

Analysis of the mobility results in the Erasmus+ accreditation process in the SERN framework (2021-2025)



1. Introduction – What is the Erasmus+ Accreditation project coordinated by SERN

SERN has been designated as an accredited organisation for Erasmus+ projects in the field of Adult Education (Key Action 1), for the entire 2021–2027 programme period.

The focus of the accredited training plan is on welfare services, with particular emphasis on communication between users, families, and welfare organisations, and on addressing the challenges emerging from the ongoing digital transition.

Three main objectives were identified during the planning phase:

1. To develop skills to improve caregivers' competences and strengthen the relationship between users and caregivers, as well as communication between organisations and families. This objective applies across the welfare sector, including elderly care, disability services, family and child support, and youth wellbeing.
2. To improve intercultural competences to address the challenges of a multi-ethnic society and their implications for elderly care, including dementia support.
3. To increase the European dimension of training, by sharing innovative good practices and acquiring knowledge to be transferred to the participants' own organisations.

Four types of mobility activities were foreseen: job shadowing in similar welfare services abroad, structured training course provided by universities or research/training centres, group mobility for adult learners and participation in training delivered by invited experts.

The target staff included a wide range of professionals from the welfare sector: young professionals needing to strengthen relational and linguistic competences; experienced staff requiring an update of



digital and language skills, and coordinators or managers of elderly care facilities and training programmes.

Mobilities took place in seven European countries: Sweden, Finland, Germany, Latvia, Belgium, the Netherlands, and Portugal, totalling 153 mobilities to date.

Within the SERN consortium, 19 Italian member organisations have taken part in the mobility activity during the first four years, representing nearly all entities working in the welfare sector (ASP and Aziende Servizi Sociali). On the Swedish side, four municipalities acted as host organisations for Italian staff participating in mobility.

After four years of implementation, SERN launched a survey to assess the effectiveness of the mobility project in terms of personal, professional, and organisational impact.

This intermediate report summarises the results, structured by thematic areas, key data, and strategic insights for continuous improvement.

2. Participants' Profile

The sample consists of 64 beneficiaries who took part in Erasmus+ mobility activities promoted by SERN during the 2021–2025 period. These 64 valid responses represent approximately 42.6% of the total 150 participants, which is considered a solid and reliable response rate for this type of evaluation.

The group represents diverse ages, educational backgrounds, and professional profiles, making it a representative sample of the consortium's beneficiaries.

Gender distribution shows a clear female majority: 77% women and 23% men. No responses were recorded under other gender options.

From a demographic perspective, the most represented age group is 45–54 years (36%), followed by 35–44 years (25%). The youngest participants (25–34 years) represent 17%, and senior participants (55+) account for 22%. These figures confirm the project's capacity to engage intergenerational targets.

Regarding education levels, 63% of respondents hold a university degree, and 14% have postgraduate qualifications (master's or PhD). 19% have a high school diploma.

As for professional roles, 49% work as social assistants or social service managers, and 9% as healthcare assistants. The remaining respondents are employed in recreational services or as physiotherapists.

3. Overview of Mobility Activities

Participants were asked to indicate the type of mobility they attended, the year, and the destination. Most respondents took part in group mobility activities (50%), followed by job shadowing (33%), and structured training courses (17%). This distribution reflects the higher participation rate in group



mobility, partly because these activities involve an accompanying person (from the SERN Secretariat), reducing linguistic barriers and providing organisational support. In terms of destinations, Sweden accounted for 43% of all mobilities, thanks to the strong engagement of Swedish SERN members as host organisations.

4. Impact of Mobility at Professional and Personal Level

To assess the impact of the mobility experience, participants were asked to rate how the Erasmus+ mobility contributed to their development across three dimensions: professional skills, transversal/soft skills, and European values and awareness.

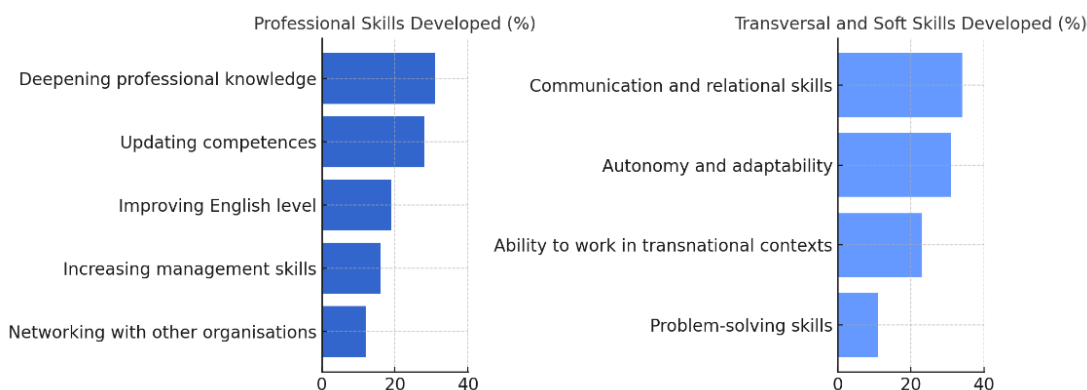
Professional Skills – The Erasmus+ mobility contributed to:

- Deepening my professional knowledge – 31%
- Updating my professional skills – 28%
- Improving my English level – 19%
- Increasing my management skills – 16%
- Networking with other organisations – 12%

These results confirm the importance of providing European-level training opportunities to professionals in the welfare sector, allowing them to broaden their perspectives and strengthen their competences. The creation of mixed consortia, bringing together organisations from different Italian regions (Emilia-Romagna, Campania, Alto Adige) with distinct welfare models, has also enriched the learning environment.

Transversal and Soft Skills – The Erasmus+ mobility contributed to:

- Developing my communication and relational skills – 34%
- Increasing my autonomy and adaptability – 31%
- Improving my ability to work in a transnational framework – 23%
- Enhancing my problem-solving skills – 11%



EU Values and Framework – The Erasmus+ mobility contributed to:

- Increasing my knowledge of EU training opportunities – 35%
- Strengthening my sense of belonging to the EU – 26%
- Promoting more sustainable actions in my work – 21%
- Improving my use of digital technologies – 11%

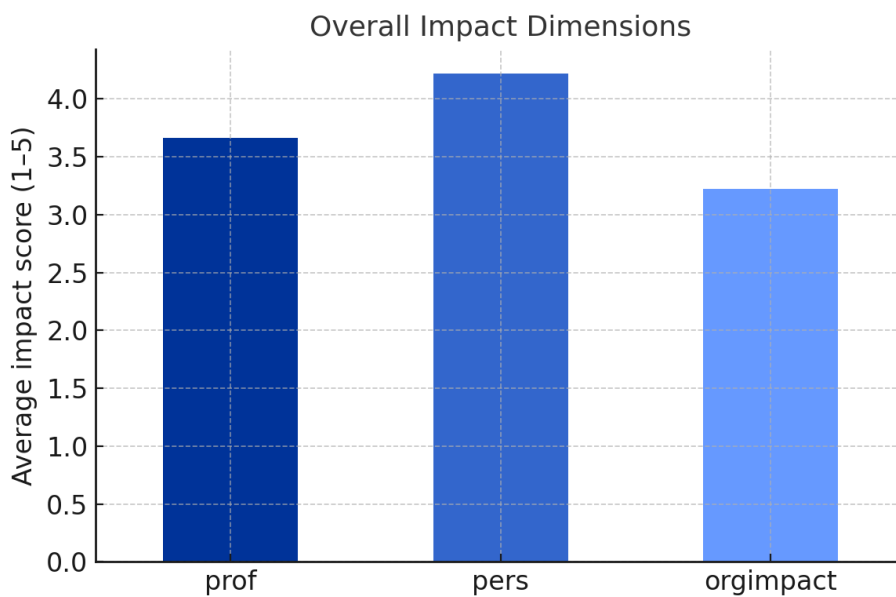


- Encouraging active participation in my local community – 7%

When summarised on a scale from 1 to 5, the following average scores were recorded:

- 3.66/5 – The Erasmus+ mobility contributed to my professional development.
- 4.22/5 – The Erasmus+ mobility contributed to my personal development.
- 3.22/5 – The Erasmus+ mobility contributed to the development of my organisation.

These findings highlight a key challenge for SERN and its consortium: transforming the strong personal impact of mobility into a more substantial organisational one. This remains difficult despite the fact that 98% of participants reported sharing their experience and newly acquired knowledge with colleagues upon returning.



5. Feedback on Practical Aspects

One of the accreditation criteria assessed by Erasmus+ is the organisation’s ability to manage practical arrangements and support participants before, during, and after the mobility.

The feedback collected confirms a high level of satisfaction with the organisational and logistical aspects of the mobility experience:

Aspect	% of Satisfied or Very Satisfied Respondents
General organisation of the mobility	93.8%
Preparation meeting	76.7%
SERN support before the mobility	90.6%
SERN support during the mobility	82.8%



Aspect	% of Satisfied or Very Satisfied Respondents
Support in preparing mobility agreements	84.4%
Support in preparing validation documents	87.5%

These data confirm that the operational management and administrative support provided by SERN have been a significant strength of the project.

6. Mobility follow-up

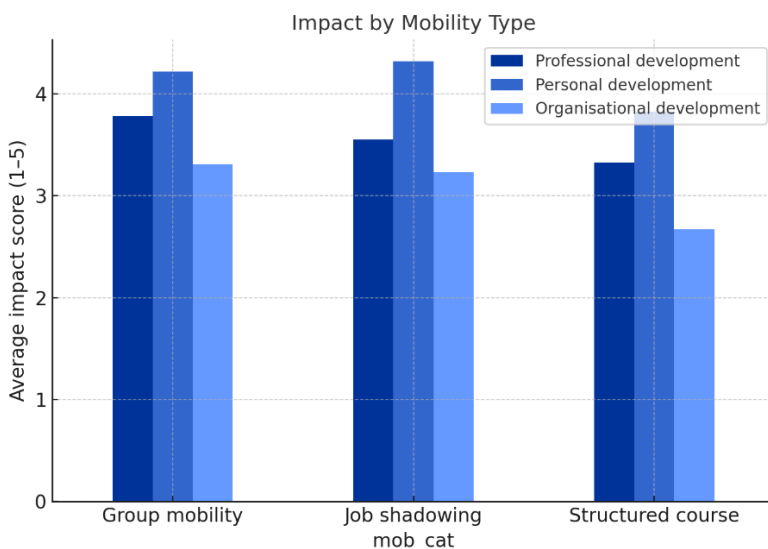
Participants responded to some final questions to give an overall assessment of their mobility experience. The level of satisfaction confirmed the positive impact already highlighted in the previous sections:

- How satisfied are you with your Erasmus mobility experience: 9.31/10
- Would you repeat the Erasmus mobility experience in the future? 100% YES
- Would you recommend the Erasmus mobility experience to a colleague? 100% YES

Finally, participants were invited to share comments or reflections regarding their experience. The qualitative feedback was very positive, with comments such as:

- *“Not suggestions but thanks for the excellent experience.”*
- *“What I learned was a great opportunity for my personal growth and for my organisation and I have applied some innovations.”*
- *“Very rewarding experience.”*
- *“It would be interesting to create a symmetrical exchange of experiences with the same group becoming the hosting organisation of the European organisations.”*
- *“Increase the days of mobility.”*

These comments confirm the added value perceived by participants and provide useful insights for future improvements.





7. Key analytical elements emerged

The overall level of satisfaction recorded through the questionnaire, together with the quality of the outcomes perceived by participants, provides a strong basis for the continuation of the project in the upcoming years. The results confirm that the Erasmus+ mobility activities implemented within the SERN framework have generated significant personal and professional growth among participants, while also fostering a deeper understanding of European cooperation in the welfare sector.

However, one of the main challenges that remains is ensuring a stronger transfer of the learning outcomes from individual participants to their respective organisations. While nearly all participants (98%) reported sharing their experiences and new knowledge with colleagues, the perceived organisational impact remains lower compared to the personal one. Therefore, greater attention should be paid to developing more systematic feedback and dissemination processes within the participating organisations. This would help ensure that mobility experiences translate more effectively into institutional learning and innovation.

The analysis highlights a differentiated impact depending on the type of mobility undertaken. Job shadowing emerges as the format generating the strongest individual transformation, with participants reporting the highest levels of personal growth, autonomy, and intercultural learning. This reflects the immersive nature of the experience and the direct exposure to professional practice in real contexts.

Group mobility shows the most significant contribution to professional development and organisational value creation. Travelling in a group, sharing observations in real time, and returning collectively to the home organisation has facilitated peer-learning dynamics and improve the internal transfer of knowledge after the mobility. This format therefore maximises the “collective return on experience” and strengthens internal dissemination.

By contrast, structured courses delivered in academic or research settings, while still positively evaluated, generate comparatively lower impact both individually and organisationally. They tend to provide theoretical enrichment and specific content-based knowledge but produce a weaker transformative effect in terms of behavioural change, application in practice, or organisational innovation.

These patterns indicate that, going forward, the strategic prioritisation of mobility formats can be calibrated more to the intended outcomes: job shadowing when the aim is deep personal and professional enrichment, group mobility when the goal is organisational impact and shared capacity building, and structured courses when targeted, specialised upskilling is required. In conclusion, the data collected confirm that mobility experiences, when well planned, monitored, and aligned with the real needs of the professionals involved, can serve as powerful tools for transformative learning. They enhance professional competences but also strengthen participants’ sense of belonging to the European Union. Direct involvement in Erasmus+ projects thus remains an essential means to expand the European dimension of welfare services, support innovation in training practices, and promote a shared understanding of the values underpinning cooperation within the framework of SERN.

8. Lessons learnt and next steps

The results show that the Erasmus+ mobilities coordinated by SERN are already producing strong value for participants and organisations. People report significant professional and personal growth, high



satisfaction, and a strong sense of connection to Europe. The mobilities also have contributed to more sustainable working practices and encourage participants to start sharing what they have learned once they return home.

To improve even further, the focus for the next activities should be on increasing the organisational impact of the mobilities. Almost everyone shares what they learned informally, so SERN and its members participation in the accreditation activities should build on this by creating new simple tools to support internal transfer of knowledge and approaches learnt thanks to the mobilities. It will also be useful to review the pace and time allocation during mobilities, as some participants felt that the schedule was too dense to explore and reflect deeply. In summary, the future priority will be to make it easier for organisations to apply what is learned and to create more space for meaningful reflection during and after the experience.

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Visit our website to learn more about our accreditation project:

<https://www.sern.eu/projects/social-services-and-digitalization/>

Read our article on Epale:

<https://epale.ec.europa.eu/en/blog/bridging-europe-welfare-services-midway-through-our-erasmus-journey>

