

# Report on Mobility in Seia, Portugal, 17-23 January 2016

## *UK Cohort*

Overall the experience was a positive one for pupils and teachers, with the greatest gain being cultural awareness and an appreciation of how some businesses in and around Seia work. Below is a detailed outline of strengths and opportunities from our perspective, which we hope will help inform future mobilities.

Area	Strengths	Opportunities
<b>Travel</b>	The coach transfers to and from the airport were an excellent idea, and ensured the Polish group (who were delayed) were still able to get to Seia despite their delay. The coaches for the day trips were comfortable and well driven.	In future mobilities, where these transfers are appropriate, very early organisation prior to schools buying airline tickets would be beneficial.
<b>Factory visits</b>	The choice of a variety of different factories was good as stimulus material. The Cheese Making, Wine Making, Ara Shoes, Recycling and the Burel Factory were all examples of enterprises which were in very different situations and stages of development. I took extensive notes and photos of the first two in order to use them to help pupils do their work.	<p>It would have been really good if after each factory visit, the pupils had been given a specific task to explore the entrepreneurial challenges and opportunities facing the business. For example, the Cheese Making process was not viable as a business as the price paid for the cheese would not be sufficient to pay the cheese maker a reasonable wage. The questions could be explored:</p> <ul style="list-style-type: none"> <li>• which parts of the process could be made more efficient, and how, in order for the rate of production to generate sufficient turnover for the business to become profitable after paying wages?</li> <li>• How much of the process could be automated before the unique selling point (being hand made &amp; traditional) is lost?</li> <li>• How much can be produced before requiring more outlets?</li> </ul> <p>And such entrepreneurial questions.</p> <p>For the Burel factory – what is the difference between the approach of the company which went bankrupt, and the approach of the current company which has been in profit for the last 3 years?</p> <p>It was difficult to hear much of what was being said in most of the factories – maybe a shorter tour, followed by a more detailed explanation of the process in a quiet room would address this difficult issue. Most of all, an opportunity for the pupils to interact with the entrepreneurs in small groups and some business theory specific to each factory, could encourage more questions from the pupils.</p> <p>The pupils doing academic activities in small groups to explore the entrepreneurial activities of each business would be very beneficial. Maybe fewer visits, and more work for the pupils would result in more learning occurring.</p>
<b>Museum visits</b>	The bread museum was situated in a location with a wonderful view of the surroundings, and the students enjoyed the displays. The wool museum showed a context to how enterprises worked historically, and the difficulty in making money	It was difficult, in some cases, to see a clear link between the museums and Entrepreneurial skills. It was also difficult, in particular, for those with weak English, to hear and understand the guide. Providing a set of tasks (questions about particular exhibits where pupils provide written answers) for the pupils to explore the museum and find things out would add a sense of

	without causing a lot of cruelty to the workers.	independence, without the need for everyone to hear the tour guide.
<b>University workshop</b>	The first half of the talk was very well targeted at entrepreneurship with excellent explanations and illustrations.	A workshop where a case study or scenario is explored with the professor would have provided the pupils with an opportunity to process the information provided and gain ownership of it.
<b>Cultural evening</b>	This was superb – the band were very effective, the traditional dancing brought the pupils together, and the timing of it – having it on the second day – was perfect in terms of inter-cultural integration.	-
<b>Host families</b>	The feedback we got about host families was all positive. There were initial difficulties with one of our pupils, based entirely on cultural difference, and these were overcome very effectively.	In future mobilities it would be ideal if all pupils were placed with host families, especially if they are as welcoming as the Portuguese families were!
<b>Teacher meetings</b>	We were able to ascertain clear information about the Polish mobility, including deadlines. A document was established to outline the expectations of various parties in relation to future mobilities. We were able to come out of the meetings in order to see the results of pupils' group work.	Much of what was addressed in our meetings could be done using the facebook group or other internet means prior to future mobilities, especially now that we have had the experience of the first mobility as a common reference. Meeting time in future mobilities could focus on sharing best teaching practice, discussing differences in teaching practice in different countries, exploring the role of teachers in each culture etc... An additional idea could be to use the meeting time to plan resources for the pupils to do during the mobility, or to help plan the overview of future mobilities.
<b>The hotel</b>	The hotel was a very good choice, with extremely helpful staff and an excellent area for teachers to be able to relax whilst still be accessible for the pupils. The location near to the school was perfect, and the swimming facilities were put to good use.	-
<b>The Town Hall</b>	It was interesting visiting the town hall and being seated in a historic court room.	The presentation was about how the local government project works, rather than about entrepreneurs themselves. Whilst this project had some relevance to teachers, it was difficult to understand what the pupils were able to gain from this.
<b>The Concert</b>	The concert venue was superb and our pupils (and staff) were very impressed by the extremely high standard of musicianship of the performers.	The modern 'spacialisation' music was too long for our pupils. It was important to push boundaries and provide an opportunity to be exposed to a very challenging type of music, and this would have been a real positive if one piece not three had been performed.
<b>Classroom activities</b>	Both the activities carried out during the week were very well planned and resourced. The SWOT analysis sheet was a good idea, and despite the lack of time available to complete it, most pupils completed most of it to a satisfactory extent.	Maybe consider (in host schools which have the correct facilities) providing opportunities for pupils to present using powerpoint, in part so that pupils without significant English language skills can access the presentation without relying on listening in a foreign language.