



EDUCATIONAL PROJECT

TRAINING OFFER AND PEDAGOGICAL STRATEGY

2025-2026

Training Center

Mobility Friends

www.mobilityfriends.org

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EXECUTIVE SUMMARY

General Framework

The Mobility Friends Educational Project for the 2025–2026 cycle is a strategic instrument for planning, intervention, and pedagogical communication, reflecting the institution's identity as a promoter of innovative, intercultural training aligned with European guidelines. Drawing on its consolidated experience as an Erasmus+ host organization, this document outlines a comprehensive and flexible training proposal tailored to the specific needs of participants, partner institutions, and the European labor market.

Educational Mission and Vision

Mobility Friends promotes intercultural learning, international mobility, and the development of personal, social, and professional skills through high-quality training activities guided by principles of inclusion, citizenship, innovation, sustainability, and equity.

Its vision is to establish itself as a European reference entity in mobility training, contributing to more capable, aware and resilient societies.

Diagnosis and Rationale

The definition of the training offer was based on a rigorous diagnosis, which integrated:

- Internal consultation with pedagogical and internship departments;
- Consultation with stakeholders, including international partners, participants and sending institutions;
- SWOT analysis of the previous offer;
- European Benchmarking;
- In-depth study of the Erasmus+ 2021–2027 program;
- Practical observations and fieldwork experiences.

The conclusions highlight the need to:

- Structure language training according to the Common European Framework of Reference for Languages (CEFR);
- Value areas of technological innovation and 21st century skills;
- Strengthen social inclusion and personalized training;
- Integrate emerging themes such as sustainability, well-being and active citizenship.

General Objective

Develop a modular, flexible and contextualized training offer, capable of promoting linguistic, digital, intercultural, social and professional skills, aligned with the demands of European mobility, employability and social cohesion.

Specific Objectives

- Align courses with European benchmarks (CEFR, EU Council Recommendation, Agenda 2030);
- Ensure personalization, adaptability and inclusion in training;
- Foster essential transversal skills, such as critical thinking, digital literacy and lifelong learning;
- Ensure continued and updated training of the teaching team;
- Establish a robust and continuous system for assessing quality and impact;
- Expand strategic partnerships and international and local cooperation networks.

Training Offer

The training offering comprises thematic areas and subareas organized according to experiential and project-based methodologies, with an emphasis on the integration of digital technologies and artificial intelligence, ensuring transversal pedagogical innovation:

1. Foreign Languages
2. Teacher Training
3. European Citizenship
4. STEM and Technological Innovation
5. Sustainability
6. Well-being and Mental Health
7. 21st Century Skills
8. Entrepreneurship and Career Development
9. Arts, Creativity and Culture

Pedagogical Methodology

The methodology adopted is student-centered, personalized and active, promoting:

- Project-based learning;
- Flipped classroom;
- Gamification;

- Outdoor learning;
- Integration of digital tools and artificial intelligence;
- Continuous diagnostic, formative and summative assessment.

Target Audiences

- Secondary and vocational education students;
- Educators, trainers and teachers;
- Erasmus+ participants and international mobility;
- Adults in requalification processes and local community;
- Vulnerable audiences and those with special educational needs.

Success Indicators (by 2026)

- Participant satisfaction rate in training activities exceeds 90%;
- Annual growth in strategic partnerships exceeding 15%;
- 100% of the team has continuous training in pedagogical and digital innovation.

Management and Quality Strategy

Project management will be ensured by centralized and intersectoral coordination, supported by:

- Training planning guided by demand and needs;
- Careful management of human, logistical and technical resources;
- Continuous assessment of learning processes and social and economic impact;
- Establishment and maintenance of partnerships with educational, social, cultural and business entities.

Conclusion

This Educational Project represents a strategic commitment to building a transformative, European, and person-centered education. Its implementation reaffirms Mobility Friends' commitment to promoting a fairer, more inclusive, sustainable, qualified, and innovative Europe, contributing to the social and economic development of its target audiences.

1. INTRODUCTION

The present Educational Project of **Mobility Friends** is a guiding document that expresses the institution's pedagogical identity and structures its action in the field of education and training within the European context. It reflects the institution's commitment to quality, innovation, inclusion, and the comprehensive development of participants, offering training solutions tailored to the demands of today's world and the strategic priorities of the European Union.

This project arises from the consolidated experience of Mobility Friends as **host entity** within the scope of the program **Erasmus+**, having welcomed participants from different countries, backgrounds, and contexts over the years, fostering intercultural, practical, and transformative learning experiences. Based on this experience, we affirm our mission to create meaningful educational environments that enhance the personal, academic, and professional growth of each participant.

Education, understood as an ongoing process of knowledge construction, skills development, and strengthening European citizenship, is at the heart of our work. We advocate participatory, active, and contextualized methodologies that respect individual rhythms and needs, promoting autonomy, critical thinking, and a spirit of collaboration. We believe in experiential learning that values both technical skills and social, emotional, and intercultural competencies.

The new training offer for **2025–2026** is the result of strategic reflection and a careful assessment of the needs of participants and partner institutions. It is organized into broad thematic areas that address essential dimensions of contemporary education, such as languages and communication, teacher training, employability, digital innovation, sustainability, and the sociocultural integration of mobility participants. Each training activity is designed flexibly, adaptable to different contexts, audiences, and objectives, while always maintaining high standards of pedagogical quality.

This document also outlines the institution's educational principles, target audiences, adopted methodologies, assessment mechanisms, coordination with European standards, and Mobility Friends' role as a provider of mobility training. Through this project, we aim to reinforce our identity as a leading training institution, capable of actively contributing to the development of a more qualified, inclusive, and connected Europe.

More than a formal declaration, this Educational Project is an expression of commitment. A commitment to learning, diversity, educational excellence, and the construction of a Europe of opportunities, where mobility is an instrument of transformation and growth. It is also a dynamic

document, open to evolution and continuous improvement, built in dialogue with all who share the purpose of educating and training for a more just, humane, and sustainable future.

2. DIAGNOSIS OF NEEDS

Conducting a training needs assessment is an essential step in the planning and development of any educational project, allowing the training offering to be aligned with the real interests, expectations, and contexts of target audiences. By identifying gaps, opportunities, and trends, this process guides the definition of relevant pedagogical objectives, ensures coherence between content and target audiences, and ensures the relevance and timeliness of proposed actions. In the case of Mobility Friends, this assessment proved crucial for reformulating the existing offering and developing a more consistent, strategic, and quality- and impact-oriented training program.

The definition of the new training offer of **Mobility Friends** for the period 2025–2026 resulted from a structured and in-depth needs diagnosis process (Table 1), conducted with the aim of ensuring that the pedagogical proposal reflects not only the current reality, but also emerging trends in the education and training sector at European level.

Table 1: Sources of Needs Diagnosis

Source of Information	Description
Internal analysis	Listening to various departments, especially Internships, and input from the technical team
Consult to stakeholders	Schools, training centers, mobility coordinators, partners and former participants
Feedback from previous actions	Qualitative and quantitative analysis of feedback after previous training sessions
SWOT Analysis	Assessment of the strengths, weaknesses, opportunities and threats of the previous offer
Benchmarking	Comparison with other organizations to identify good practices and innovations
Study of the Erasmus+ Program	Prioritizing European policies: inclusion, diversity, digitalization, sustainability
Direct observation	Attendance at activities, analysis of trainer-participant interactions, field monitoring
Teaching team	Redefinition of training objectives and enhancement of areas of internal specialization

This process involved, firstly, a detailed internal analysis, through consultation with various departments of the institution, with emphasis on the **Internship Department**, which provided data

on the profiles of the sheltered groups, recurring training areas, topics covered in the projects, and gaps identified over time. The collaboration with the technical team also allowed for input on the actual contexts in which the training was implemented, highlighting specific needs that require a direct and practical response.

They also consult national **and international stakeholders**, such as schools, training centers, mobility coordinators, strategic partners, and former participants. This active listening provided a comprehensive understanding of the expectations, preferences, and current needs of the stakeholders involved, taking into account not only the desired content and formats, but also the expected impact of the training in the short and long term. The process also included qualitative and quantitative analysis of **feedback collected after previous training actions**, which made it possible to identify strengths and aspects for improvement in the methodology and organization of activities.

The institution also carried out a **SWOT analysis** of its previous training offering, allowing it to recognize the strengths of accumulated experience, weaknesses to be corrected, growth opportunities and external threats, particularly those linked to digital evolution, changes in European funding policies or the transformation of labor dynamics.

Additionally, a **comparative analysis (benchmarking)** with the offerings of other organizations with similar profiles, identifying best practices, areas of innovation, and emerging pedagogical formats. This exercise allowed Mobility Friends to position itself in a competitive and collaborative context, guiding its strategic decisions with greater rigor.

The diagnosis was also based on an in-depth study of the **Erasmus+ program 2021–2027**, whose cross-cutting priorities—inclusion and diversity, digital transformation, environmental sustainability, and active participation—were considered in defining the content and methodologies. European and national references were also cross-referenced with **labor market trends and emerging employability profiles**, with the aim of ensuring that the proposed courses reinforce skills valued in the current professional context.

This process also integrated the **direct observation in context**, through participation in training and mobility activities, analysis of interactions between trainers and participants, and monitoring projects in the field. This practical dimension revealed rich information about the applicability and relevance of the content, contributing to the adjustment and improvement of the educational proposal.

Finally, the Mobility Friends teaching team played an active role in **redefinition of training objectives** that's it **valorization of areas of specialization** that, until now, were not formally reflected in the offerings. Technical, linguistic, intercultural, and digital skills were identified that allow the institution to broaden and diversify its offering, based on the real expertise of its human resources.

2.1. Main Conclusions of the Diagnosis

The diagnostic process identified a set of fundamental conclusions that guided the reformulation of Mobility Friends' new training offering (Table 2). One of the main findings was that the previous offering was scattered, poorly structured, and lacking relevance in some areas, particularly language training, which was not aligned with the Common European Framework of Reference for Languages (CEFR). It was presented in a disjointed format, lacking a defined progression, lacking recognized certification, and lacking sufficient depth to meet participants' learning objectives. This situation led to demotivation and dissatisfaction among trainees and limited the real impact of the actions implemented.

There was also a strong demand for practical, contextualized, and interactive training that could be directly applied to participants' professional and personal lives. There was growing interest in topics related to inclusion, sustainability, digital skills, employability, entrepreneurship, and soft skills, as well as the importance of cultural and linguistic training tailored to the profiles of those mobilized. Participants expressed the need for courses that foster comprehensive development, promoting not only technical skills but also personal and intercultural growth.

Gaps were also identified in the visibility of areas already explored by the institution's trainers but not formally integrated into the training offerings—which led to the need to recognize and leverage existing internal potential. The reformulation allowed this knowledge to be systematized and translated into concrete courses, organized by clear thematic areas and aligned with European priorities, ensuring greater coherence and clarity for future participants and partners.

It was also concluded that there is a high value placed on short-term training courses, organized into flexible modules, with content adaptable to different audiences and mobility contexts, thus promoting personalized and effective learning. This modular approach also allows for easy updating and diversification of courses, responding quickly to changing training needs and new market trends.

Finally, the assessment highlighted the importance of aligning the training offering with current European programs, particularly Erasmus+ 2021–2027, ensuring that the courses reinforce the skills valued for mobility, social inclusion, and active participation of young people in the European

context. This strategic integration reinforces Mobility Friends' position as an innovative institution, connected to the European Union's educational and training policies and focused on promoting excellence and quality.

Table 2: *Main Conclusions of the Diagnosis*

Conclusion Identified	Implication for the New Offer
Previously dispersed offering, without progression and without language certification	Redesign of language courses based on the CEFR, with clear progression and certification
Strong demand for practical, interactive and contextualized training	Creation of courses applicable to the professional and personal reality of participants
Growing interest in inclusion, sustainability, digital skills, employability and soft skills	Integration of these themes as strategic axes of the new training offer
Enhancement of cultural and linguistic training adapted to the profiles of those mobilized	Development of specific courses by profile and cultural-linguistic context
Existence of non-formalized internal knowledge	Organization of the offer based on real specializations of trainers of the institution
Preference for short and modular courses	Structuring of modular and flexible training , with adaptable and customizable content
Importance of alignment with Erasmus+ 2021–2027	Integration of European priorities in the content and methodologies of the courses

3. INSTITUTIONAL ENTITY

Before defining the objectives and training offerings, it is essential to define Mobility Friends' institutional identity, as a clear and structured understanding of its guiding principles, mission, vision, and values constitutes the essential foundation for the coherent development and implementation of this educational project. This prior reflection ensures consistency between the training program and the organization's strategic goals, as well as reinforcing the institution's commitment to the quality, ethics, and social relevance of its work.

3.1 Mission

Mobility Friends' mission is to promote international mobility, intercultural learning, and continuing education, ensuring high standards of quality, innovation, and ethical rigor. The organization aims to provide its participants with training opportunities that foster the integrated development of linguistic, social, digital, and professional skills, tailored to their specific needs and the challenges of contemporary global contexts. Mobility Friends understands training as a catalyst for personal and professional development, contributing to social inclusion and cultural appreciation.

3.2 Vision

Mobility Friends' strategic vision is based on the ambition to establish itself as a national and international benchmark in the field of educational mobility and professional training, distinguished by the excellence of its services, its capacity for constant innovation, and the creation of collaborative networks that enhance the success of its participants in diverse environments. It also aims to contribute to the construction of inclusive, intercultural, and sustainable societies, promoting lifelong learning as a structural value and social imperative.

3.3 Values

The values that underpin Mobility Friends' activities guide all institutional practices and interactions with various stakeholders, ensuring alignment with principles of social responsibility and institutional integrity. These include, among others:

- The inclusion and appreciation of cultural diversity, ensuring an environment of respect and acceptance for all stakeholders
- Ethics, transparency and integrity in all actions and processes
- Respect for the individualities, trajectories and personal contexts of participants

- The permanent commitment to quality, innovation and continuous improvement of the services provided
- Promoting lifelong learning as a dynamic and accessible process
- Encouraging a collaborative spirit, active citizenship and social responsibility

3.4 Institutional Profile

Mobility Friends has a highly qualified multidisciplinary team of trainers, technicians, coordinators, and managers with extensive experience in mobility, training, and cultural exchange projects. The organizational structure is designed to ensure flexibility and agile responsiveness to the dynamics of the training market and the specific needs of participants. The organization has established solid strategic partnerships at the national and European levels, which contribute to the diversification and strengthening of its training offerings, expanding its social impact and promoting inclusion, the development of transversal skills, and active citizenship. Consolidated participation in programs such as Erasmus+ demonstrates the institutional capacity to intervene in a relevant and innovative way in the training and educational mobility landscape.

4. OBJECTIVES

In a global context marked by rapid economic, social, and technological transformations, training needs take on a complex and multifaceted dimension, requiring educational institutions to respond flexibly, innovatively, and tailored to the real demands of their target audiences. Mobility Friends, immersed in an international context of mobility and interculturality, recognizes that clearly and strategically defining the objectives of its educational project is crucial to ensuring the relevance, quality, and impact of its training initiatives. These objectives serve as a guiding compass that aligns educational intervention with the institutional mission, identified needs, emerging trends, and future challenges, ensuring that all efforts converge toward the comprehensive development of its participants, strengthening their autonomy, employability, and active citizenship.

These objectives aim to consolidate a participant-centered training model that values personalized learning paths and the articulation of linguistic, intercultural, digital, and professional skills from a holistic and integrated perspective. International mobility, as a central axis of Mobility Friends' activities, is both a means and an end, requiring preparation that goes beyond the mere acquisition of technical knowledge, prioritizing the development of transversal skills, social inclusion, and active participation in a diverse global community.

4.1 General Objective

The general objective of this educational project consists of designing, developing and implementing an integrated, flexible and innovative training offer, which allows our participants to acquire and deepen linguistic, intercultural, digital, social and professional skills essential for their international mobility, social inclusion and employability, contributing to their active participation in a globalized world, in constant transformation and marked by cultural diversity.

4.2 Specific Objectives

- Ensure the pedagogical and technical quality of all training activities, aligning them with internationally recognized references and standards, such as the Common European Framework of Reference for Languages (CEFR), European vocational training standards, Council of Europe recommendations and other relevant frameworks, guaranteeing the validity, rigor and recognition of learning.
- Adapt the training offer to the needs diagnosed among participants, stakeholders, the training market and international trends, promoting the personalization, flexibility and

adaptability of training paths, with special attention to the specificities of the different target audiences and intervention contexts.

- Foster the development of fundamental transversal skills, including intercultural communication, critical thinking, digital literacy, active citizenship, social and civic skills, and the ability to learn how to learn, preparing participants for the multidimensional challenges of the 21st century.
- Promote inclusion, equal opportunities and equitable access to training, implementing strategies and practices that guarantee the full participation of vulnerable groups, minorities and people at risk of social exclusion.
- Strengthen institutional capacity through continuous training and qualification of the pedagogical and technical team, the development of national and international strategic partnerships and the promotion of methodological and technological innovation in the training process.
- Establish a rigorous and continuous system for assessing the quality and impact of training activities, based on diverse methodologies and the systematic collection of structured feedback from participants, trainers, partners and other stakeholders, aimed at continuous improvement and adaptation to changes in the context.
- Consolidate and expand Mobility Friends' collaborative networks, strengthening their presence and influence in the national and international panorama of educational mobility, professional training, and intercultural development, promoting excellent practices and knowledge sharing.

4.3 Goals and Success Indicators

To ensure the achievement of the established objectives, the following goals and indicators are defined to monitor and evaluate the progress and impact of the educational project.

- Implementation of a structured training catalog aligned with international standards by the end of the first year of the project.
- Increase in the satisfaction rate of participants in training activities to a minimum of 90% measured through evaluation surveys.
- Annual growth in the number of strategic partnerships and collaborative projects by at least 15%.
- Periodic assessment of pedagogical quality through internal and external audits with continuous improvement reports.

- Integration of innovative and technological practices into the training offering with ongoing training for one hundred percent of the teaching staff.

Regular monitoring of these indicators will allow for proactive adaptation of the educational project, ensuring its relevance, effectiveness and sustainability over time.

5. TRAINING OFFER

The training offering represents the fundamental core of Mobility Friends' educational mission, constituting the primary instrument for achieving the strategic objectives outlined in this educational project. Based on a rigorous and in-depth assessment of the needs of various audiences and contexts, the offering was structured to ensure an effective, relevant response tailored to the current demands of the market, international mobility, and social inclusion.

This offering is modularly organized, divided into thematic areas and subareas ranging from foreign language proficiency and digital skills to personal, social, professional, and cultural development, and also encompasses emerging and cross-cutting themes such as sustainability, well-being, and active European citizenship. This diversity allows for the creation of flexible, personalized, and innovative training paths that foster the development of essential skills for employability, intercultural integration, and active participation in 21st-century society.

The curriculum design prioritizes active, participant-centered methodologies that encourage critical thinking, creativity, collaboration, and experiential learning, ensuring that training goes beyond the mere transmission of content, but also fosters the development of relevant and applicable knowledge. Furthermore, the offering is aligned with key international standards and regulations, particularly the Common European Framework of Reference for Languages, ensuring high standards of quality, coherence, and recognition.

The following sections will present a detailed description of the training areas and subareas, identifying the pedagogical objectives, program content, methodologies, target audiences and evaluation mechanisms, providing a global and integrated vision of Mobility Friends' training offer, which stands out for its comprehensiveness, flexibility and current relevance.

5.1. TRAINING AREAS

5.1.1. Languages

Foreign language learning is an essential component of Mobility Friends' training offerings, given the central role of intercultural communication in our participants' success in international, academic, and professional contexts. Our approach is strictly aligned with the Common European Framework of Reference for Languages (CEFR), ensuring a clear, systematic, and internationally recognized progression that allows learners to achieve levels of language proficiency appropriate to their needs and goals.

Language courses are structured in progressive levels, from basic to advanced, encompassing the balanced development of the four main language skills: listening comprehension, reading comprehension, speaking and writing, as well as communicative interaction. The training offered in this area includes:

- English (A1 + A2)
- English (B1 + B2)
- English (C1 + C2)
- Portuguese (A1)
- Spanish (A1)
- French (A1)

The curriculum is carefully selected to ensure practical relevance and real-world applicability, incorporating functional grammar, contextualized vocabulary, communication strategies, and simulations of real-life situations. The methodologies adopted prioritize the active involvement of students, using communication practices, collaborative work, multimedia resources, and digital platforms that foster autonomy and motivation for continuous learning.

This program is aimed at a variety of audiences, including young students, participants in mobility programs such as Erasmus, professionals in career development, and the general public interested in expanding their language skills. Personalized monitoring and continuous assessment ensure that the training objectives are achieved and that each student progresses at their own pace.

5.1.2 Education, Training and Professional Development

The Education, Training, and Professional Development area is a strategic pillar of Mobility Friends, essential for promoting educational excellence and strengthening the skills of professionals working in diverse teaching and learning contexts. Recognizing that the quality of education depends directly on the qualifications and continuous development of educators, trainers, and related professionals, this area is focused on in-depth and up-to-date training that meets the demands of a world undergoing rapid social, technological, and cultural transformation.

The training offered in this area is based on an integrated approach that promotes pedagogical innovation, continuous professional development, educational inclusion, and the effective use of advanced digital tools, including artificial intelligence, to optimize teaching-learning processes and educational management. In this way, Mobility Friends aims to contribute to the construction of

inclusive, stimulating, and technologically advanced educational environments, where the potential of each educator and trainee is maximized for meaningful and lasting learning.

This area is divided into four subareas that directly respond to the challenges and needs identified in the current education sector, allowing for specialized and transversal training.

5.1.2.1 Active Methodologies and Innovative Strategies

Through this sub-area, students are introduced to and delve into modern pedagogical techniques that place the student at the center of the educational process, promoting their active involvement and the construction of knowledge both autonomously and collaboratively. Highlights include:

- **Project-Based Learning** which encourages research, the resolution of real problems and interdisciplinary work, favoring the practical application of knowledge and the development of 21st century skills such as critical thinking and creativity;
- **Flipped Classroom** which revolutionizes classroom time by prioritizing collaborative work, discussion and the application of content that students previously study independently;
- **Gamification in Education** that uses game elements to motivate learners, increase their participation and promote fun and effective learning;
- **Outdoor Learning** that values contact with the natural environment and promotes social, emotional and motor skills, as well as environmental awareness;
- **Active Learning Methods** which involve dynamic practices such as debates, case studies, role playing, among others, which develop analytical and interpersonal skills.

5.1.2.2 Curriculum and Assessment

This subfield focuses on the reformulation and innovation of curricular and assessment practices, recognizing that assessment is an essential tool for the continuous improvement of teaching and learning, as well as a mechanism for inclusion and motivation. Training includes:

- **Innovative Assessment Practices** that promote formative assessment, self-assessment, peer assessment and the use of digital tools, allowing for fairer, more personalized and effective monitoring of learning processes.

5.1.2.3 Inclusion, Diversity and Equity in Education

Mobility Friends is clearly committed to inclusion and the promotion of equity, recognizing diversity as a valuable asset and an essential factor in building a more just and democratic society. In this subfield, students develop skills to:

- **Inclusive Education: Support for Students with Special Educational Needs (SEN)** promoting adapted pedagogical practices that guarantee access and academic success for all;
- **Bullying and Cyberbullying Prevention** with strategies to create safe, respectful and positive environments;
- **Diversity and Interculturality** fostering respect for cultural, ethnic and social differences and promoting harmonious coexistence;
- **School Dropout Prevention through** proactive approaches that identify and intervene early to keep students motivated and integrated;
- **Gender and Equality** raising awareness of the importance of gender equality and combating stereotypes and discrimination.

5.1.2.4 Key Competencies for Educators

Recognizing that the professional development of educators is continuous and multifaceted, this subfield offers advanced training in essential skills for leadership, innovation, and the effective use of technologies in education:

- **Leadership and Coaching in Education** to enhance pedagogical leadership skills and the management of educational teams;
- **Continuing Professional Development: Strategies and Planning** that help in the construction of personalized and sustainable plans for professional development and growth;
- **Digital Tools for Educators** which cover the practical use of digital platforms, resources and applications to enrich the teaching-learning process;
- **Artificial Intelligence for Educators** that prepares trainers to integrate emerging AI technologies to support the personalization of learning and the optimization of administrative and pedagogical tasks.

Through this diverse and excellent offering, Mobility Friends aims not only to improve the qualifications of education professionals but also to contribute to the modernization of the education system, fostering inclusive, innovative, and technologically advanced practices that meet the demands of current and future society.

5.1.3 European Citizenship

In a context marked by rapid social, political, and cultural transformations, promoting active, informed, and responsible European citizenship is a key priority for Mobility Friends. Understanding how European institutions work, as well as the rights, duties, and values that unite EU citizens, is essential to strengthening social cohesion and fostering democratic participation.

To respond to this challenge, we offer the course **Active European Citizenship in the 21st Century**, which aims to enable participants to develop a critical and in-depth understanding of the European Union, its institutional bodies, and the mechanisms that regulate political and social life within the European space. This course prioritizes a dynamic and participatory approach, integrating methodologies that promote debate, critical analysis, and reflective thinking on the main challenges facing Europe today.

The content covers essential topics such as the history of the European Union, human rights, equality, social inclusion, and sustainability, preparing students to become active and informed agents capable of contributing to the construction of a more just, supportive, and sustainable Europe. This training represents Mobility Friends' firm commitment to citizenship education and the development of skills that foster effective civic participation among its students.

This course is part of an educational strategy that prioritizes the empowerment of citizens through knowledge and action, reinforcing the role of training as an instrument for social transformation and the strengthening of democratic values throughout Europe.

5.1.4 STEM and Technological Innovation

In today's knowledge-based society, science, technology, engineering, and mathematics (STEM) play a central role in economic, social, and cultural development, and are essential for preparing citizens for the challenges of the 21st century. Mobility Friends recognizes the importance of solid, up-to-date training in this field, fostering not only technical skills but also critical thinking, creativity, and problem-solving skills.

Our STEM and technological innovation training offering is structured to provide integrated, interdisciplinary learning that combines theory and practice with a strong experimental component and adapts to rapid technological change. It also aims to foster participants' interest in emerging technological fields, fostering the development of advanced digital skills, and encouraging innovation and an entrepreneurial spirit.

5.1.4.1 Programming and Development

This sub-area offers specialized training in programming languages and tools essential for today's market, including:

- **Python:** introduction and deepening of the programming language of widespread use and applicability in several areas, namely data science and artificial intelligence
- **Web Development with HTML, CSS, and JavaScript:** training for the creation and maintenance of modern and functional websites, with an emphasis on user experience
- **Artificial Intelligence and Machine Learning:** advanced training focused on concepts, techniques and practical applications that allow you to automate processes and analyze large volumes of data

5.1.4.2 Technology, Robotics and Engineering

This area includes practical and theoretical courses that promote the understanding and application of innovative technologies, such as:

- **Robotics:** from design to programming and operation of robotic systems, with hands-on projects
- **Electronic Circuits:** fundamentals and construction of basic and advanced electronic circuits, essential for technological innovation
- **Virtual Reality:** development of applications and virtual environments for various educational and professional purposes
- **Computer Systems and Networks:** network administration and security, including operating systems and communication protocols

5.1.4.3 Design e Web Design

In this context, participants develop creative and technical skills for designing digital interfaces and content:

- **WordPress:** use of this platform for the creation and management of professional websites

5.1.4.4 3D Modeling and Printing

This area of information is aimed at the design and production of three-dimensional objects, using specialized tools and software:

- **Rhinoceros, SketchUp, AutoCAD:** software for modeling and technical drawing
- **3D Printing:** technologies and processes for additive manufacturing, promoting rapid prototyping and innovation

5.1.4.5 Graphic Design

In this area we will offer courses that combine art and technology to produce visual content:

- **Basic Graphic Design with Canva and Figma:** accessible tools for creating graphic materials
- **Digital Illustration with Photoshop:** advanced techniques for digital artistic creation

5.1.4.6 Data Science

In this area we will offer training in data analysis and interpretation, digital tools and administrative management:

- **Excel e Power BI:** data manipulation and visualization for informed decision-making
- **Administrative Management with Innovative Technologies:** including training in accounting software such as SAGE

Mobility Friends' STEM and technological innovation training program focuses on active methodologies, project-based learning, and personalized support, ensuring that each participant develops solid skills applicable to the ever-evolving job market.

This commitment to innovation and excellence positions Mobility Friends as a leading center for technological training, contributing to the development of professionals prepared to lead and transform the future.

5.1.5 Sustainability

Sustainability represents one of the greatest challenges of our time and constitutes a fundamental strategic axis for the balanced development of societies and the planet. Mobility Friends recognizes the unavoidable importance of integrating sustainability education in a cross-cutting and structured manner into its training offerings, positioning itself as an active agent in promoting conscious, responsible, and innovative practices that ensure a dignified future for future generations.

Our educational approach in this area aims to empower participants to deeply understand the principles of sustainability, encompassing environmental, social, and economic dimensions, and to

apply these principles in their personal and professional contexts. We thus aim to train citizens and professionals capable of acting as true agents of change, promoting sustainability in its various spheres of intervention.

The courses offered explore essential topics such as sustainable natural resource management, environmental and climate policies, the circular economy, corporate social responsibility, and the role of individuals and communities in mitigating climate change. These contents are delivered through active and participatory teaching methodologies that encourage critical reflection, collaborative work, creativity, and the implementation of real, impactful projects.

Furthermore, this training area directly aligns with the objectives of the United Nations 2030 Agenda for Sustainable Development, reflecting Mobility Friends' commitment to education for responsible global citizenship and the development of skills that enable us to face the environmental and social challenges of the present and future.

Thus, by offering comprehensive and up-to-date training in sustainability, Mobility Friends contributes to the development of conscious, innovative, and proactive individuals, prepared to positively influence their local and global contexts, promoting a culture of responsibility, ethics, and respect for the planet.

5.1.6. Well-being and Mental Health

Well-being and mental health are essential pillars for the integral development of individuals, directly impacting their quality of life, academic and professional performance, as well as their interpersonal and social relationships. Recognizing the growing challenge posed by issues related to stress, anxiety, emotional overload, and other psychosocial factors in contemporary society, Mobility Friends places this area as a strategic and priority component of its training offerings.

Our educational approach in this area is based on a holistic and multidimensional perspective, integrating sound theoretical knowledge with innovative and inclusive practices, aiming to promote physical, emotional, and mental balance in participants. We prioritize self-care training, resilience development, effective stress management, and the development of emotional skills that enable participants to face personal and professional challenges with greater confidence and autonomy.

The training offering includes a variety of courses and workshops carefully designed to meet the diverse needs of our target audiences. Topics covered include well-being and quality of life in old age, digital inclusion for seniors as a way to promote autonomy and social integration, mindfulness

practices, yoga, and Pilates as effective tools for relaxation and balance, innovative therapies such as dance therapy, and advanced strategies for stress management, conflict resolution, and mental health promotion in the academic and professional context.

The programs are developed and taught by highly qualified and experienced professionals, who ensure a safe, welcoming, and stimulating learning environment, promoting active participation and engagement among students. The methodologies adopted prioritize practice, critical reflection, and the exchange of experiences, ensuring that the knowledge acquired translates into concrete improvements in the well-being and quality of life of participants.

By integrating well-being and mental health as a structuring area of its educational program, Mobility Friends reaffirms its commitment to a comprehensive and humanistic vision of training, understanding that personal and professional success and fulfillment depend largely on emotional balance and psychological health. This commitment also contributes to the creation of healthier, more inclusive, and productive environments, fostering a culture of care, respect, and appreciation for diversity.

5.1.7. 21st Century Skills

The contemporary era, marked by digital transformation, globalization, and growing social complexity, demands a new set of transversal skills that enable individuals not only to survive but also to thrive in diverse, challenging, and constantly evolving contexts. Mobility Friends takes an active role in fostering these essential skills through a robust, up-to-date training offering aligned with the main international education and employability benchmarks.

In this context, the **21st Century Skills** are not limited to the technical or academic domain, but encompass fundamental skills such as critical thinking, creativity, emotional intelligence, collaboration, problem-solving, effective communication, and digital and media literacy. These skills are now considered crucial for personal, social, and professional success, as well as for the active exercise of citizenship.

Our training in this area focuses heavily on developing socio-emotional, cognitive, and digital skills that empower participants to face future challenges with confidence, autonomy, and responsibility. Through active, learner-centered methodologies such as collaborative work, project-based learning, and real-world problem-solving, we promote genuine engagement and meaningful learning.

This offering includes training dedicated to developing critical thinking and emotional intelligence, enabling students to rigorously analyze information, recognize fallacies and biases, and strengthen emotional skills such as empathy, self-regulation, and motivation. It also includes programs to improve interpersonal communication and strengthen effective team collaboration, with a focus on conflict resolution and collaborative leadership in multicultural and interdisciplinary environments. Finally, the program highlights training in digital literacy and media skills, preparing participants to use digital technologies critically, ethically, and efficiently, in addition to developing computational thinking and critical analysis of media content as essential tools in combating disinformation.

By investing in training in these areas, Mobility Friends contributes to the development of individuals prepared for the challenges and opportunities of today's society, making them more resilient, creative, ethical, and socially aware. This vision is aligned with the strategic objectives of the Erasmus+ Program and the European Union's guiding principles for a more inclusive, innovative, and future-oriented education.

5.1.8. Entrepreneurship and Career Development

In the current context, characterized by rapid and constant changes in the job market, increased competitiveness, and the transformation of business models, developing entrepreneurial and career management skills has become a fundamental priority for individual development. Mobility Friends recognizes the importance of preparing its students not only for professional practice, but also for developing a proactive, innovative, and resilient approach that allows them to identify opportunities, create value, and build a sustainable and satisfying career path.

This training area aims to equip participants with a comprehensive set of knowledge, skills, and attitudes necessary for entrepreneurship and effective management of their professional careers. The focus is not limited to business creation but extends to the entrepreneurial spirit applied to multiple contexts, including the development of social, cultural, and educational projects, as well as adaptation to dynamic organizational environments.

The courses and training activities cover essential topics such as strategic career planning, defining professional goals, building a personal brand and networking, developing leadership and team management skills, applying innovation and creativity to entrepreneurship, and providing practical tools for launching and sustaining projects.

The following training topics stand out, among others: future design and career planning to enable participants to chart conscious paths aligned with their personal values and ambitions; entrepreneurship and leadership to develop initiative, decision-making, and effective management skills; and the use of digital technologies and platforms to drive professional growth and visibility.

The pedagogical approach prioritizes active methodologies, real-life case studies, simulations, and collaborative work, allowing participants to experience firsthand the challenges and opportunities of entrepreneurship and career development. This dynamic also fosters self-confidence, resilience, and adaptability—essential skills in today's market.

With this training program, Mobility Friends aims to contribute to the development of agents of change, capable of positively influencing their social and professional environment, promoting economic growth, innovation, and social inclusion, in line with European and national strategies for employment and sustainable development.

5.1.9. Arts, Creativity and Culture

The Arts, Creativity, and Culture field is fundamental to the integral development of individuals, stimulating not only technical and expressive skills, but also aesthetic sensitivity, imagination, critical thinking, and the capacity for innovation. At Mobility Friends, we recognize that fostering creativity and valuing culture are essential elements for developing active, aware, and culturally enriched citizens.

The training offered in this area includes a variety of courses and workshops that allow participants to explore different forms of artistic and cultural expression, promoting respect for local heritage and an understanding of global cultural diversity. This approach contributes to strengthening cultural identity while encouraging intercultural dialogue and social inclusion.

Among the available courses are: the Pastel de Nata workshop, which, in addition to practical learning how to make this icon of Portuguese confectionery, allows immersion in the local culture and gastronomic tradition; the traditional tile painting workshop, which highlights one of the most emblematic Portuguese artistic expressions, encouraging creativity and mastery of artisanal techniques; and the Portuguese wine experience, which combines cultural and sensory knowledge, promoting the appreciation and value of the national wine heritage.

These activities prioritize participatory and practical methodologies, fostering collaborative work and interdisciplinarity. Participants are encouraged to experiment, create, and reflect on the impact of

arts and culture on their lives and society, fostering self-esteem, personal expression, and cultural empathy.

The integration of this area into Mobility Friends' training offerings reinforces the institution's commitment to education for cultural citizenship, sustainable community development, and the promotion of creativity as a key factor for innovation and social progress.

Below, we find a schematic representation of all training courses.

Table 3: *New Training Offer*

Areas	Sub-areas	Courses
LANGUAGES	English	Basic English (A1 + A2) Intermediate English (B1 + B2) Advanced English (C1 + C2)
	Portuguese	Portuguese (A1)
	Spanish	Spanish (A1)
	French	French (A1)
EDUCATION, TRAINING AND PROFESSIONAL DEVELOPMENT	Active Methodologies and Innovate Strategies	Project Based Learning Flipped Classroom Gamification in Education Outdoor Learning Active Learning Methods
	Curriculum and Assessment	Innovate Assessment Practices
		Inclusive Education: Supporting students with SEN Bullying and Cyberbullying Prevention

	Inclusion, Diversity and Equity in Education	<p>Diversity and Interculturality</p> <p>Early School Leaving Prevention</p> <p>Inclusive Education: Addressing Gender Issues</p>
	Educators Key Competences	<p>Leadership and Coaching in Education</p> <p>Continuous Professional Development: Strategies and Planning</p> <p>Digital Tools for Educators</p> <p>AI for Educators</p>
EUROPEAN CITIZENSHIP	-	Active European Citizenship in the 21st Century
	Programming and Development	<p>Python</p> <p>Web Development with HTML, CSS and JavaScript</p> <p>AI and Machine Learning</p>
	Technology, Robotics and Engineering	<p>Robotics</p> <p>Electronic Circuits</p> <p>Virtual Reality</p> <p>Network Systems</p> <p>Computer Networks and Operating Systems</p>
	Web Design	Wordpress

STEM AND TECHNOLOGICAL INNOVATION	3D Modeling and Printing	<p>Rhinoceros</p> <p>Sketchup</p> <p>Autocad</p> <p>3D Printing</p>
	Graphic Design	<p>Basic Graphic Design with Canva and Figma</p> <p>Digital Illustration with Photoshop</p>
	Data Science	<p>Excel and Power BI</p> <p>Administrative Management with Innovative Technologies</p> <p>Digital Tools for Accounting Professionals + SAGE</p>
SUSTAINABILITY	-	<p>Sustainable Teaching and School Management</p> <p>Global Sustainability: Empowering Youth for Impact in Europe</p>
WELL-BEING AND MENTAL HEATH	-	<p>Well-Being and Quality of Life in the Old Age</p> <p>Digital Skills for Seniors</p> <p>Well-Being through Mindfulness, Yoga and Pilates</p> <p>Dancetherapy</p> <p>Stress and Conflict Management</p>

XXI CENTURY SKILLS	-	<p>Critical Thinking and Emotional Intelligence</p> <p>Communication and Collaboration</p> <p>Digital Literacy and Media Skills</p>
ENTREPRENEURSHIP AND CAREER DEVELOPMENT	-	<p>Design Your Future: Career and Life Skills</p> <p>Building the Future: Entrepreneurship and Leadership</p>
ARTS, CREATIVITY AND CULTURE	-	<p>Pastel de Nata Workshop</p> <p>Traditional Tile Painting Workshop</p> <p>Portuguese Wine Experience Workshop</p>

5.2 Target Audience

Defining the target audience is one of the strategic pillars for the success and relevance of Mobility Friends' training offerings. A diverse group of target audiences is considered, including:

- **Secondary and technical-vocational education students**, who seek to develop essential skills for their insertion into the job market and for their personal fulfillment;
- **Educators, teachers and trainers**, who require continuous training and pedagogical updating to respond to the current challenges of education;
- **Professionals from other areas who want to retrain and develop specific skills** to improve your employability;
- **Mobility participants, namely Erasmus and other international programs**, who benefit from an offer adapted to their intercultural and linguistic needs;
- **Local and international community**, including young people and adults interested in professional, linguistic, cultural and personal training.

This detailed segmentation allows for careful planning of content, methodologies, and resources, ensuring that the training offered is personalized, motivating, and high-impact. The training offering also seeks to promote inclusion and equity, ensuring access to vulnerable groups or those with special educational needs, in line with Mobility Friends' values and mission.

5.3. Training Modalities

Mobility Friends offers training exclusively **in person**, prioritizing direct contact between trainers and trainees as the basis for richer, more dynamic, and effective learning. This strategic choice aims to ensure constant, personalized interaction of high pedagogical quality, which enhances:

- **Proximity and individualized monitoring**, allowing the trainer to adapt the dynamics to the pace and needs of each participant;
- **Collaborative learning and the exchange of experiences**, promoting teamwork, debate and the collective construction of knowledge;
- **Carrying out practical activities and workshops**, fundamental for the development of concrete and applied skills, especially in technical and creative areas;
- **Stimulating motivation and active involvement**, through in-person dynamics that encourage participation, networking and a sense of belonging to the group;
- **The use of specialized physical spaces and resources**, such as studios and equipped rooms, which facilitate experimental teaching and pedagogical innovation.

Despite the limitations on in-person training, Mobility Friends strives to ensure flexibility in course schedules and structures, adapting to the needs of different target audiences and ensuring accessibility for all interested parties.

This modality reinforces the institution's commitment to quality, personalization, and the real impact of training, promoting stimulating and effective learning environments.

5.4. Applied Teaching Methodologies

Mobility Friends adopts innovative, student-centered teaching methodologies that foster not only the acquisition of technical knowledge but also the development of transversal skills essential for the 21st century. Highlights include:

- **Project-Based Learning**: Trainees are challenged to investigate and solve real problems, developing autonomy, creativity and teamwork;

- **Flipped Classroom:** The reversal of the traditional classroom allows students to study theoretical content independently, reserving face-to-face time for practical activities, discussions, and clarifying doubts;
- **Gamification:** The use of playful and competitive elements increases motivation, engagement and content retention;
- **Experiential Learning:** Direct contact with practical and real experiences is encouraged, stimulating critical reflection and the application of acquired knowledge;
- **Use of Digital Technologies:** Digital platforms and tools are integrated into the training process to facilitate collaborative learning, content creation and access to multimedia resources;
- **Formative Assessment:** Continuous and diverse assessments (self-assessments, peer review, portfolios) that guide the learning path and promote self-regulation among trainees.

This methodological diversity ensures active, meaningful learning adapted to individual and collective needs.

5.5. Selection and Registration Criteria

The selection and registration processes are transparent, inclusive and efficient, designed to facilitate access to training, respecting the following principles:

- **Access criteria:** Where applicable, clear prerequisites are defined in terms of prior knowledge, professional experience or other skills, ensuring that trainees have the necessary conditions to succeed;
- **Simplified procedure:** Registration via a form, accompanied by technical and informational support for candidates;
- **Priority criteria:** In situations of high demand, criteria are applied that value diversity, social inclusion and connection to the institutional mission, ensuring preferential access to priority audiences;
- **Clear communication:** Detailed information on calendars, content, resources, and requirements is made available in advance to ensure transparency and candidate satisfaction;
- **Confidentiality and data protection:** The process complies with all current legal regulations on personal data protection.

This system aims to ensure that selection contributes to maximizing the training impact and achieving Mobility Friends' strategic objectives.

5.6. Assessment of Learning and Satisfaction

Assessment at Mobility Friends plays a central and integral role, guiding both student learning and the quality of the training offered. Assessment is structured around two main pillars:

- **Learning Assessment:** It uses multiple instruments, such as written tests, practical assignments, oral presentations, collaborative projects, digital portfolios, and self-assessments. This diversity allows for accurate measurement of the level of acquisition of content, technical, and transversal skills.
- **Satisfaction Assessment:** Through structured questionnaires, interviews and focus groups, opinions and suggestions are collected from participants, allowing for critical analysis of the methodology, resources, trainer and the overall impact of the training.

Assessment results are systematically analyzed to guide continuous improvement initiatives, ensuring excellence and innovation in training. This virtuous feedback cycle contributes to ongoing alignment with trainee expectations and market and societal demands.

5.7. Offer Development and Update

Mobility Friends' training offerings are dynamic and adaptable, the result of a continuous process of analysis, innovation, and adjustment. The main elements guiding this development are:

- **Periodic review:** Annual update of content and methodologies based on the results of the needs assessment, feedback from previous training and monitoring of international and national trends;
- **Analysis of the external context:** Monitoring legislative, technological, economic and social changes that impact training and the job market;
- **Harnessing internal potential:** Identification and valorization of the knowledge and experiences of trainers and collaborators, encouraging pedagogical innovation and continuous professional development;
- **Integration of new thematic areas:** Introduction of courses related to emerging technologies, sustainability, citizenship and soft skills to meet the demands of the 21st century;

- **Curricular flexibility:** Adapting offerings to specific audiences, ensuring the relevance and accessibility of training.

This commitment to constant updating ensures that Mobility Friends remains at the forefront of professional and educational training, responding effectively to the challenges and opportunities of the future.

5.8. Strategic Partnerships

Partnerships are a decisive factor in the growth, sustainability, and enrichment of Mobility Friends' training offerings. These strategic relationships are established with:

- **Educational institutions and research centers**, that provide know-how, scientific resources and opportunities for joint development of innovative projects;
- **Cultural and social organizations**, that facilitate the integration of intercultural and social components in training, promoting inclusion and diversity;
- **Private sector companies and entities**, that allow a direct link between training and the job market, promoting internships, professional internships and employment;
- **International organizations and European networks**, particularly within the scope of the Erasmus+ programme, which expands the European dimension, facilitates mobility and encourages the exchange of good practices;
- **Professional associations and community groups**, that contribute to training closer to real needs and local contexts.

Through these partnerships, Mobility Friends guarantees additional resources, greater visibility, social impact, and up-to-date training that is aligned with local, national, and international realities.

6. PEDAGOGICAL METHODOLOGY

Mobility Friends' pedagogical methodology represents the fundamental foundation for achieving effective, meaningful learning adapted to the challenges of the 21st century. Through a learner-centered, practice-oriented approach, it aims to ensure that each participant develops technical, cognitive, and social skills that enable them to successfully respond to market demands and achieve personal and professional fulfillment. This methodology is based on scientific principles, international best practices, and continuous pedagogical innovation, ensuring the necessary flexibility to adapt to the specific needs of each group and context.

6.1. Fundamental Pedagogical Principles

- **Active and learner-centered learning:** The training process prioritizes the active role of the trainee, promoting their constant participation, critical reflection and autonomy in the development of their skills.
- **Customization and flexibility:** Methods and content are adjusted according to the characteristics, interests, knowledge levels and learning rhythms of trainees, ensuring an inclusive and effective training experience.
- **Collaboration and social learning:** Teamwork, the exchange of experiences and constructive dialogue are valued, fostering interpersonal skills and the collective construction of knowledge.
- **Theory-practice integration:** The methodology ensures a balanced connection between theoretical knowledge and its practical application, through exercises, case studies and projects that reflect real situations.
- **Inclusion, diversity and equity:** It is committed to respecting cultural, social and individual differences, promoting an accessible and fair learning environment for all students.

6.2. Methodological Strategies

- **Project Based Learning:** This strategy involves involving students in the development of real or simulated projects that integrate multiple areas of knowledge, encouraging research, complex problem-solving, creativity, and critical thinking, allowing learning to be meaningful and applicable to specific contexts.
- **Flipped Classroom:** By providing theoretical content in advance in digital formats, classroom time is essentially dedicated to interactive activities, in-depth discussions, clarifying doubts,

and practical application of concepts, which maximizes time utilization and student engagement.

- **Gamification:** The incorporation of game elements, such as challenges, rewards, rankings, and immediate feedback, aims to increase motivation, participation, and content retention, making the learning process more dynamic and engaging.
- **Outdoor Learning:** Whenever possible, activities are promoted in outdoor spaces that encourage experiential learning, contact with the natural environment, and the development of social, emotional, and cognitive skills in an integrated and contextualized manner.
- **Continuous formative assessment:** Throughout the training, regular assessments are carried out to identify progress, difficulties and areas for improvement, ensuring personalized monitoring of the learning journey and the possibility of adjusting teaching strategies in real time.

6.3. Educational and Technological Resources

Mobility Friends focuses on a balanced diversity of resources to enhance learning, integrating traditional and digital resources in a complementary and effective way:

- Carefully prepared and updated teaching materials, in print and digital formats, that support the understanding and application of content.
- Multimedia and technological equipment that supports practical and simulated dynamics, promoting contextualized and motivating learning.
- Use of advanced tools, including Artificial Intelligence applications, that allow us to customize training paths and respond to the specific needs of each trainee more effectively.

6.4 Assessment of Learning

The evaluation process is conceived as a fundamental instrument to guarantee the quality and relevance of training, structured in three complementary moments:

- **Initial diagnostic evaluation:** Carried out at the beginning of the training, it allows the identification of the trainees' prior knowledge, skills and needs, guiding pedagogical planning and content adaptation.
- **Continuous formative assessment:** It consists of regular assessment moments throughout the training path, with the aim of monitoring progress, providing constructive feedback and allowing adjustments to methodology and resources.

- **Final summative assessment:** It leads to the certification of acquired skills through the application of diverse instruments, such as written tests, practical work, oral presentations, self-assessments and peer evaluations, ensuring a comprehensive and rigorous assessment of trainees' performance.

7. ORGANIZATION AND MANAGEMENT OF TRAINING

Training organization and management are essential pillars for ensuring that Mobility Friends' educational offerings are delivered efficiently, coherently, and in line with institutional objectives. Structured management allows for harmonious coordination between the various processes and stakeholders involved, ensuring quality and satisfaction for all stakeholders.

7.1. Organizational Structure of Training

To ensure effective management, the training organizational structure was designed to ensure coordination, supervision, and flexibility. This structure must be clear enough to allow for rapid decision-making and adaptation to emerging needs.

1. **Centralized model**— Central coordination allows for global control of the training process, facilitating the standardization of practices and the implementation of common strategies.
2. **Intersectoral coordination**— Coordination between pedagogical, administrative and support areas is essential for the process to function in an integrated and efficient manner.
3. **Flexible management**— The structure is designed to adapt to the organization's growth, ensuring agility and responsiveness.
4. **Effective internal communication**— Maintaining clear and fluid communication channels between teams enables continuous collaboration and rapid problem resolution.

7.2. Management of Trainers and Pedagogical Teams

The quality of training depends directly on the skills and commitment of trainers. Therefore, the management of these professionals includes rigorous processes that ensure their selection, monitoring, and continuous development.

1. **Strict selection**— Trainers are chosen based on technical and pedagogical criteria, prioritizing experience, innovative capacity and commitment to the Mobility Friends mission.
2. **Continuous monitoring**— During the training, trainers receive support and feedback to align practices and methods with the defined objectives.
3. **Professional development**— Internal training, workshops and sharing of best practices are promoted to keep trainers up to date and motivated.
4. **Collaborative work**— Collaboration between trainers is encouraged, creating spaces for exchanging experiences and joint development of materials and methodologies.

7.3 Participant Management

Participant management covers everything from the moment of registration to follow-up throughout the course, ensuring that everyone feels welcomed and supported to achieve their training goals.

1. **Personalized welcome**— Each trainee is welcomed and guided with individualized attention, facilitating their integration and active participation.
2. **Inclusion and accessibility**— The institution ensures that training is accessible to everyone, including people with special educational needs or in vulnerable situations.
3. **Transparent communication**— Clear and updated information is made available regularly so that participants are always informed about the course.
4. **Progress monitoring**— Mechanisms are implemented to monitor trainees' progress and identify any support or adjustment needs.

7.4. Scheduling and Planning

Careful planning of schedules and content is essential to ensure effective and sustainable learning that respects students' pace and pedagogical objectives.

1. **Rigorous planning**— The schedule takes into account the availability of trainers, the logical sequence of content and the characteristics of the target audience.
2. **Balanced schedules**— They are structured to optimize attendance and participation, avoiding overload and facilitating trainee commitment.
3. **Gradual progression**— The content is organized to build skills sequentially, integrating theory and practice in a balanced way.
4. **Flexibility**— The plan includes room for adjustments due to unforeseen events or emerging needs.

7.5. Resource Management

Efficient management of material and technical resources contributes decisively to the quality of training, ensuring that spaces and equipment effectively support pedagogical processes.

1. **Careful selection**— Materials and equipment are chosen to maximize learning and respond to the specific needs of each course.
2. **Regular maintenance**— Updating and maintaining resources ensures adequate conditions and safety for all users.

3. **Suitable environments**— Training spaces are designed to be comfortable, functional and stimulating.
4. **Technical support**— Technical resources are made available that facilitate innovative practices and the use of technologies in training.

7.6. Risk and Contingency Management

To ensure the continuity and quality of training, Mobility Friends develops proactive risk management, ensuring effective responses to unforeseen situations.

1. **Preventive identification**— Possible logistical, technical and organizational risks that may affect training processes are mapped.
2. **Contingency plans**— Clear procedures are established to minimize impacts and ensure rapid problem resolution.
3. **Transparent communication**— All stakeholders are informed clearly and in a timely manner about exceptional situations.
4. **Institutional resilience**— The organization strengthens its adaptability, ensuring the continuity and quality of training even in adverse contexts.

8. HUMAN AND EDUCATIONAL RESOURCES

Human resources and equipment represent the fundamental pillars for delivering excellent training at Mobility Friends. The quality of the training staff, combined with adequate infrastructure and materials, ensures not only the effectiveness of the educational process but also the satisfaction and success of the students. Therefore, it is essential to ensure careful and strategic management of these resources, which will translate into an enriching, innovative training experience aligned with current market and societal demands.

8.1. Human Resources

Training excellence is directly related to the competence, motivation, and dedication of the team involved. Therefore, careful selection and human capital development are strategic priorities.

1. **Rigorous recruitment and selection**— The recruitment process prioritizes candidates with relevant academic qualifications and practical experience, as well as teaching skills and alignment with Mobility Friends' values. Diversity and complementarity of profiles are valued to enrich the training environment.
2. **Performance evaluation and appreciation**— Through structured assessment processes, we seek to recognize and enhance the skills of trainers and employees, promoting the continuous improvement of educational quality.
3. **Positive organizational climate**— A healthy, collaborative, and motivating work environment is fostered, fostering commitment and a sense of belonging to the institution. Talent management also aims to retain the most dedicated and innovative professionals.
4. **Flexibility and adaptability**— The human structure is designed to respond quickly to emerging training needs, ensuring the ability to adjust teams and skills according to the challenges and opportunities of the context.

8.2. Equipment and Infrastructure

The existence of modern and well-equipped infrastructures is essential to provide high-quality and impactful training experiences.

1. **Adequate and functional physical spaces**— The rooms are designed to promote comfort, concentration and interaction, featuring natural lighting, air conditioning and ergonomic furniture.

2. **Technology at the service of learning**— The availability of up-to-date technological resources, such as computers, multimedia projectors, digital whiteboards and reliable internet access, allows the application of innovative methodologies and the use of multimedia content.
3. **Diversified teaching materials**— Current and varied teaching support materials are provided, from manuals to digital media, which enrich learning and promote student autonomy.
4. **Regular maintenance and renewal**— There is a systematic plan for maintaining and replacing equipment to ensure its functionality, safety and technological up-to-dateness.
5. **Full accessibility**— Infrastructures are designed to guarantee access and participation for all people, including those with reduced mobility or specific needs, ensuring inclusion as a core value.

8.3. Technical and Logistical Support

Technical and logistical support is a fundamental element for the effective functioning of training activities, helping to minimize unforeseen events and optimize resources.

1. **Technical assistance during sessions**— Providing immediate support for equipment operation and technical troubleshooting, ensuring the smooth flow of classes and activities.
2. **Management and organization of materials**— Strict control of the stock and distribution of teaching materials and equipment, ensuring their availability and suitability to the specific needs of each course.
3. **Efficient logistics coordination**— Detailed planning of activities, including the management of spaces, schedules and resources, with the aim of maximizing operational efficiency.
4. **Integrated administrative support**— Administrative services that facilitate processes such as registration, issuing certificates, and effective communication with students, partners, and teaching staff.

8.4. Resource Planning

Strategic and continuous planning of human and material resources is essential to ensure the sustainability and quality of the training offered.

1. **Regular diagnosis of needs**— Periodic assessments allow us to identify essential resources, aligning them with the evolution of courses, audiences, and the socioeconomic context.

2. **Rigorous and responsible budgeting**— Careful financial management that ensures the optimization of investments in resources, promoting sustainability and continuous improvement.
3. **Permanent monitoring and adjustment**— Continuous review and adaptation processes, which allow us to react flexibly to new demands and opportunities.
4. **Planning for innovation**— Identification and incorporation of emerging technologies and methodologies, always aiming to reinforce the educational quality and the experience of trainees.

9. COMMUNICATION AND DISSEMINATION PLAN

Strategic communication is one of the essential pillars for Mobility Friends' success, as it allows not only to publicize the training offering but also to build a relationship of trust and closeness with different audiences, promoting brand recognition and participant loyalty.

9.1 Communication Plan Objectives

The main objective is to ensure that Mobility Friends' message effectively reaches all stakeholders, reinforcing the institution's image as a benchmark in quality in-person training.

The aim is also to increase the number of registrations and create an active and involved community that participates in and recommends the courses, thus promoting the sustainable growth of the organization.

9.2 Target Audience of Communication

Careful segmentation allows you to define targeted and personalized strategies, respecting the specificities of each group:

- *Current and potential graduates*, who need clear and motivating information about the benefits and content of the courses;
- *Educators and trainers*, who value professional development and constant updating;
- *Institutional and community partners*, which play a fundamental role in promotion and collaboration;
- *Community at large*, to strengthen the image and social influence of Mobility Friends.

9.3 Communication Channels and Tools

The choice of channels is guided by the profile and habits of the target audience, ensuring maximum penetration and interaction:

- *Institutional website* updated, responsive and informative, which works as a gateway and reference;
- *Social media*(Facebook, Instagram, LinkedIn) for direct communication, sharing of multimedia content and interaction;
- *Newsletter* periodical, which keeps the public informed about news, events and special offers;

9.4 Disclosure Strategies and Actions

Communication actions are planned to create impact and generate measurable results:

- *Thematic campaigns that* respond to specific needs and periods of the year (start of semester, open enrollment, etc.);
- *Testimonials and success stories to* give a voice to trainees and demonstrate the effectiveness of the courses;
- *Strategic partnerships for* co-promotion and expansion of reach;

9.5 Communication Plan Evaluation

Continuous monitoring is essential to ensure success and adjust strategies:

- *Quantitative indicators such* as number of website visitors, social media followers, newsletter opening rate and subscriptions;
- *Qualitative indicators such* as participant feedback and brand perception;
- *Regular reports that* support informed decision-making and optimization of invested resources;
- *Annual review of* the plan to incorporate emerging trends and respond to market changes.

10. EVALUATION AND CONTINUOUS IMPROVEMENT

Structured and systematic assessment is absolutely essential to ensuring the excellence of the training offered by Mobility Friends. This process not only guarantees the quality of the content and methodologies but also promotes complete student satisfaction, ensuring that the educational offering remains relevant and aligned with the needs of the market and contemporary society.

10.1 Assessment Objectives

The evaluation process has a dual purpose: on the one hand, it aims to measure the effectiveness of courses in developing participants' skills and knowledge; on the other, it rigorously identifies opportunities for improvement, ensuring that training is continually aligned with trainees' expectations and the institution's strategic objectives. Thus, evaluation becomes a fundamental tool for informed decision-making and the ongoing improvement of training offerings.

10.2 Types of Assessment

To ensure a complete and rigorous analysis, Mobility Friends uses different assessment methods, each with a specific and complementary role:

- *Diagnostic evaluation*, carried out at the beginning of the training course, which allows the identification of the level of knowledge and skills of the participants, serving as a basis for personalizing the course and adjusting the content;
- *Formative assessment*, which takes place throughout the course and allows for continuous monitoring of trainees' progress, allowing for the correction of any methodological deviations and the adaptation of content in real time;
- *Summative assessment*, carried out at the end of the training, which aims to measure the results achieved and validate the consolidation of the knowledge and skills acquired.

10.3 Instruments and Methods

The diversity and complementarity of assessment methods and instruments are essential to collect varied and representative data, allowing a complete view of performance and satisfaction:

- *Questionnaires and surveys*, applied both online and in person, which collect perceptions, satisfaction levels and suggestions for improvement;
- *Individual interviews and focus groups*, which allow us to delve deeper into qualitative aspects, exploring opinions and experiences in detail;

- *Analysis of practical work, projects and other evidence of performance*, essential for assessing technical skills and practical application of knowledge;
- *Self-assessment and peer feedback*, instruments that promote critical reflection and the responsibility of trainees for their own learning process.

10.4 Continuous Improvement Cycle

Assessment at Mobility Friends is viewed as a dynamic and ongoing process, never an end in itself.

The continuous improvement cycle consists of the following steps:

- Systematic collection and rigorous analysis of evaluation data;
- Clear identification of areas with potential for improvement;
- Planning and defining corrective and innovative actions to respond to identified needs;
- Implementation and monitoring of the measures adopted, ensuring their correct follow-up and impact;
- Reassessment to evaluate the results of interventions and close the cycle, promoting the continuous improvement of training quality.

10.5 Responsibilities and Involvement

The effectiveness of the evaluation process depends on the active and committed participation of all those involved in the training:

- The coordination team assumes responsibility for organizing, systematizing and monitoring the evaluation process, ensuring that all stages are rigorously followed;
- Trainers are key players in data collection and analysis, as well as in the continuous adaptation of pedagogical strategies;
- Trainees contribute their honest and constructive feedback, being an integral part of the improvement process;

11. QUALITY MANAGEMENT AND CERTIFICATION

Quality Management is one of the essential foundations for Mobility Friends' success as a training institution. Its rigorous implementation ensures that all stages of the training process—from planning to final assessment—are conducted with high standards of quality, transparency, and effectiveness. This commitment contributes decisively to trainee satisfaction, the relevance of teaching, and the institution's recognition in the national and international markets.

11.1 Quality Principles and Policies

Quality training is supported by a set of guiding principles that guide all Mobility Friends activities:

- **Guidance for the trainee:** The trainee is the center of all training activities, and their needs, expectations and personal and professional contexts are essential.
- **Pedagogical innovation:** Use of active, inclusive and diverse methodologies that value meaningful and collaborative learning.
- **Transparency and ethics:** Guarantee of clear, fair and ethical processes that promote trust and integrity.
- **Continuous improvement:** Ongoing commitment to evaluating and improving practices, based on data and evidence.
- **Sustainability and social responsibility:** Integration of environmental, social and cultural values in all dimensions of quality.

11.2 Quality Management System (QMS) Structure

Mobility Friends implements a structured Quality Management System (QMS), which incorporates all phases of the training cycle and allows for rigorous monitoring of processes:

- **Planning:** Clear definition of training objectives, content, methodologies, resources and assessment criteria, aligned with the needs of the market and trainees.
- **Execution:** Implementation of courses as planned, with systematic monitoring to ensure fidelity to the pedagogical proposal and adaptation to group dynamics.
- **Assessment:** Carrying out diagnostic, formative and summative assessments that allow measuring trainees' progress and the effectiveness of training.
- **Review and improvement:** Analysis of results and feedback collected to implement corrective, preventive and innovative actions.

The QMS is documented in manuals, procedures and operational instructions that ensure the uniformity and traceability of processes.

11.3 Quality Assurance Instruments and Procedures

To ensure quality and transparency, Mobility Friends has multiple instruments and procedures:

- **Regular internal audits:** Systematic review of processes, records and results, with the aim of identifying deviations and opportunities for improvement.
- **Questionnaires and surveys:** Applied before, during and after training to gather perceptions from trainees, trainers and other stakeholders.
- **Follow-up meetings:** Regular meetings with the technical and pedagogical team to analyze course development and promote the sharing of best practices.
- **Document analysis and records:** Organized storage of plans, reports, assessment sheets, and certificates, ensuring traceability and compliance with standards.

11.4 Certification of Training

Certification is a fundamental component to legitimize the quality of the training offered and enhance the trainees' progress:

- **Internal certification:** Issuance of certificates detailing the content, workload and assessment of the trainee, formally recognizing their participation and performance.
- **External recognition:** Partnerships with certifying bodies and official agencies to ensure that courses meet legal requirements and are recognized nationally and internationally.
- **Continuous update:** Regular adaptation and renewal of content and methods to maintain the validity of certifications in the face of market changes and regulatory requirements.

11.5 Culture of Quality and Continuous Improvement

Mobility Friends promotes an institutional culture that values quality as a collective responsibility, encouraging all employees to contribute to excellence:

- **Active involvement:** Encouraging everyone to participate in evaluation and improvement processes.
- **Effective communication:** Transparent disclosure of quality results and implemented actions.
- **Fostering innovation:** Openness to new methodologies, technologies and approaches that enhance learning and student satisfaction.

12. INTERNATIONALIZATION AND COOPERATION NETWORKS

Internationalization is a structuring pillar of the identity and action of **Mobility Friends**, which establishes itself as a training institution with a European and global vocation. Through strategic partnerships, mobility projects, and active participation in transnational networks, we promote intercultural, multilingual, and global learning, reinforcing the quality of training and the social impact of our educational mission.

Cooperation with foreign entities is not just an additional component, but an integrated and cross-cutting strategy that influences course design, methodology, expected results, and the institutional management model itself.

12.1 Internationalization Strategy

Mobility Friends' internationalization strategy is based on four fundamental axes:

1. European Educational Mobility (Erasmus+ and other programs):

Active participation in funded projects, promoting the exchange of students, trainers and technicians, on a sending and receiving basis.

- Welcoming groups of students and professionals from various European countries (Italy, Spain, Poland, Lithuania, Germany, among others);
- Involvement in mobility projects for internships, training, job shadowing, structured courses and study visits;
- Complete support for logistics, accommodation, sociocultural integration and educational monitoring.

2. Creating strong international partnerships:

Collaboration with schools, universities, training centers and NGOs to jointly develop training programs, integrated curricula, applications and international events.

3. Multilingual and culturally diverse training offer:

Development of courses adapted to different international audiences, with a focus on linguistic, intercultural, professional and digital skills.

4. Active participation in international networks, fairs and conferences:

Institutional representation at European meetings, which strengthens Mobility Friends' image as an innovative, dynamic entity open to cooperation.

12.2 Objectives of International Cooperation

International cooperation is oriented towards clear objectives, aligned with European values and the principles of sustainable development:

- Promote equity in access to quality education, regardless of nationality or socioeconomic background;
- Stimulate intercultural learning and respect for diversity, preparing students for a globalized world;
- Reinforce the attractiveness of Mobility Friends as a destination for excellent training;
- Share good pedagogical and management practices with other training entities, generating collaborative innovation;
- Create synergies for applications to European projects (KA1, KA2, etc.), with educational and community impact;
- Contribute to local and regional development by welcoming and integrating international groups.

12.3 Partnerships and Protocols

Building a network of credible and strategic partners is essential for effective internationalization. Mobility Friends maintains and develops partnerships with:

- EU schools and vocational and technical training centers;
- Universities and polytechnic institutes;
- European youth associations and solidarity organizations;
- Public and private entities that welcome interns in various sectors (tourism, health, IT, education, environment, etc.);
- European platforms and networks such as EPALE, ECVET, Euroguidance, among others.

These protocols ensure the quality of internships, the relevance of training and the continuity of institutional relations.

12.4 Impact of Internationalization

Mobility Friends' international strategy has generated concrete and sustainable results:

- Increase in the number of mobilities received annually;
- Diversification of the geographic origin of trainees;

- Institutional recognition at European level;
- Intercultural enrichment of the local community through interaction with international groups;
- Consolidation of a global, inclusive and resilient organizational culture.

The impact is not limited to the formation of individuals, extending to the community and territories, fostering European citizenship and social cohesion.

13. SOCIAL RESPONSIBILITY AND SUSTAINABILITY

Mobility Friends makes a clear commitment to social responsibility and sustainability, understanding that its educational mission goes far beyond the transmission of knowledge or the development of technical skills. Education also involves developing conscious, critical citizens committed to the common good, human rights, and the preservation of the planet.

This commitment permeates every aspect of training—from program design to methodologies, resource management, and relationships with the local and international community. Social and environmental responsibility are not abstract concepts, but rather operating principles that guide decisions, behaviors, and objectives.

13.1 Guiding Principles

Mobility Friends' actions in this area are based on the following principles:

- **Inclusion and equal opportunities:** promote access to quality education for all, regardless of origin, gender, sexual orientation, economic situation or level of education;
- **Education for global citizenship:** to train active citizens, aware of their rights and duties, and prepared to contribute to more just, peaceful and sustainable societies;
- **Environmental sustainability:** adopt ecological practices in institutional daily life and raise awareness among trainees, trainers and partners about environmental protection and ecological transition;
- **Community involvement:** develop actions with a direct positive impact on the local and regional community, valuing the territory and its human and cultural resources;
- **Institutional ethics:** ensure transparency, respect, solidarity and responsibility in all dimensions of the organization.

13.2 Social Responsibility Practices

The institution develops several concrete social responsibility actions, such as:

1. Integration of vulnerable audiences

Promotion of training tailored to young people at risk, the long-term unemployed, migrants, refugees and people with disabilities or specific educational needs.

2. **Volunteering and solidarity actions**

Involvement of trainees and employees in solidarity campaigns, food collections, support for local institutions and national and European volunteer projects.

3. **Education for human rights and peace**

Incorporation of themes such as diversity, interculturality, gender equality and social justice into the institution's training content and events.

4. **Partnerships with third sector organizations**

Establishment of agreements with associations and NGOs working in the social, environmental, and community sectors for internships, training, and joint initiatives.

5. **Promoting health and well-being**

Holding awareness sessions on mental health, nutrition, physical activity, addiction prevention, among others, aimed at trainees and the surrounding community.

13.3 Commitment to Environmental Sustainability

Mobility Friends recognizes the urgency of the ecological transition and takes an active stance in environmental protection and reducing the ecological footprint:

- **Efficient resource management:** practices for saving water, energy, paper and materials, with increasing use of digital and sustainable means;
- **Green mobility:** encouragement of the use of public transport, bicycles and walking, whenever possible, during projects and activities;
- **Waste separation and recycling:** implementation of recycling points in the facilities and continuous awareness raising within the educational community;
- **Environmental education:** integration of environmentally related themes into courses and extracurricular activities.

13.4 Social Impact of Training

The training provided by Mobility Friends has a direct and measurable impact on social transformation and human development. By empowering people, promoting access to knowledge, and fostering critical and ecological awareness, the institution contributes to:

- Individual and community empowerment;
- Improving employability and social inclusion;
- Territorial cohesion and the valorization of local resources;
- The creation of solidarity and intercultural networks;

- Building a more participatory, ethical and sustainable society.

14. CONCLUSION AND COMMITMENT TO EXCELLENCE

The Mobility Friends Educational Project represents much more than a guiding document: it is the expression of an institutional commitment to transformative education, quality training, and active integration into a European learning space. This project arises from the intersection of strategic vision, pedagogical experience, and a strong international vocation, affirming our mission to train people capable of living, learning, and working in a globalized, collaborative, and constantly changing world.

Based on principles of inclusion, innovation, equity, and sustainability, this project is structured as a true roadmap for building meaningful, impactful, and high-quality training paths. Throughout the chapters, we define our identity, our mission, and our lines of action, structuring a broad and diverse training offering, anchored in market demands, European quality standards, and the real needs of those who learn with us.

Mobility Friends establishes itself as a **European educational ecosystem**, where shared cultures, ideas, practices and values converge. In the context of **Erasmus+ program**, we have been playing an active and relevant role in promoting mobility, intercultural dialogue, sharing best practices, and building key skills for the 21st century. This educational project reflects this European experience and reinforces our position as a training entity that understands, values, and implements the principles of internationalization in education and training.

Each course, each training area, each methodology defined in this project was designed to respond with quality to the demands of a changing European context. We invest in flexible, dynamic training paths tailored to the real needs of our trainees—whether they are young students on mobility, professionals undergoing retraining, or adults undergoing personal and professional development. We believe that learning is not limited to accumulating knowledge: it is about building meaning, building bridges, having meaningful experiences, and acquiring transversal skills for the future.

The European dimension of our work is not just an added value: it is one of the central pillars of our identity. In our home, we hear different languages, share diverse traditions, freely debate ideas, and build knowledge networks between countries, regions, and people. We are a space for meeting, sharing, and building active European citizenship. We promote respect for diversity, empathy between cultures, and the recognition of the value of education as a driver of social cohesion and collective progress.

At the same time, this educational project reinforces our commitment to **pedagogical quality**, already **methodological innovation**, already **careful organization**, already **continuous assessment** and no **effective involvement of all educational agents**. It's a letter of commitment, not only to our trainees, but to all partners – local, national, and international – who trust in our ability to train with purpose, passion, and results.

Mobility Friends is, above all, a place where we believe in the potential of each person. A space where education means welcoming, listening, guiding, and challenging. A space where learning takes shape through experience, mobility, sharing, and action. This educational project is, therefore, simultaneously a testament to who we are and a horizon toward which we are moving: more Europe, more quality, more innovation, more humanity.

And it is with this vision that we take on, with responsibility and enthusiasm, the mission of continuing to educate, inspire, and transform—in Portugal, Europe, and the world.

This Mobility Friends Educational Project was developed based on a rigorous analysis of training needs, the institutional context, and best pedagogical practices. After a detailed review process and with the participation of key stakeholders, this document is submitted for approval by the organization's management.

By signing this Educational Project, the management assumes a formal commitment to implement the strategies, actions and principles defined herein, guaranteeing the necessary resources for their execution and continuous monitoring.

This approval represents the official milestone for the operationalization of the project, ensuring its institutional validity and the alignment of all employees and partners with the objectives and values of Mobility Friends.

Barcelos, 1st of August, 2025

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