and a little reception with a dedicated speech by the Mayor about local sustainable development and the crucial importance of links between European peoples.
2. **Tuesday (Heritage):** The program **evaluated** the "Green Mindset" through the practical application of multimodal sustainable transport. By utilizing a combination of trains, cable cars, and walking to explore Namur's historical center and Citadel, students observed how regional heritage and modern logistics can coexist within a low-carbon European framework.
3. **Wednesday (Nature):** This day **highlighted** the fusion of theory and practice through peer-to-peer integration. By cycling to the Château de Lavaux-St-Anne alongside local Belgian 1st graders, visiting students participated in biodiversity workshops that moved beyond observation to an understanding of ecological footprints that sustain local ecosystems.
4. **Thursday (Citizenship):** The visit to Brussels **grounded** environmental goals within the EU's political and ethical framework. By contrasting the historical Old Town with the European Parliament, students were forced to synthesize their local observations with the macro-level governance structures responsible for continental environmental policy.
5. **Friday (Production):** As the "Culmination Phase," this day **validated** the students' transition into active creators. The shift from spectators to innovators was finalized as students processed the week's data into concrete environmental strategies and artistic outputs. These immersive experiences provided the essential raw material and conceptual inspiration for the project's final technical and creative deliverables.

3. Deep Dive: Green Development and Sustainable Modeling

In high-impact Erasmus+ projects, "modeling behavior" is a critical strategic requirement. Belgian mobility succeeded by ensuring that sustainability was not just a subject of study but a practiced operational reality. This "learning by doing" approach differentiates this mobility from standard educational exchanges, establishing it as a transformative professional experience.

Sustainability Evidence Points

- **Multimodal Low-Carbon Logistics:** The systematic use of public transport, cable cars, and cycling (specifically the excursion to Lavaux-St-Anne) demonstrated the viability of sustainable transit. **So What?** This shifts the student mindset from viewing green travel as an abstract ideal to recognizing it as a practical, multimodal logistical strategy for modern Europe.
- **Ecosystem Engagement and Footprint Analysis:** Direct animations in biodiversity zones focused on "Ecological Footprints." **So What?** This bridges the gap between global climate data and local ecological health, making environmental threats tangible and shifting students from climate anxiety to ecological agency.
- **Operational Resource Efficiency:** The project utilized school-sourced picnics and local public infrastructure rather than high-carbon private alternatives. **So What?** This consistency reinforces the credibility of the project's ethical goals while demonstrating how local resource management can reduce the environmental footprint of international mobility. Through these immersive activities, the mobility successfully transformed theoretical knowledge into a practical awareness that students can now implement within their home institutions.

4. European Identity and Ethical Civic Engagement

The formation of a robust European identity requires a dual understanding of shared cultural heritage and modern political literacy. The excursions to Namur and Brussels served as pedagogical tools used to encourage critical thinking regarding the delicate balance between human development and environmental preservation. While the "Historical Old Town" of Namur provided a window into the architectural and cultural heritage of the Meuse region, the European Parliament in Brussels offered a direct confrontation with the complexities of modern governance. These visits required students to reconcile the weight of European history with the urgent need for future-oriented environmental legislation. **Impact Statement: The visit to the European Parliament was instrumental in fostering civic engagement, moving environmental advocacy from a personal interest to a collective European responsibility.** By linking an understanding of EU environmental policies back to their own communities, students developed a sense of local responsibility informed by a continental, ethical perspective.

5. Analysis of Active Creation: The Friday Production Workshop

The "Production Day" serves as the primary metric for evaluating the success of the mobility. It marks the definitive transition where the student ceases to be a "spectator" and becomes an "innovator." This phase tested the participants' ability to synthesize complex information and negotiate diverse international perspectives to reach shared objectives.

Tangible Outcomes Checklist

- **Nature Improvement Plans:** Students developed specific architectural and environmental plans for secondary school grounds.
- **Skill Demonstrated: Negotiating** —The process required students to reach a consensus on competing environmental priorities and architectural feasibility.
- **The "Mega-Poster" and Collaborative Art:** A large-scale visual synthesis of the week's highlights and biodiversity learnings.

- *Skill Demonstrated: Collaboration* —Students had to integrate diverse cultural perspectives into a single, cohesive visual narrative of their shared experience.
- **Digital Branding and Multimedia (Logos/Videos):** The creation of project-specific logos and video clips documenting the mobility.
- *Skill Demonstrated: Technical Output* —Students utilized digital tools to produce professional-grade assets that serve as permanent artifacts of the project's impact.
- **Presentation to a panel of teachers:** The final presentation and graduation gala held for the local community.
- *Skill Demonstrated: Communication & Ethical Conscience* —Requiring students to articulate their sustainable vision to a public audience, reinforcing their role as environmental ambassadors.

6. Evaluation

- The pupils created a poster on sustainable schools and gave an oral presentation of their work to a panel of science teachers from the school.
- Posts on the school's Facebook page followed the event to inform the entire school community about the project and the implementation phase that had just taken place.
- All participants completed a questionnaire accessible via QR code about the week's gains in terms of communication, language, personal enrichment, civic engagement and sustainable development.

7. Formal Justification for Funding and Strategic Conclusion

The Beauraing MOB1 week represents a high-efficiency allocation of Erasmus+ resources, demonstrating a significant Return on Investment (ROI). By leveraging local public infrastructure (trains and cycling) and utilizing school-sourced resources for logistics, the project maximized the grant's impact, prioritizing student pedagogical experience over luxury logistics. The seamless alignment between daily activities, the development of 21st-century skills, and core program priorities (Green and European dimensions) justifies the strategic value of this mobility. In summary, the "Future Minds" Mobility 1 successfully bridged the gap between European citizenship and environmental responsibility. By providing a structured evolution from social integration to technical production, the program has equipped these participants with the critical thinking, collaboration, and creative skills necessary to serve as effective sustainable ambassadors in their home countries.

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