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IMPACT AND SUSTAINABILITY OF THE ERASMUS+ PROGRAMME KEY ACTION 1 MOBILITY PROJECTS FOR SCHOOL EDUCATION STAFF

RESEARCH REPORT

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NATIONAL EXPERTS:
Halliki Harro-Loit, PhD, Juta Jaani, MA, Jaanika Piksööt, MSc, Regina Lapp, MA (Estonia)
Satu Niemelä, MA (Finland)
Prof. Dr. K. Schäfer-Koch (Germany)
Michał Pachocki (Poland)

LEADING EXPERTS: Assoc. prof. Dr. Jūratė Valuckienė, Assoc. prof. Dr. Milda Damkuvienė, Sigitas Balčiūnas (Lithuania)

INITIATOR OF THE STUDY:
Education Exchanges Support Foundation
Tel: +370 5 261 0592
Web: http://www.smpf.lt
E-mail: info@smpf.lt
Address: Rožių al. 2 03106, Vilnius Lithuania

National reports are available on the Internet at:
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CONTENT

1. INTRODUCTION 6
   1.1. TEACHER PROFESSIONAL DEVELOPMENT POLICIES AND APPLICATION APROVAL RATE 8
   1.2. THE CHARACTERISTICS OF THE RESEARCH DESIGN 14
2. RESULTS OF THE SURVEY 20
   2.1. CHARACTERISTICS OF THE RESEARCH SAMPLE 20
   2.2. OVERALL EVALUATION OF THE ERASMUS+ KA1 MOBILITY PROJECT 23
      2.2.1. Evaluation of National Agency support 23
      2.2.2. Types of professional development activities undertaken 24
      2.2.3. Preparation for the visit 25
      2.2.4. General satisfaction with the ERASMUS+ KA1 professional development abroad 27
   2.3. IMPACT OF ERASMUS+ KA1 MOBILITY ON THE PERCEVED CHANGES AT INDIVIDUAL LEVEL (CHANGES IN TEACHERS' PROFESSIONAL COMPETENCIES) 28
   2.4. IMPACT OF ERASMUS+ KA1 MOBILITY ON THE PERCEIVED CHANGES AT SCHOOL LEVEL 30
   2.5. PUPILS' EXPECTATIONS FOR SCHOOL INTERNATIONALITY AND THE PERCEPTION OF CHANGES IN TEACHING AFTER TEACHER MOBILITY 34
   2.6. PARENTS' ATTITUDES ABOUT SCHOOL INTERNATIONALIZATION AND TEACHER PROFESSIONAL DEVELOPMENT ABROAD 36
   2.7. THE PRACTICE OF DISSEMINATION AND MOBILE TEACHER LEADERSHIP 38
   2.8. THE IMPACT OF ERASMUS+ KA1 STAFF MOBILITY FACTORS ON THE PERCEIVED CHANGES AT SCHOOL LEVEL 42
      2.8.1. The impact of dissemination and teacher leadership on the perceived changes at school level 42
      2.8.2. School environment as a condition for the ERASMUS+ KA1 change implementation at school level 43
      2.8.3. Models of the factors influencing changes at school level after ERASMUS+ KA1 mobility 46
3. RESULTS OF CONTENT ANALYSIS OF FOCUS GROUPS WITH MOBILE STAFF AND SCHOOL LEADERS (PRINCIPALS) 51
   3.1. RESULTS OF ANALYSIS OF FOCUS GROUPS WITH MOBILE STAFF 51
   3.2. RESULTS OF ANALYSIS OF FOCUS GROUPS WITH SCHOOL PRINCIPALS 75
4. THE ANALYSIS OF CASE STUDY FINDINGS 91
5. CONCLUSIONS 111
6. RECOMMENDATIONS 115

ANNEX 1.3-1 117
ANNEX 1.3-2 122
ANNEX 1.3-3 126
ANNEX 1.3-4 127
ANNEX 1.3-5 131
ANNEX 1.3-6 133
ANNEX 1.3-7 135
ANNEX 1.3-8 136
ANNEX 1.3-9 137
ANNEX 1.3-10 138
ANNEX 1.3-11 139
ANNEX 1.3-12 140
ANNEX 2.2 144
ANNEX 2.3 145
ANNEX 2.4 146
ANNEX 2.7 148

LIST OF TABLES

Table 1. Research methods 15
Table 2. Structure of the questionnaire for mobile staff 16
Table 3. Structure of the questionnaire for non-mobile staff 17
Table 4. Structure of the questionnaires for pupils and parents 17
Table 5. Criteria and data for research sampling and suggested research sample for each country 21
Table 6. Characteristics of the empirical research sample 21
Table 7. Professional Characteristics of mobile staff 22
Table 8. Professional characteristics of non-mobile staff 22
Table 9. Assessment of National Agency support: project coordinators' point of view 23
Table 10. Preparation activities for mobility visits (Percentage) 25
Table 11. Application of the developed competencies in one's work. Responses of the mobile staff (Percentage) 30
Table 12. The impact of school environment on the perceived changes taking place at school after ERASMUS+ KA1 staff mobility. Regression analysis. Dependent variable: changes at the school level 44
Table 13. Factors influencing perceived changes at school after ERASMUS+ KA1 mobility 46
Table 14. Factors influencing perceived changes at school level after ERASMUS+ KA1 mobility according to the countries 47
Table 15. Factors influencing perceived changes at the school level. Results of regression analysis 47

LIST OF FIGURES

Figure 1. Case Study Research Framework 19
Figure 2. Types of professional development activities undertaken 24
Figure 3. Usefulness of different types of professional development activities: non-mobile teachers' point of view 24
Figure 4. Preparation activities for mobility visits. Summarised data from all countries by attributing equal weight to each country 25
Figure 5. Model of the impact of the preparation for a visit to the perceived changes in teachers' professional competencies (individual level) and to the perceived changes at the school level 26
Figure 6. Satisfaction with the ERASMUS+ KA1 professional development abroad 27
Figure 7. Perceived changes in teachers' competencies after ERASMUS+ KA1 mobility 28
Figure 8. Perceived changes in teachers' competencies after ERASMUS+ KA1 mobility. Perception of mobile staff 29
Figure 9. Correlation between the chosen forms of professional development and the developed competencies 29
Figure 10. Perceptions of mobile and non-mobile staff about the impact of ERASMUS+ KA1 mobility on school change 31
Figure 11. Perception of mobile and non-mobile staff about the changes taking place at school after ERASMUS+ KA1 mobility 31
Figure 12. Perceptions of mobile staff about the impact of ERASMUS+ KA1 mobility on school according to countries 33
Figure 13. The relation between the chosen form of professional development and the perceived changes at school level after ERASMUS+ KA1 mobility 34
Figure 14. The relation between the sizes of a school the perceived changes in school determined by ERASMUS+ KA1 mobility 34
Figure 15. Pupils' expectations for teacher and school internationality 35
Figure 16. What is the behaviour of your teachers after they return from the training activities abroad? 36
Figure 17. Parents' opinions on school internationalisation, and teacher professional development abroad 37
Figure 18. Assessment of school's international activities 38
Figure 19. Dissemination and sharing of experience 38
Figure 20. Dissemination and sharing of experience 39
Figure 22. The practice of dissemination and staff leadership according to the mobile teacher position at the school 40
Figure 23. The practice of dissemination and staff leadership according to the school size 40
Figure 24. Leadership activities taken by mobile staff after ERASMUS+ KA1 professional development abroad 41
Figure 25. Leadership activities taken by mobile staff after ERASMUS+ KA1 professional development abroad 41
Figure 26. Leadership and dissemination as the factors of the perceived changes at school level. Mobile staff survey data 42
Figure 27. Leadership and dissemination as the factors of the perceived changes at the school level. Non-mobile staff survey data 43
Figure 28. Favourability of the school environment for implementation of ERASMUS+ KA1 ideas 44
Figure 29. The impact of school environment factors on the perceived changes taking place at school after ERASMUS+ KA1 staff mobility 45
Figure 30. The impact of school environment factors on the perceived changes taking place at school after ERASMUS+ KA1 staff mobility 45
Figure 31. Model of the factors influencing perceived changes at school level after ERASMUS+ KA1 mobility 49
Figure 32. Model of the factors influencing perceived changes at school level after ERASMUS+ KA1 mobility. Non-mobile teacher survey data 49

1. INTRODUCTION

This report presents the results of the empirical research ***Impact and sustainability of the ERASMUS+ Programme Key Action 1 (KA1) learning mobility of individuals, mobility projects for school education staff***, which was carried out in four countries of EU (Finland, Estonia, Germany, Lithuania, and Poland). The report consists of the following parts: (1) introduction with the description of teacher professional development policies in the analysed countries; information on application statistics, quality of applications (year 2014)[1], and the main characteristics of research design; (2) results of the survey (mobile staff[2], non-mobile staff[3], pupils, parents of schools granted in 2014); (3) the findings of content analysis (focus group discussions with school principals and mobile staff of schools granted); (4) findings of the case studies; (5) conclusions and recommendations.

REASONS OF RESEARCH. The main strategic goal of ERASMUS+ programme which started in 2014 is to improve the quality of education. The activity of programme's participants shall contribute to the implementation of national and European strategic goals of education. ERASMUS+KA1 supports school education staff mobility for learning. Unlike the previous programmes (SOCRATES, Lifelong Learning Programme), ERASMUS+ does not support project applications for individual, teacher's qualification development. Only institutions with a clear vision of what impact the results of staff qualification improvement activities abroad will have on the change of school's educational process shall be eligible for the programme grant.

It shall be noted that the justification of the need for teachers' qualification improvement abroad from the strategic point of view is a challenge for project developers. In some countries participating in ERASMUS+ programme the results of the first call for proposals in 2014 have shown that a large part of applications was considered to be low quality due to the lack of strategic approach.

Since 2015 ERASMUS+ programme allows the local authorities to apply, incorporating a group of subordinate schools to the consortium. One more important aspect of changes of ERASMUS+ programme KA1 projects is a significant increase in the amount of grant per school as one school can apply not only for separate teachers' learning abroad but also for the teams of teachers.

Because of these conditions of KA1 projects implementation, it is important to find out, what is the return on the investments to schools implementing ERASMUS+ programme KA1 projects? The research was initiated as a part of ERASMUS+ programme School Education Transnational Cooperation Project (TCA).

RESEARCH AIMS (1) to reveal the situation of teacher professional development through participation in ERASMUS+ KA1 mobility. *KA1 mobility of staff is treated as the source of teacher professional development*; (2) to evaluate the impact and recognition of teacher professional development through the KA1 mobility of staff in the school community (mobile staff, non-mobile staff, pupils, parents, and school principals), and correspondence of teacher professional development

[1] Years 2014 and 2015 in cases of Estonia and Lithuania

[2] Mobile staff – teachers, school administration, and other school support staff who participated in ERASMUS+ KA1 mobility programme

[3] Non-mobile staff – teachers, school administration, and other school support staff who did not participate in ERASMUS+ KA1 mobility programme

to strategic goals of a school; (3) to evaluate leadership for learning of mobile staff. *This aim is based on the assumption that for impact and sustainability of KA1 mobility of staff activities teacher leadership is needed in bringing school to change*, (4) to identify school and school leader's involvement and support of mobility-related ideas to be implemented and sustained. *School context is treated as central to foster teacher leadership and bringing school to change.* (5) Estimate the alignment of ERASMUS+ KA1 mobility actions with strategic aims of school, identifying good transferable practices of ERASMUS+ KA1 in terms of impact and sustainability so, that these practices could be transferred to foster motivation of pupils for learning, quality of education, openness and internationalization of other schools.

The research ***"Impact and sustainability of the ERASMUS+ Programme Key Action 1 (KA1) learning mobility of individuals, mobility projects for school education staff***" is an international study. Apart from Lithuania, which coordinates the research, it also involves Estonia, Finland Germany and Poland.

It is important to note, that the countries of the Baltic region participating in the research have different historical and social contexts as well as educational systems, therefore, it is interesting to find out how the school principals, teachers and pupils of the schools participating in ERASMUS+ KA1 view the programme, and to find examples of good practice. It is also expected that the findings and recommendations will be beneficial for national ERASMUS+ programme agencies in other countries and the European Commission.

RESEARCH ORGANIZATION AND LIMITATIONS The separate research teams in each country conducted the research, according to the same methodology which was prepared by the leading research team in Lithuania. The research teams in each country developed their national reports upon which this comparative study is done. It is important to note that the research team in Germany has approached the reseach questions in a different way: 1) focuss group discussions, case study analysis, parents' and pupils' surveys were not performed in Germany. For this reason the findings of content analysis (focus groups and case studies), pupil's and parent's surveys reflect the situation in Estonia, Finland, Lithuania and Poland; 2) different responce scale formats (the number of responce categories, responce category labels) for some survey questions were used by the German research team. Because of data incomparability the aggregated analysis of some survey questions is provided without Germany (the notifications of such cases are provided in the text).

Interpretation of the findings of the research could be impacted by the:

Socio-economic, or cultural bias. Comparison of the research results between the countries and interpretation of research results should be done in the light of country specific education system and socio-cultural situation. It means that the responce scales could have been perceived slightly differently by the respondents in diferent countires (when the respondents in one country happen to have comparatively higher standards for what constitutes the definition of „strongly agree", systematically lower levels of agreement are reported in that country).

Language bias. The research methodology and research instruments were developed in English, though in each country except Finland the research instruments were translated into national languages. In Estonia Parents' questionnaire was additionally translated into Russian. Focus group texts also were translated from national languages into English. The descriptive qualitative analysis approach was chosen for the analysis of qualitative data.

Research timing bias – at the moment of the research some project activities still were in progress, in some countries mobilities have just been ended. This situation has to be taken into account when interpreting the research findings about impact and sustainability of the project results because longer period of time is needed for the indication of long-term effects.

Self-reported data bias can contain several potential sources of bias: 1) **selective memory** (remembering or not remembering experiences or events that occurred at some point in the past); 2) **telescoping** (recalling events that occurred at one time as if they occurred at another time); (3) **attribution** (the act of attributing positive events and outcomes to one's own situation but attributing negative events and outcomes to external forces); and, (4) **exaggeration** (the act of representing outcomes or embellishing events as more significant than is actually suggested from other data).

1.1. TEACHER PROFESSIONAL DEVELOPMENT POLICIES AND APPLICATION APROVAL RATE[4]

ESTONIA

Teacher Professional Development Policy

When developing teacher training in Estonia, it was agreed that initial, induction and continuing training programmes are based on professional standards: Teacher level, Senior teacher level and Master teacher level. According to Estonian Ministry of Education and Science the growing expectations of society continue to set new challenges for education – the role of a teacher is no longer confined to teaching classes and heads of school are no longer just executives. Both professions carry a number of roles and functions, which require leadership competence, preparedness and capabilities for teamwork, interdisciplinary skills, supervisory expertise, and the skill of using information and communications means and educational technologies.

More than ever, the emphasis has shifted toward competence evaluation when assessing the professional performance of teachers and heads of school. Each staff member is personally responsible for self-development and for maintaining their qualifications at least at the level of competence required for performing their professional duties. *Teachers and heads of school alike are active learners who plan, organise and evaluate their learning processes and professional development.*

Continuing training, according to Estonian Ministry of Education and Science, is a systematic activity aimed at supporting the development of students through professional self-development of teachers and heads of school. Continuing training means both professional self-improvement, or learning in general, which encompasses the acquiring and improving of professional and/or subject-specific knowledge and skills as well as individual self-improvement through studying materials, participating in courses, studying with the help of an instructor, learning under the supervision of others, study trips, peer counselling, including sharing best practices, etc.

[4] Data provided by the National Agencies.

Continuous training is organised based on the concept of continuous education of teachers and heads of school, adopted at the end of 2013 by the Ministry of Education and Research in cooperation with its partners:

- Since 2013, training has been ordered centrally, especially from universities offering teacher training, and proceeding from national education priorities.
- Continuing education funds are also used for supporting teachers' networks, including learning from each other.
- State foundations organise carrying out or ordering of training.
- Centrally organised training is free of charge for teachers.
- Local municipalities may allocate additional resources for teachers' continuing education and determine the fields where they may be used.
- Schools make continuing education decisions on the basis of their needs and development plans.
- Management of training is the task of the school manager.

The profession of the teacher and its value, teachers' professional development and worthy pay are the priorities of Estonian teacher policy during 2014-2020. In 2014 the Estonian Government adopted the *Estonian Lifelong Learning Strategy 2014-2020*. The document aims to create a strategic framework for coherent management of education and training sector during the period of next seven years and for improving the use of education sector resources (including EU structural funding) to ensure an increase in the competitiveness of the country.

Funding of ERASMUS+ programme KA1 projects. In Estonia, 80 school staff applications for KA1 mobility projects were submitted in 2014 and 44 in 2015, of which 36 (45%) was funded in 2014 and 28 (64%) of 2015. An average grant per mobility was 2015 euro in 2014 and 2039 euro in 2015.

The quality of applications. The applications were in general of high quality – an average score for applications was 86 points out of 100 in 2014 and 83.5/100 in 2015.

FINLAND

Teacher Professional Development Policy

Finnish teachers are generally highly educated since the requirement for a permanent teaching position in basic and general upper secondary education is a Master's degree (300 ECTS, five years). Teachers of vocational education and training also must have a higher education degree. Teaching and guidance staff within ECEC generally have Bachelor's degrees. Pre-primary teachers in schools hold a Master´s degree. High level of education is important for Finnish teachers because their work is very autonomous. *Teachers in Finland are not formally inspected or personally evaluated at any level of education, but instead, the quality assurance is based on self-evaluation of education providers and the external evaluations by national expert bodies.*

Teachers are generally required to participate in in-service training for three days each year. The main responsibility for the in-service training lies with the education provider, which usually is the local education authority. The LEA ensures that teachers participate in continuing professional development as laid down in legislation and collective agreements.

In-service training is offered and organised by different providers, such as university continuing education units, vocational teacher education colleges, university departments of teacher education, teacher training schools, summer universities and various private organisations. The state funds in-service training programmes, primarily in areas important for implementing policy reforms.

Finnish teachers have the freedom to choose most of their in-service training for themselves. They also have great responsibility for developing their professional skills and expertise. Participation in continuing professional development activities (CPD) does not provide Finnish teachers with formal benefits, such as salary increases or promotions, but Finnish teachers nonetheless participate in CPD much more than the minimum they are formally required. More than 80 % of all teachers take part in INSET every year.

Continuing professional development that is important regarding education policy and priorities is funded by the state. Most of this funding is channelled through the Finnish National Board of Education and the Regional State Administrative Agencies. In addition to the state-funded in-service training or education-provider-funded in-service training many schools apply for funds from other sources as well, for example, the ERASMUS+ programme.

The Teacher Training Forum - a high level expert group appointed by the MOE – is just in the process of looking into the development needs of teacher education and in-service training in Finland. The group will finalise it's work by the end of 2018.

Funding of ERASMUS+ programme KA1 projects. 175 schools submitted a KA1 application in 2014. Out of these 146 projects were awarded covering approx., 973 mobilities, mainly staff training abroad. The high number of funded projects is due to the national funding that Finland invests in E+ INSET. The applications covered all sectors of education, basic education and general upper secondary education forming the majority. The regional coverage was relatively even.

For 2015 the number of applications was slightly lower being 103. However 6 of these were consortia applications covering a higher number of participants. 92 projects were granted including approx. 660 mobilities of different kind. The acceptance rate was high, 89%, thanks to the additional national funding; without it the success rate would have been 44%.

The quality of applications. The quality of applications was in general rather high. The average score for the approved applications was 76 points in 2014 and 78 points in 2015.

GERMANY

Teacher Professional Development Policy

In Germany, responsibility for teacher training generally lies with the Länder (federal states). In all Länder training is divided into studies at a university or equivalent institution of higher education including periods of practical training and practical training in a school setting (Vorbereitungsdienst). The preparatory service concludes with the Second State Examination; a pass in this examination confers the teaching qualification. The training is guided by the Standards for Teacher Training: Educational Sciences (Standards für die Lehrerbildung: Bildungswissenschaften) and the common content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder (Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung). The Standards for Teacher Training and common content

requirements are adopted in the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz).

In Service Teacher Training

In each of the Länder the Ministry of Education and Cultural Affairs is responsible for in service teacher training as it is the highest school supervisory authority and usually the employer of teachers.

The goals of in-service teacher training have been laid down by most Länder in their laws and regulations for teacher training or school legislation. Some Länder have also formulated the fundamental aims and tasks of in-service teacher training in directives or publications. The duty of teachers to undergo in-service training is expressly laid down in all Länder by law or ordinance, whilst it is the duty of the employers (usually the Ministries of Education and Cultural Affairs) to ensure that suitable training programmes are provided.

Types of institutions

State-run in-service teacher training is organised in the Länder at central, regional and local level. In-service training can also take place within schools or in the form of guided private study. In order to organise in-service teacher training at central locations, all Länder have established state-run in-service training institutes. Central in-service training institutions (a specific Land can have several such institutions) have various names such as state academy (Staatliche Akademie) or academic institute for in-service teacher training (Wissenschaftliches Institut für Lehrerfortbildung).

In-service teacher training at regional level is conducted differently in each Land by the institutes for in-service teacher training and their branches and by middle- and lower-level school supervisory authorities. The Schulämter (lower-level school supervisory authorities) are usually responsible for the organisation of in-service training at local level. In-service teacher training within schools is carried out by schools for their own teaching staff or some members of their teaching staff.

Training courses are also offered by churches and non-public bodies (e.g. foreign educational and cultural institutions and associations which bring together school and industry). Furthermore, institutions of higher education have set up courses of further studies (with a final examination) and further training courses for teachers.

Pedagogic staff in early childhood education and care

Pedagogic staff is also offered numerous further and continuing education possibilities to allow them to broaden their vocational competence, respond to new demands in the workplace and to upgrade their qualifications. Within the scope of the Qualification Initiative for Germany ”Getting ahead through education” (Aufstieg durch Bildung), the Federal Government initiated the continuing training of 80,000 Erzieherinnen and Erzieher (state recognised youth or child-care workers) and day-care personnel in 2008. Following an amendment of the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz), since July 2009 upgrading training as an Erzieherin and Erzieher may be promoted nationwide. Since 2011, the Action Programme Day Care for Children (Aktionsprogramm Kindertagespflege) by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth has promoted the in-service continuing qualification of day-care staff.**)** These initiatives reinforce the various measures and additional continuing training courses offered by the Länder.

Funding of ERASMUS+ programme KA1 projects. In Germany, 533 school staff applications for KA1 mobility projects were submitted in 2014 and 466 in 2015, of which 510 (96%) were funded in 2014 and 394 (81%) of 2015. The average amount of allocation per project was 9.135 Euro in 2014 and 10.900 Euro in 2015.

The quality of applications. The applications were in general of good quality – an average score for applications was 74 points out of 100 in 2014 and 76/100 in 2015.

LITHUANIA

Teacher Professional Development Policy

The average age of Lithuanian teachers is 48 years. The proportion of young teachers is steadily decreasing, the one of pensionable age is stable at the point of approximately 5 percent, while the percentage of teachers approaching retirement is constantly increasing. Every year less and less young newly graduated specialists (under the age of 25) are employed in schools. In five years the number of teachers decreased three times.

According to national educational documents, in order to develop educational process based on interaction and dialogue culture, adapted to the differences of pupils in Lithuanian schools, the teacher should play the following role and possess the following traits: to be a constantly improving professional, a leader not afraid of any changes and innovations, a responsible manager of pupils' learning, researcher of pupils' learning; their relationship with the pupils should be based on trust in pupil's abilities, nurturing interaction; to be able to see the needs of pupils, their talents, problem areas from the learning and social point of view and to find suitable solutions on time, etc.

Law of Education of the Republic of Lithuania establishes an obligation for teachers to improve their qualification. The number of days for an obligatory qualification improvement is 5 days. The teachers have right and opportunity to freely choose the field and form of professional development in line with the needs of his/her education institution and the whole country well as an opportunity to pursue his/her career in management after gaining the necessary managerial skills and competence. Also, continuous professional development may lead to self-actualization and fulfilment.

Teacher professional development is funded by several sources: the education voucher, grants of projects funded by the EU and personal finances of teachers. Institutions providing teachers' professional development include methodological centres at schools, municipal teacher education centres and professional development providers at higher education institutions. Other institutions, such as non-governmental organisations and agencies under the subordination of the Ministry of Education and Science, can also arrange professional development events.

National strategy for 2013/2022 states that the key measure of the success of Lithuanian education is the motivation of Lithuanian teachers, willingness to improve, ability to absorb the good practice. Government programme for 2012/2016 also envisages that teacher's decision to constantly renew their knowledge should be supported. Currently, the country is actively discussing and seeking a solution for strengthening the prestige of teacher's profession in society and reconsidering the programmes of teacher training.

Funding of ERASMUS+ programme KA1 projects. In Lithuania 146 school staff applications for KA1 mobility projects were submitted in 2014, of which 28 (19 %) was funded (118 rejected). In the 2015 year, two consortium applications have been financed.

The quality of applications. None of the granted projects of the 2014 year scored a maximum of 100 quality points; the highest score was 99 points, and only one project received such a high score. 18 projects got between 91 and 99 quality points; ten applications were evaluated between 85 and 90 points. This shows that in general, the granted applications were of high quality. However, 61 projects (42 %) out of 145 eligible applications were not granted due to insufficient quality (reached less than 60 points) and 54 projects applications (37 %) reached the minimum quality threshold (reached 60 or above). The main reason why quite a high number of applications were of low quality is the fact that an institutional approach and European development plan was not understood properly by applicants, i. e. the applications were focused on individual in-service training activities. An average score for applications was 63 points out of 100 in 2014 and 74 in 2015.

POLAND

Teacher Professional Development Policy

Continuing professional development (CPD) is not obligatory in the Polish education system, though, pursuant to the Teachers' Charter, teachers should improve their general and professional knowledge, taking advantage of their priority right to participate in all forms of professional development. However, participation in CPD is necessary for professional promotion as the assessment of the teacher's professional achievements, conducted as part of the promotion procedure, covers the extent to which the teacher concerned has implemented a previously agreed-upon professional development plan.

The continuing professional development (CPD) system for teachers covers three levels:

- *central level:* organised by the minister of education, the minister of culture and national heritage and the minister of agriculture (supervising, respectively, art and agricultural schools);
- *regional level:* organised by province-level local government bodies and supported by the heads of the regional education authorities in their respective provinces;
- *local level:* organised by local government bodies at the commune and district levels.

The above described systemic context also includes a number of public institutions responsible for in-service teacher training, for example, In-Service Teacher Training Centres operating in each province, Centre for Education Development in Warsaw or series of training sessions organised by the Bodies Running the Schools. So far, however, there have been no systemic solutions allowing to obtain qualifications as part of a training period abroad. There are no internal financial instruments, which would serve the purpose of assigning funds for such mobilities from the budget for in-service teacher training. It is EU funds that, primarily, offer the most significant support in this field.

Funding of ERASMUS+ programme KA1 projects. In 2014 National Agency of Poland received 521 applications for ERASMUS+ programme KA1 projects. 135 projects were considered to be eligible for funding. In total, the sum of 3,485,458.00 euros was allocated for project implementation. The average amount of allocation per project was 25,818 euro. 242 applications from schools were included to the reserve list.

The quality of applications. A comparison of evaluation results of the proposals proves a relatively high quality of projects submitted under the first call for proposals. Only 66 projects (out of a total of 371 exceeding the threshold of 60 points at the stage of quality assessment) scored less than 70 points and over half of projects scored over 80 points (out of which over 80 projects scored between 90 and 100 points). Those high scorings prove that Polish applicants had, generally speaking, no problem with planning project activities in a way gaining the recognition of experts assessing application documentation.

1.2. THE CHARACTERISTICS OF THE RESEARCH DESIGN

RESEARCH AIMS (1) to reveal the situation of teacher professional development through participation in ERASMUS+ KA1 mobility. *ERASMUS+ KA1 staff mobility is treated as the source of teacher professional development*; (2) to evaluate the impact and recognition of teacher professional development through the ERASMUS+ KA1 mobility of staff in the school community (mobile staff, non-mobile staff, pupils, parents, and school principals), and correspondence of teacher professional development to strategic goals of a school; (3) to evaluate leadership for learning of mobile staff. *This aim is based on the assumption that for impact and sustainability of ERASMUS+ KA1 mobility of staff teacher leadership is needed in bringing the school to change*, (4) to identify the favourability of the school environment (school leader's support, other colleagues' supports and involvement) to implement mobility-related ideas at school and sustain them. *The school environment is treated as a central factor to foster teacher leadership and bringing the school to change.* (5) Estimate the alignment of ERASMUS+ KA1 mobility actions with strategic aims of the school, identifying good transferable practices of ERASMUS+ KA1 regarding the impact and sustainability so, that these practices could be transferred to promote motivation of pupils for learning, improve the quality of education, and increase openness and internationalisation of other schools.

THEORETICAL BACKGROUND OF THE RESEARCH The research idea is based on the notions of the ERASMUS+ Programme (Programme aims and expected outcomes) and grounded on the following theoretical concepts: Teacher Professional Development, International Dimension of Education, and Leadership for Learning, Evaluation and Recognition of Professional Development, Strategic Staff Management.

RESEARCH METHODS. The research is based on the mixed research approach that combines qualitative and quantitative research methods and techniques (see Table 1).

Qualitative research methods (document analysis, focus groups and in-depth interviews) are used in accordance with the following methodological provisions: (1) social reality is perceived and interpreted individually; (2) each individual creates reality actively on the basis of personal experience; (3) the social reality is different for different individuals, but it is shared through interaction with others.

Quantitative research methods (on-line survey) allow collecting numerical data to explain a particular phenomenon, particular questions. Quantitative research is objective in approach in the sense that it seeks precise measurements and analysis of target concepts to answer his inquiry. Quantitative research strategy was used to evaluate the impact and recognition of ERASMUS+ KA1

mobility of staff in the selected target groups across different countries. The standardised research instruments allowed data comparison across the countries.

Table 1

Research methods

Research method	Description of the sample, research instruments	Outcome
Survey	**The on-line survey, four questionnaires for target groups:** mobile teachers, non-mobile teachers, pupils (15 years and older), parents.	Impact and recognition of ERASMUS+ KA1 (staff mobility) in school's community (personal, professional development, benefits for the institution, alignment with institutional goals, institution's support to implement and sustain mobility-related changes).
Focus group with principals of granted schools	**Target group –** principals.	Impact and recognition of ERASMUS+ KA1 mobility of staff, forms of institutional support, alignment with institutional strategy.
Focus group with mobile staff	**Target group** – mobile staff	Staff experiences and benefits for professional development, alignment with institutional strategy
Case study	**In consortium case study:** 1 in-depth interview with the leader of the consortium and one focus group with school representatives, interview with representatives of school authorities. **In school case study:** 1 in-depth interview with school leader, one focus group with mobile staff, one focus group with non-mobile staff.	Success factors of ERASMUS+ KA1 mobility of staff recognition and sustainability. Experiences, challenges and opportunities in the process of integration of international dimension into the internal education policies. The role of the school authority for successful change implementation.
Interview with representatives of school authority	**In-depth interview** **Target audience –** representatives of school authorities (representatives from municipality)	

RESEARCH INSTRUMENTS

Four questionnaires and qualitative research instruments (guiding questions for focus groups) (see Annexes 1.3) were prepared for this research.

Structure of the questionnaire for mobile staff: (1) Professional profile of the respondent, school profile; (2) overall assessment of ERASMUS+ KA1 mobility (satisfaction); (3) impact of ERASMUS+ KA1 mobility on school performance (perception of the changes that are taking place at individual level (changes in teacher competencies) and perceived changes at school level); (4) practices of sharing of mobility-related experience (dissemination), perception of teacher leadership behaviour; (5) assumptions about the school environment for implementation of mobility-related ideas at school (see Table 2).

Table 2

Structure of the questionnaire for mobile staff

Topics	Content
Professional profile of the respondent, school profile	Position at school; teaching experience; the age of pupils taught; school size; community size in which the school is located; role in the ERASMUS+ KA1 project; personal experience of in-service training abroad (1-8 questions).
Overall evaluation of ERASMUS+ KA1 mobility project (perceptions about application, preparation processes, satisfaction with mobility)	Opinion about the administration of ERASMUS+ programme KA1 action (availability and clarity of information provided by National Agency (NA), the support provided by NA, opinion about the application form, funding transparency); selection of mobility activities/forms; preparation for the visit; satisfaction with mobility (9-12 questions).
Perception about personal changes in professional competence and changes taking place at school after ERASMUS+ KA1 mobility	Perception about changes at the individual level (changes in professional competencies: openness to innovation in education, intercultural competence, didactical competence); perception about the changes, taking place at school level (school culture, curriculum and teaching methods, changes in pupil's learning and motivation) (13, 17 questions).
Dissemination and sharing of experience, teacher leadership	Dissemination and sharing of experience within and outside the school; teacher leadership (peer involvement, building teams) (14, 15 questions).
Perception about school environment to implement and sustain gained experience	Principal support, support from other school colleagues, school's structures and policies (16 question).

To reveal the situation about recognition of the professional competence of mobile staff in school's community, to estimate the existing school environment questionnaire for non-mobile staff was developed. The questionnaire consists of 4 sections: (1) professional profile of the respondent, school profile (2) impact of ERASMUS+ KA1 mobility on school (perception of changes taking place at school after ERASMUS+ KA1 mobility); (3) perceptions of dissemination and sharing of experience performed by mobile staff, perceptions of the leadership behaviour demonstrated by the mobile staff (4) perceptions about school environment favourability to implement and sustain ERASMUS+ KA1 mobility changes (see Table 3).

Table 3

Structure of the questionnaire for non-mobile staff

Topics	Content
Professional profile of the respondent, school profile	Position at school; teaching experience; the age of pupils taught; school size; community size in which the school is located.
Changes taking place at school after ERASMUS+ KA1 mobility	Perception about the changes, taking place at school level (school culture, curriculum and teaching methods, changes in pupil's learning and motivation).
Dissemination and sharing of experience, teacher leadership	Dissemination and sharing of experience within and outside the school; teacher leadership (peer involvement, building teams).
Perception about school environment to implement and sustain ERASMUS+ KA1 mobility experience	Principal support, support from colleagues, school's structures and policies (16 question).

Questionnaire for pupils allowed them to reflect their expectations for teacher competencies, school's internationalisation, to estimate if pupils notice any changes taking place in teaching processes after their teachers return from mobility (see Table 4).

The aim of the **questionnaire for parents** is to reveal the situation about parent's awareness of the school international projects and activities, perceptions about school's internationalisation; to evaluate parent's perception about the benefits international projects give to school (see Table 4).

Table 4

Structure of the questionnaires for pupils and parents

Topics		Content
School Profile		School size; community size in which the school is located.
Questionnaire for pupils	Expectations for teacher professional competencies, school's internationalisation	Foreign language; ICT skills; using a foreign language to teach non-language subjects; teacher openness and tolerance to differences and other cultures; international collaboration.
	Changes taking place in teaching processes after teacher mobility	Sharing impressions; foreign language integration into the subject; raising pupil's motivation; ICT usage in class; encouragement of pupils' international collaboration.
Questionnaire for parents	Awareness of the school's international projects and activities	Dissemination of project-related information; parent involvement; perceptions about school internationalisation.
	Perception about benefits international projects give to school	Perceptions about benefits of teacher professional development abroad, school internationalisation.

DATA ANALYSIS METHODS

Methods of quantitative data analysis. Statistical data is analysed by using descriptive and probabilistic methods. Discrete data is described in terms of percentages. When rank scale is used, the mean and standard deviation is presented. The characteristics of continuous variables are presented by providing overall mean score.

In order to evaluate the conditions and results of ERASMUS+KA1 staff mobility, scales indicating input and output variables were constructed. Scale unidimensionality was tested with principal components analysis. Scale reliability was estimated by proportion of variance and Cronbach's alpha. Totally 15 scales were developed.)

Comparison of variables between different groups (statistically significant differences) were determined using Chi-squared, Kruskal-Wallis H, and *ANOVA* tests according to the scale type. Only statistically significant differences ($p<0,05$) are highlighted and presented in this report.

To estimate an impact of preparation for the visit, school environment, teacher leadership and other independent variables to the perceived changes in teachers' professional competences, perceived changes taking place in school regression analysis, multivariate analysis of variance (MANOVA) was performed. To evaluate inter-correlations between variables different statistical models were tested, path analysis was carried out to test to determine the most likely cause and effect relationship between the variables. The calculations were made using IBM SPSS software.

Methods of qualitative data analysis. The texts provided in the national reports were carefully red and the main insights following the research questions are summarised and provided in this research report.

RESEARCH ETHICS. General requirements for ethics in social research will be kept: research validity, research aim clarity and exposure, voluntary participation in the research, protection of privacy and confidentiality of research participants, avoidance of deceit and manipulation, and academic fairness.

CASE STUDY RESEARCH DESIGN

The aim of the case study is to reveal and describe mobility experience and identify success factors and problems.

Topics for case studies: (1) organisation of mobility; (2) implementation and dissemination of the mobility experience; (3) school leader support and teacher leadership; (4) outcomes of teacher professional development abroad, their impact on pupils' achievements and school culture.

Data collection methods in school case study: Interview with the school leaders; focus groups with school representatives (mobile staff, non-mobile staff); document analysis (analysis of the strategic documents of the school), secondary data analysis of the surveys of schools. School's data is compared with the data of the rest schools in the sample.

Research methods in the case of the consortium: an interview with the leader of the consortium; focus group with representatives of school community of the consortium; analysis of the application form and strategic documents of the founder of consortium (see Figure 1).

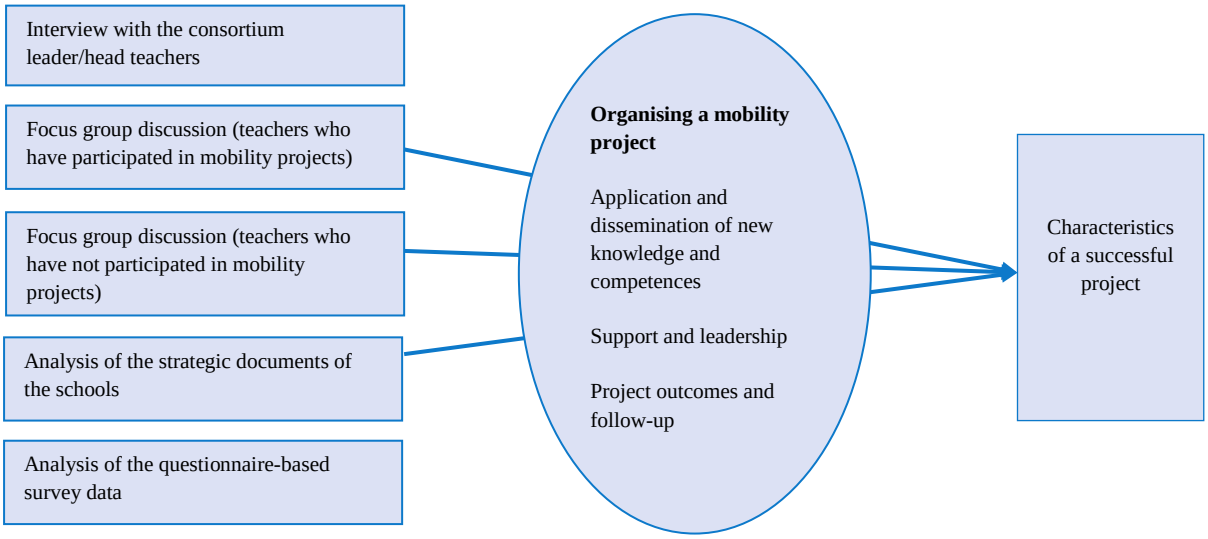

Figure 1. **Case Study Research Framework**

2. RESULTS OF THE SURVEY

2.1. CHARACTERISTICS OF THE RESEARCH SAMPLE

The suggested research sample was determined according to the following principles:

(1) Proportional representation of all five partner countries (Estonia, Finland, Germany, Lithuania, Poland) according to the country population, the number of granted applications in the country (2014 year application). A suggested number of schools for each country provided in the Table 5.

(2) Representation of the opinion of all groups of the school community, who are direct or indirect beneficiaries of ERASMUS+ KA1 mobility projects. The groups of respondents with the recommended number of surveyed respondents in each group are as follows:

- **Mobile staff** – teachers and other persons employed in educational institutions and participating in the ERASMUS+ KA1 mobility projects for school staff (suggested research sample for each country provided in the Table 5).
- **Non-Mobile staff** – teachers and other persons employed in educational institutions and not participating in the ERASMUS+ KA1 mobility projects for school staff (suggested research sample - 10 persons in each school).
- **Pupils** – students aged over 15 who are taught by the mobile staff (suggested research sample -20 pupils in each school).
- **Parents** –parents of pupils attending institutions that participate in the ERASMUS+ KA1 mobility project and are selected for the study (suggested research sample -10 parents in each school). It was recommended to involve parents who are actively participating in school's life.

The representativeness of the suggested research sample was assured by taking into account the number of granted applications in each country (2014 year applications for ERASMUS+ KA1 school staff mobility), the number of mobile staff in each country, and estimating the multivariate statistic of pilot study carried out in Lithuania. Schools were the number of mobile staff was lower than two and all preschool educational institutions were excluded from the sampling.

The suggested *research sample was* determined with the allowance of the 5% *sample error*, taking into account Cluster Effects[5], and estimated non-response rate (see Table 5).

[5] Cluster effect was examined/ on the basis of the pilot research in Lithuania. The Cluster effect was measured using the ICC (intracluster correlation coefficient). The ICC helps to assess the variance accrued to each variable due to the differences between the schools. The average ICC for teacher opinion variables (the case of Lithuania) was 0.08.

Table 5

Criteria and data for research sampling and suggested research sample for each country

Country	Criteria for research sampling*		Determined research sample	
	Number of granted applications	Number of mobile staff	Number of mobile staff	Number of schools
Estonia	24	115	107	22
Finland	132	958	430	59
Germany	199	864	361	83
Lithuania	26	289	277	25
Poland	113	1583	649	46

*Source: data provided by National Agencies (NA)

The characteristics of the empirical research sample

The total empirical research sample (N=5024) consisted of four groups of respondents: mobile staff (N=1319), non-mobile staff (N=1153), pupils (N=1561), and parents (N=991), (see Table 6).

Table 6

Characteristics of the empirical research sample

State	Mobile staff		Non-mobile staff		Pupils		Parents		Number of Educational Institutions
	N	%	N	%	N	%	N	%	
Estonia	112	8,5	175	15,4	466	26,5	222	22,4	23
Finland	127	9,6	123	10,8	150	8,5	109	11,0	56
Germany	512	38,8	142	12,5	-	-	-	-	131
Lithuania	218	16,5	283	24,9	549	31,2	231	23,3	32
Poland	350	26,5	412	36,3	596	33,8	429	43,3	46
Total	1319	100	1135	100,0	1761	100,0	991	100,0	-

Percent – from total sample size
Parents' and pupils' surveys were not performed in Germany

The professional characteristics of the mobile staff do not differ much in the analysed countries: among the mobile staff, there were 5,6% of senior managers, 6,2% of middle managers, 82,5% of teachers, and 5,8 % of other employees. The relatively low percentage (2%) of the middle managers in Estonia could be explained by the dominance of small size schools granted for ERASMUS+KA1 in the year 2014. Quite small part of other school employees (psychologists, librarians, social pedagogues) were involved in the ERASMUS+KA1 projects in the analysed call.

Table 7

Professional Characteristics of mobile staff.
Percentage of total N of mobile staff in every country

		Estonia (N=112)	**Finland** (N=127)	**Germany** (N=512)	**Lithuania** (N=218)	**Poland** (N=350)
Position	School Principal/Vice principal	5	6	4	6	6
	Vice Principal/ Assistant Principal/ Head Teacher	2	4	10	9	6
	Teacher	86	87	83	76	80
	Other staff	7	2	3	8	8
Teaching experience	Less than 5 years	13	4	19	6	4
	5 to 15 years	43	37	39	27	37
	16 to 25 years	25	35	22	28	35
	More than 25 years	20	24	20	39	23
Experience of in-service training abroad	Yes	48	54	48	59	33
	No	52	46	52	41	67

The research shows that the staff with the teaching experience from 5 to 15 years participate in mobility more frequently than the colleagues in other teaching experience groups. Lithuania differs on this aspect from other countries with the relatively higher percentage (39%) of mobile staff with teaching experience more than 25 years. Relatively high percentage of staff with low teaching experience (<5 years) was involved in the mobility in Estonia (13%) and Germany (19%).

Almost half of the mobile staff (48,5 %) has already had some professional development experience abroad. According to this criteria, Lithuania stands out with the highest percentage (59 %) of teachers having had some experience of in-service training abroad before the ERASMUS+KA1 project.

The research sample of the non-mobile staff consisted of 1153 respondents. The characteristics of the non-mobile staff sample follow a similar pattern as the sample of mobile staff (see Table 8).

Table 8

Professional characteristics of non-mobile staff.
Percentage of total N of mobile staff in every country

		Estonia (N=175)	**Finland** (N=123)	**Germany** (N=142)	**Lithuania (N=283)**	**Poland (N=412)**
Position	School Principal/Vice principal	0,6	2,4	2,1	2,5	1,5
	Vice Principal/ Assistant Principal/ Head Teacher	2,9	5,7	8,5	7,1	4,6
	Teacher	92,0	89,4	85,2	82,6	86,3
	Other staff	4,6	2,4	4,2	7,8	7,6
Teaching experience	Less than 5 years	19,4	10,6	10,6	3,9	7,8
	5 to 15 years	43,4	30,9	23,2	24,5	34,4
	16 to 25 years.	20,6	36,6	48,6	34,0	36,8
	More than 25 years	16,6	22,0	17,6	37,6	21,0

The sample of pupils consisted of 1761 pupils of the age of 15 or more. All of the pupils in the sample have been taught by a teacher who had participated in mobility. On average 22,1% of pupils had been abroad with a student exchange programmes (in Estonia - 24%, in Poland - 26%, in Finland - 11%, in Lithuania - 19%).

2.2. OVERALL EVALUATION OF THE ERASMUS+ KA1 MOBILITY PROJECT

This section provides the assessment of support services provided to the schools by the National Agencies (NA) (project coordinators' point of view), information on the mobile teachers' preparation for the visit, types of professional development activities undertaken, teachers' general satisfaction with the ERASMUS+ KA1 professional development abroad.

2.2.1. Evaluation of National Agency support

All participating countries indicated that the support from National Agencies is highly beneficial (see Table 9). The given project coordinators' rate is 4,2 points (average on the scale from 1 to 5). Project coordinators highly appreciate NA's timely support in the stages of project preparation and realisation (average rate - 4,5). The highest rate was given by Lithuanian respondents. When rating project administration challenges, *clarity of information about ERASMUS + KA1 programme* (average rate 4,1) and *complexity of the application form* (average rate - 3,4) were perceived as most challenging issues. These aspects were rated as most challenging by the project coordinators in Finland *("Actually it might be even better that you hire someone to do it. Too complicated!" – says one of the project coordinators in the open question).*

Table 9

Assessment of National Agency support: project coordinators' point of view
(average on the scale from 1 to 5)

	Estonia (N=15)	**Finland** (N=25)	**Germany** (N=120)	**Lithuania** (N=30)	**Poland** (N=54)
There is enough information about ERASMUS + KA1 programme	4,4	4,2	4,1	4,7	4,2
Information about ERASMUS + KA1 programme is clear	3,9	3,6	3,8	4,6	4,1
NA support is timely when preparing and realising the project	4,7	4,1	4,7	4,7	4,4
NA support is helpful	4,5	4,3	4,7	4,8	4,4
Application form for ERASMUS+ programme KA1 is not complicated	3,8	2,7	2,6	4,1	3,6
Funding of projects is transparent	4,3	4,1	3,9	4,6	4,2

2.2.2. Types of professional development activities undertaken

According to the ERASMUS+ KA1 programme, teacher professional development can be realised in three different ways:

- Participation in structured courses or training events abroad;
- Observation / job shadowing in a partner school abroad;
- Teaching in a partner school abroad

According to the survey results, the most popular form of professional development in ERASMUS+ KA1 call 2014 was professional development courses (77%), followed by the job shadowing activities. Teaching abroad was the least popular professional development activity (see Figure 2). 14% of respondents indicated that the combination of more than one activity was chosen.

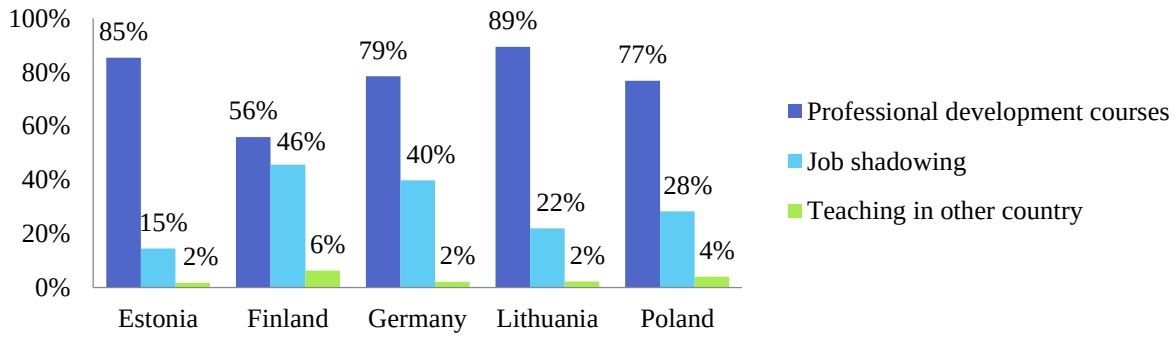

Figure 2. **Types of professional development activities undertaken**

When selecting professional development activities, different strategies were applied. Professional development courses were most popular in Lithuania and Estonia, while job shadowing – in Finland and Germany.

Teachers who did not participate in mobility activities think that the most useful form of teacher professional development abroad is professional development courses (see Figure 3).

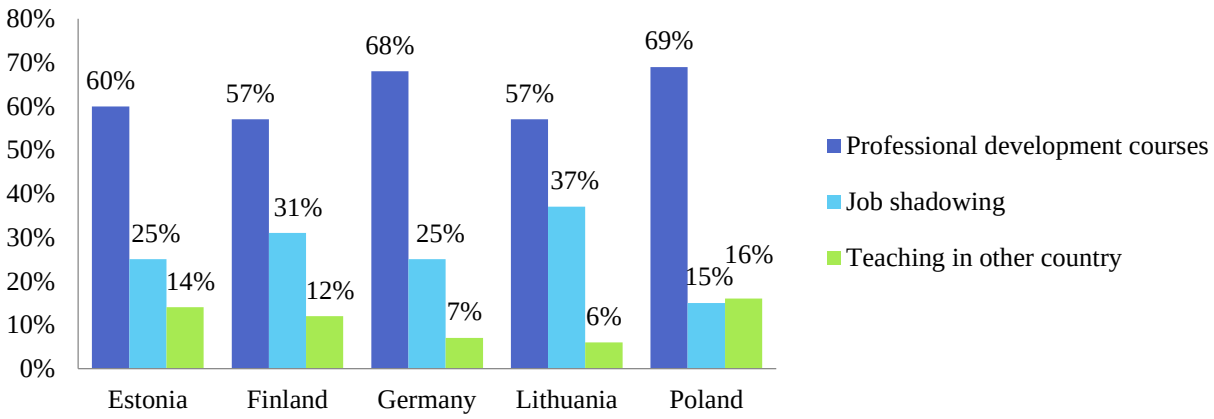

Figure 3. **Usefulness of different types of professional development activities: non-mobile teachers' point of view**

2.2.3. Preparation for the visit

Preparation for the visit is treated as a critical stage of teacher professional development abroad. Mobile teachers placed the biggest focus on studying materials about the culture of the country of the visit. Around 60 % of mobile staff searched for additional information about the mobility-related topic, about 50% of them read about the educational system in the country of mobility. 7 % of mobile staff did no extra preparation for the visit.

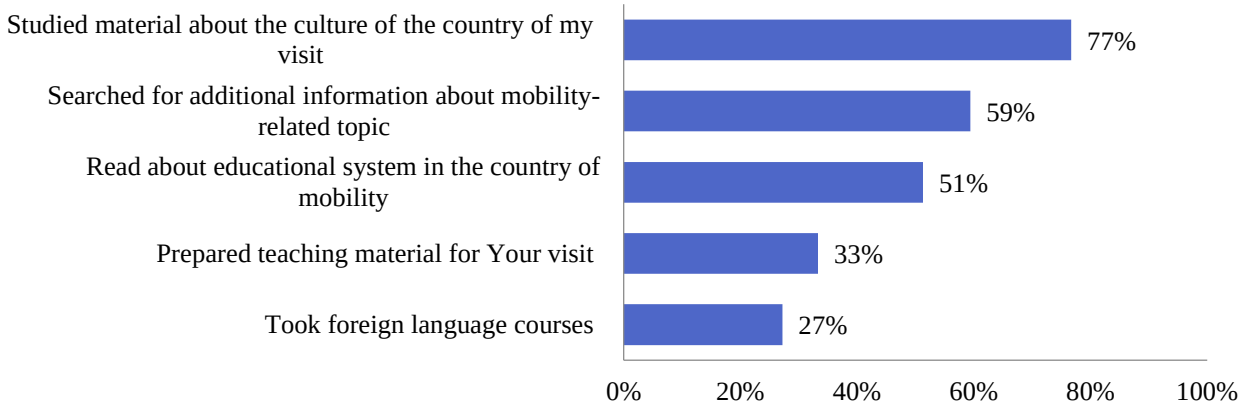

Figure 4. **Preparation activities for mobility visits.** Summarised data from all countries by attributing equal weight to each country.

There are quite remarkable differences between the countries (see Table 10). We can distinguish Lithuania and Poland, where the percentage of mobile staff who reported that they *Studied material about the culture of the country, Read about the educational system in the country of mobility, Took foreign language courses* is higher than in other countries. Mobile staff in Poland paid more attention to the *Search for additional information about the mobility-related topic*, mobile staff in Finland could be described as the most active in *Preparing teaching material for a visit*.

Table 10

Preparation activities for mobility visits (Percentage)

	Estonia (N=112)	**Finland** (N=127)	**Germany** (N=512)	**Lithuania** (N=218)	**Poland** (N=350)	**Total**
Studied material about the culture of the country of my visit	70,5	69,3	60,0	87,6	96,0	76,7
Read about educational system in the country of mobility	40,2	48,0	39,3	65,6	63,4	51,3
Took foreign language courses	18,8	7,1	6,4	32,1	71,7	27,2
Searched for additional information about mobility-related topic	59,8	48,0	56,6	59,6	72,9	59,4
Prepared teaching material for Your visit	36,6	48,0	20,7	33,5	27,7	33,3
You did no extra preparation for the visit	10,7	7,1	12,7	3,7	0,9	7,0

If to analyse the preparation activities in the groups of mobile staff with different teaching positions, it can be noted that School Principals/ Vice Principals/Teachers Supervisors reported giving higher attention to the preparation than other groups of respondents (see Annex2.2). There were no statistically significant differences found in preparation for the visit between the respondent groups with different teaching experience. Also no statistically significant differences were found between

teachers who have had participated in training aboard previously and teachers for whom ERASMUS + KA1 mobility was the first professional development experience abroad.

Survey shows that the preparation for the visit is a major factor for the success of professional development abroad (see Annex 2.2). The higher the rate for the visit preparation, the greater the perceived changes in teacher's professional competencies. Survey results demonstrate (See Annex 2.2) that the changes in teachers' didactical competencies are related to the preparation for the visit. Preparation for the visit also causes the development of teachers' intercultural competencies and openness to the changes and innovations. This tendency is valid in all countries. The relatively stronger impact is seen in Estonia and Lithuania, a slightly weaker - in Germany.

The study shows that the preparation for the visit is a major factor for the perceived changes taking place at school level after the project. Teacher preparation for the visit has an impact on the perception of the overall changes taking place at school after ERASMUS + KA1 mobility. The findings indicate those who gave the higher rates to the preparation for the visit, tended to notice more remarkable changes at school (changes in the content of the curriculum, pupils' learning and motivation, school culture) (see Annex 2.2). The relatively highest impact was found in Lithuania (see Annex 2.2).

The impact of the preparation for the visit on the perceived changes taking place at school is indirect in nature (see Figure 3.2.4). *Preparation for the visit* is related to the teachers' *Openness to changes and innovations* which cause the higher Didactical competence. *Time spent on studying material about the country of the visit* develops *Intercultural teacher competencies*. The changes in school are due to the *changes in teachers' professional competencies* (regression coefficient 0,65). So, the indirect impact of *Preparation for a visit* on the *Changes on the whole school* is 0,28.

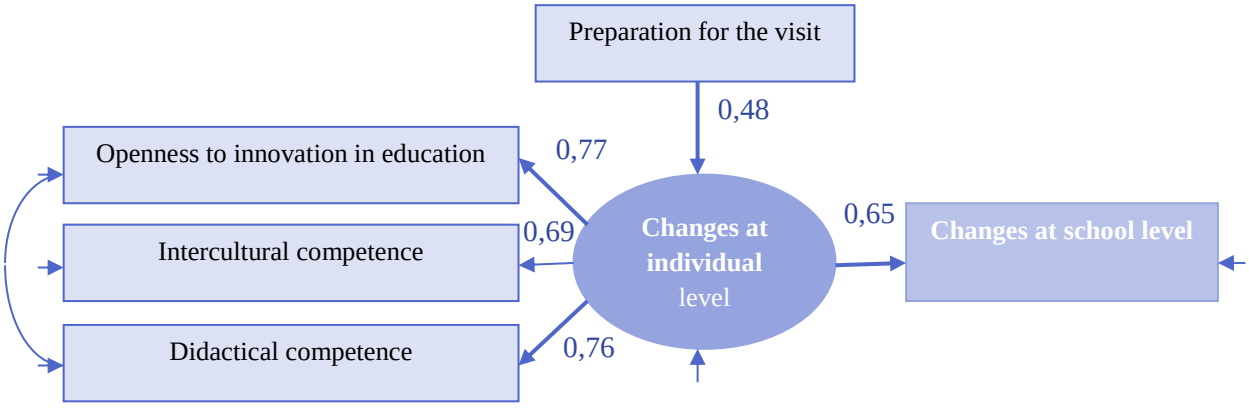

Figure 5. **Model of the impact of the preparation for a visit to the perceived changes in teachers' professional competencies (individual level) and to the perceived changes at the school level.** Summarised data from Estonia, Finland, Lithuania and Poland are represented by attributing equal weight to each country Model fit χ^2 (4)=10,0; p=0.041; NFI =989; IFI=,994; TLI=0,976; CFI=,994; RMSEA=,047

2.2.4. General satisfaction with the ERASMUS+ KA1 professional development abroad

Generally, the mobile staff is very satisfied with the ERASMUS+ KA1 mobility activities (see Figure 6). The majority of the respondents state that their professional development abroad met or even exceeded their expectations. The highest satisfaction is fixed in Germany. If to analyse separate areas of professional development (visit organisation, the content of the courses, intercultural experience, the responsiveness of the host institutions) slightly lower satisfaction rate was noted in the category *Content of the courses*.

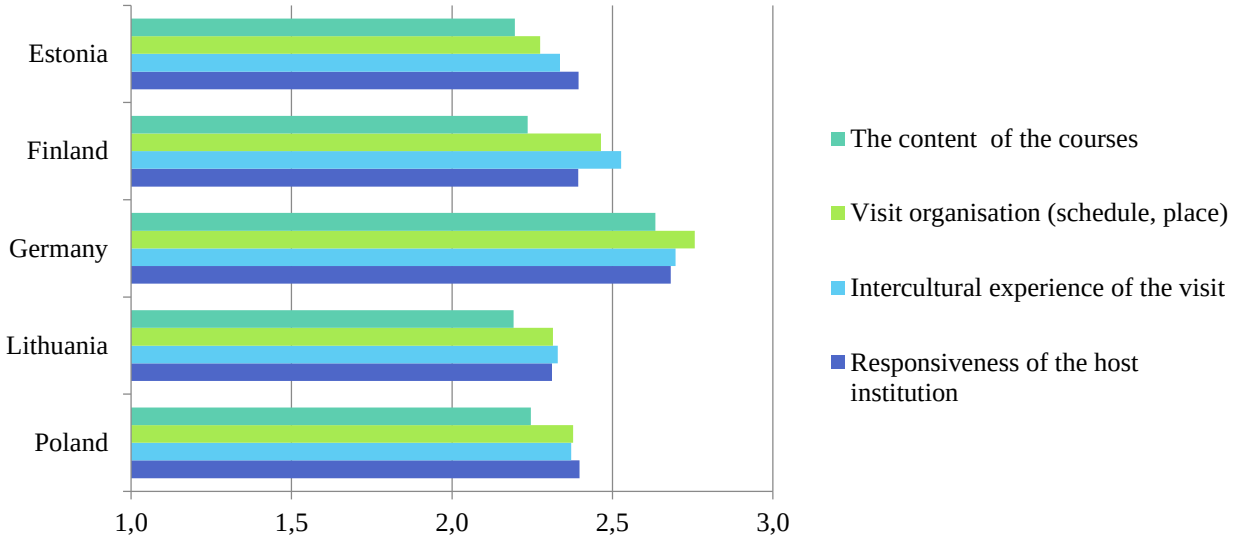

Figure 6. **Satisfaction with the ERASMUS+ KA1 professional development abroad** (average, from 1 - *Didn't meet my expectations* to 3 - *Exceeded my expectations*)

The statistically significant differences in satisfaction were found between the groups of teachers who took different mobility forms. Teachers who participated in the job shadowing or made the combination of job shadowing and teaching activities were more satisfied than participants of professional development courses (See Annex 2.2 Table 8). No statistically significant differences in satisfaction were found in the groups of teachers who undertook some professional training activities abroad prior ERASMUS + KA1 and teachers without such experience.

2.3. IMPACT OF ERASMUS+ KA1 MOBILITY ON THE PERCEVED CHANGES AT INDIVIDUAL LEVEL (CHANGES IN TEACHERS' PROFESSIONAL COMPETENCIES)

The impact of ERASMUS+ KA1 mobilities is analysed from two positions: perception about the **changes at individual level** (teachers' professional competencies): openness to innovation in education, intercultural competence, didactical competence), and perception of the **changes at school level** (as an organisation) after ERASMUS+ KA1 mobility (changes in the education policy or pupils' learning process, etc.).

According to the survey results, the mobile staff noticed many types of changes in their professional competencies: increase of intercultural competence, didactical competence, and openness to innovation in education. The most highly rated was the intercultural competence *(Deepened my understanding of other cultures; Expanded my knowledge and understanding of education system in other countries*) (see Figure 7). The perceived increase in didactical competence (*Acquired new teaching methods, improved teaching strategies for students with diverse learning needs*, etc.) is slightly lower.

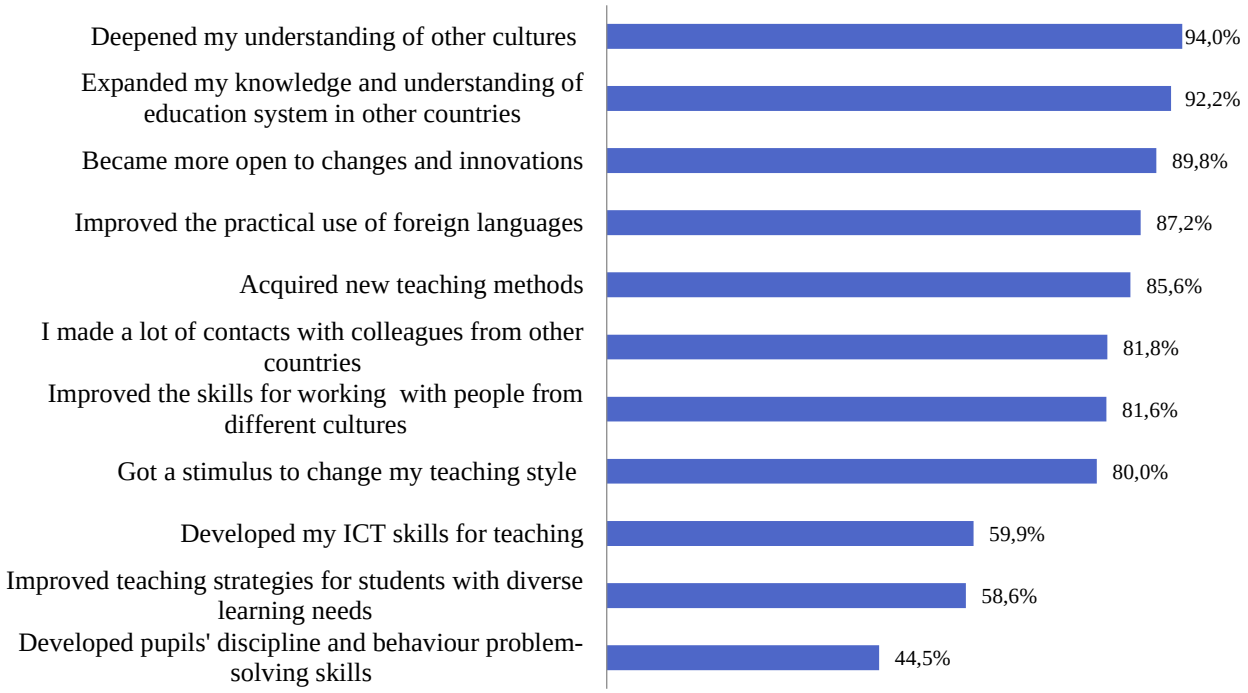

Figure 7. **Perceived changes in teachers' competencies after ERASMUS+ KA1 mobility.** Summarised data from all countries by attributing equal weight to each country.

The results indicate slightly different situation about the changes in teachers' professional competencies in the analysed countries.

The most similar pattern of the perceived changes in teacher professional competencies is seen in Lithuania and Estonia. Finland teachers were more reserved when rating the changes in the development of pupils' discipline, behaviour problem-solving skills, development of ICT skills, and improvement of teaching strategies for students with diverse learning needs. Germany stands out with the highest rating of the variable "Improved teaching strategies for students with diverse learning needs" and the lowest rating of "Becoming more open to changes and innovations". 92 % of all

respondents indicated that they are applying new ideas in the class, 55% of all mobile teachers reported that they prepared new teaching material for the subject taught after professional development abroad.

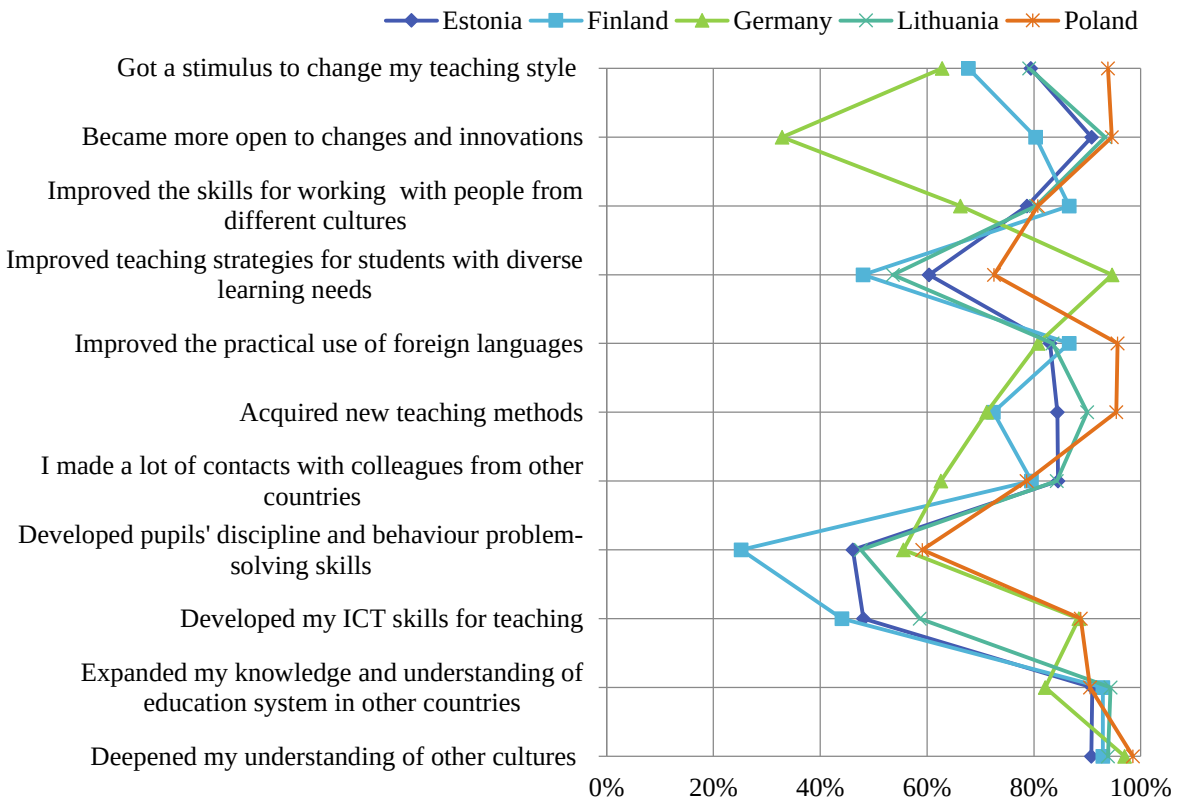

Figure 8. **Perceived changes in teachers' competencies after ERASMUS+ KA1 mobility.** Perception of mobile staff.

Analysis of survey data suggests that the form of professional development chosen by the teachers influences the competences acquired by them. Intercultural competence is more successfully developed through job shadowing and relatively less successfully during the courses, while a higher level of didactical competence is gained by combining the courses and job shadowing (see Figure 9 and Annex 2.3)

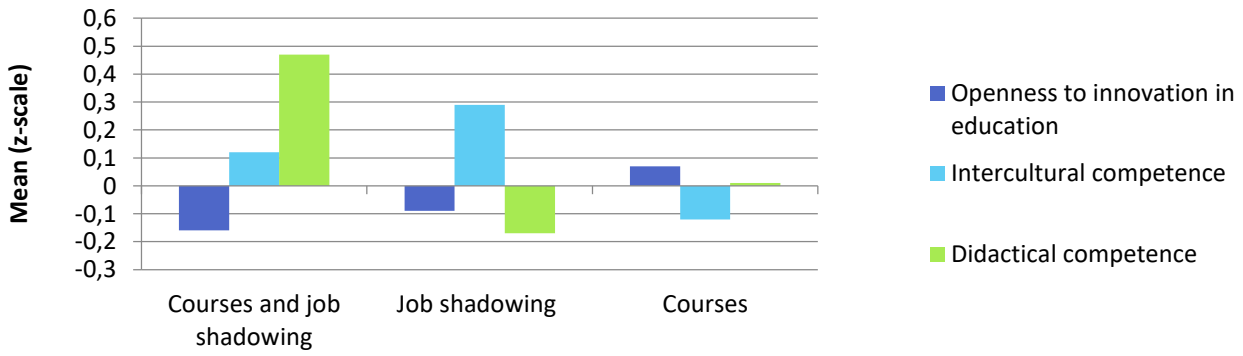

Figure 9. **Correlation between the chosen forms of professional development and the developed competencies** (z-scale). Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country.

Mobile teachers from all countries claim that the knowledge and skills acquired in professional development abroad are applied in improving their educational practice. 92% of respondents states it. 55% of the respondents argue that after the ERASMUS+ KA1 mobility they *prepared new teaching material for their subject*, 27% *prepared recommendations about organising the learning process* (see Table 11). We can note Estonia and Poland, where more than 70% of mobile teachers declared that they *prepared new teaching material for one's subject* after Erasmus+ KA1 mobility. It is important to mention that the majority (80%) of teachers, who did not participate in mobility notice the changes of the work in a class of their colleagues who have developed their qualification abroad.

Table 11

Application of the developed competencies in one's work. Responses of the mobile staff (percentage)

Actions	**Estonia** (N=112)	**Finland** (N=127)	**Germany** (N=512)	**Lithuania** (N=218)	**Poland** (N=350)	**Total**
Apply new ideas in my work	92,0	89,8	86,4	94,0	96,3	91,7
Prepared new teaching material for my subject	71,4	55,9	33,0	39,0	76,0	55,1
Prepared recommendations about organizing the learning process	41,1	7,1	61,7	11,0	13,4	26,8

2.4. IMPACT OF ERASMUS+ KA1 MOBILITY ON THE PERCEIVED CHANGES AT SCHOOL LEVEL

The impact of ERASMUS+ KA1 mobility on changes at school level is the essential, desirable outcome. The coherence of ERASMUS+ KA1 mobility aims with the school strategy and with its international development vision is one of the core prerequisites for funding. The results of the survey show that in all countries (except for Germany) the majority of teachers who have participated in mobility (over 80%) tend to link the changes determined by the project implementation more or less with the implementation of school's strategy (see Figure 5). In Germany, less than half (45%) of the mobile staff link the aims of mobility with the school strategy. The teachers who did not participate in the project tend to notice the coherence between the project's goals and school's strategic goals less often: 75% of them indicate that *mobility helps to achieve school's goals*.

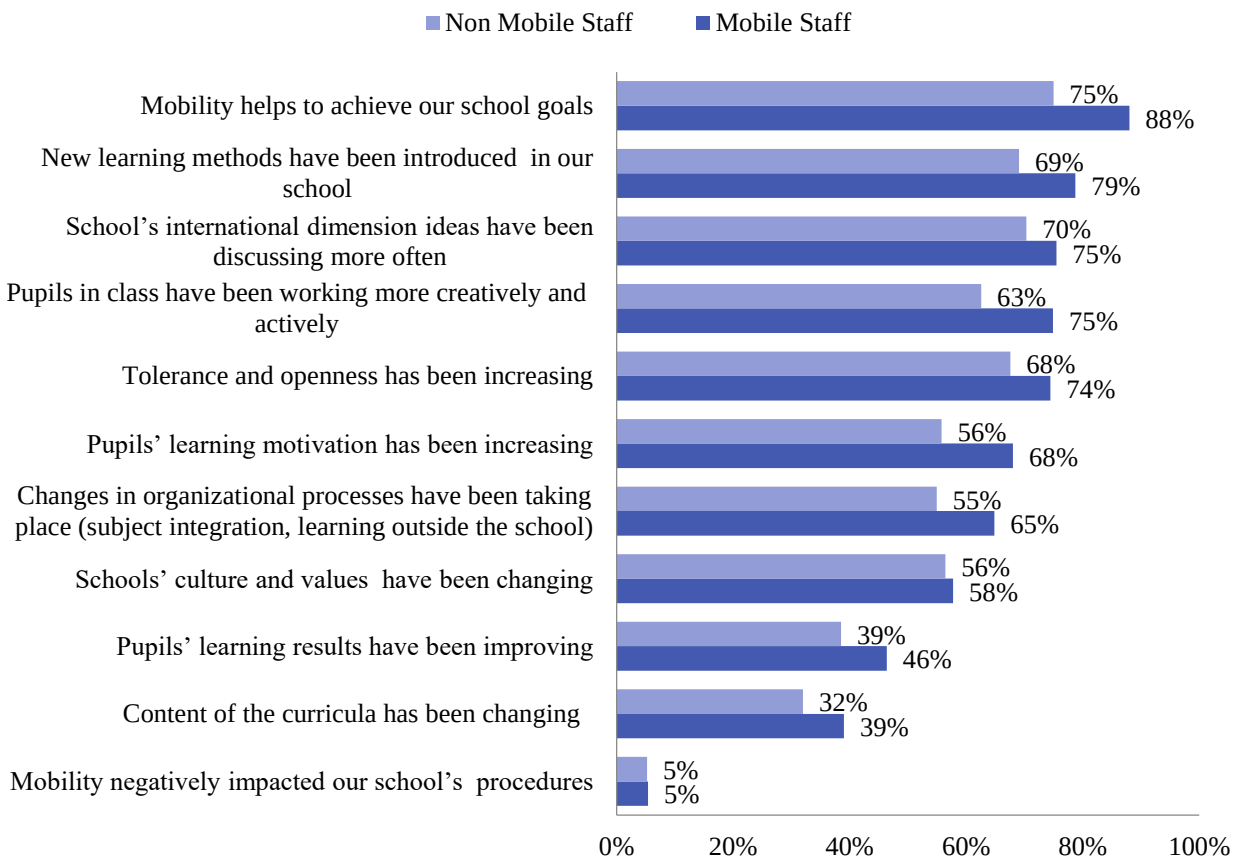

Figure 10. **Perceptions of mobile and non-mobile staff about the impact of ERASMUS+ KA1 mobility on school change.** Percentage of answers *strongly agree* and *somewhat agree*. Summarised data from Estonia, Finland, Lithuania and Poland by attributing equal weight to each country.

The perceived changes at school level are relatively classified into three areas: (1) *changes in school culture*, which can be explained by the changes of school's values, increased discussion about school's internationality, increase of tolerance and openness; (2) *changes in curriculum and teaching methods* is treated as the change of curriculum and teaching process, introduction of new teaching methods; (3) *pupils' learning and motivation* is reflected by the more creative and active participation of pupils in class and the progress they make.

For further data analysis the items (questions in the questionnaire, representing these three areas were combined into three scales with the lowest possible value being 1 and the highest being 5. Such scale means that the higher its numeral value, the more positive perception about the changes in a particular area is (see Figure 11).

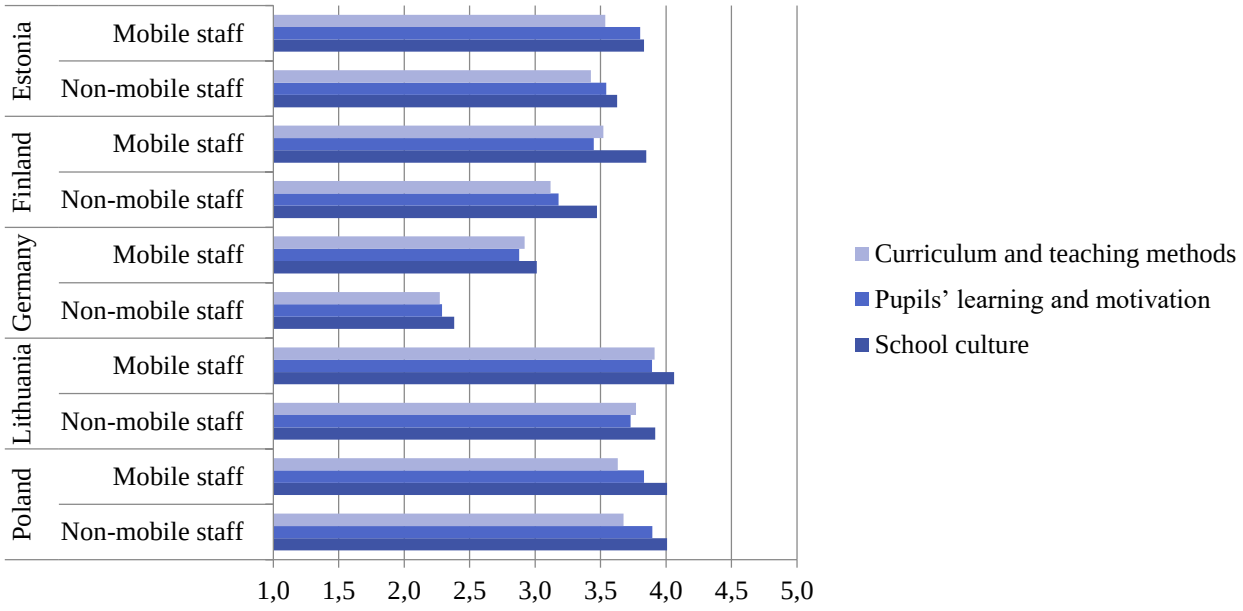

Figure 11. **Perception of mobile and non-mobile staff about the changes taking place at school after ERASMUS+ KA1 mobility** (average on the scale from 1 to 5 according to the areas of change).

The results confirm that ERASMUS+ KA1 mobility facilitates changes in school culture. This area is perceived as most changing in all five countries. Mobile and non-mobile staff see less changes in curriculum and teaching methods (see Figure 12).

Mobile teachers the changes taking place at school rate a little bit higher than the teachers who did not participate in the mobility (the average difference is 8 %). The relatively higher gap between the estimations in the mentioned groups of respondents is seen in Finland (17%), the lowest – in Poland (1%). The lower gap indicate the parity of perceptions in school community (in the mobile and non-mobile teacher groups) about the changes taking place at school after ERASMUS+ KA1 mobility.

The detailed analysis of the data reveals that one of the most noticeable changes is the change in attitudes towards school internationalisation (*there are more discussions about* s*chool's international dimension carried out, tolerance and openness* have been increasing) (see Figure 12). Mobile staff reports that *Pupils in the class have been working more creatively and actively* and *New learning methods have been introduced in the school*. The least impact is seen on pupils' learning results. However, it needs to be mentioned, that 46% of respondents see the higher or lower changes in pupils learning results (see Figure 12).

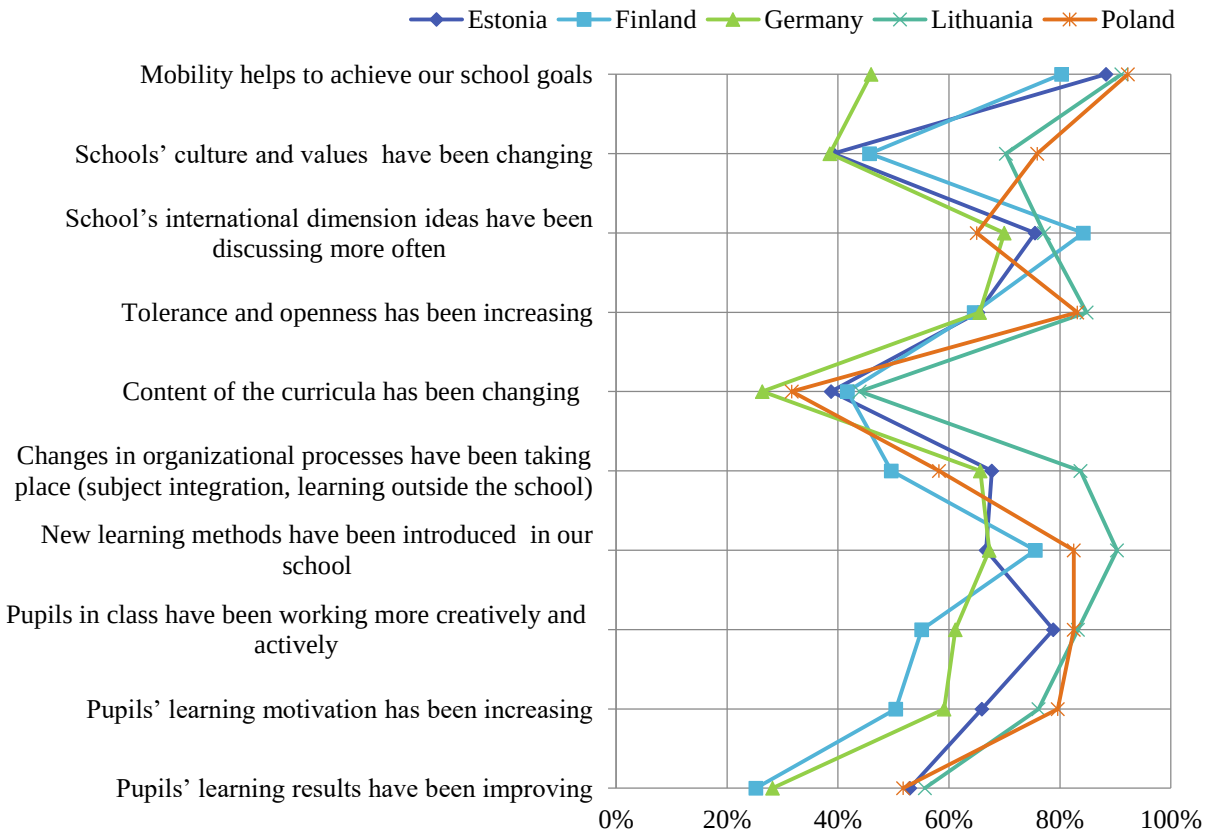

Figure 12. **Perceptions of mobile staff about the impact of ERASMUS+ KA1 mobility on school according to countries.** Percentages of answers *strongly agree, somewhat agree.* Data of Germany cannot be compared with other countries since the school staff was interviewed using a different response scale format.

When evaluating the overall influence of ERASMUS+ KA1 projects on the strategic change of school, it is necessary to note that the profiles of separate countries differ. Teachers in Lithuania and Poland notice the changes in school's culture and values more often than their colleagues in other countries; they also indicate an increased tolerance and openness of school community more often. Lithuania also stands out with the relatively high rate in the area *of trying new forms of organising the educational process* and *applying new methods*. In schools of Poland and Lithuania slightly more often than in other countries the teachers notice the increase of motivation in pupils. A particularly significant result is the fact that approximately 50% of the mobile staff of Lithuania, Poland and Estonia indicate that after ERASMUS+ KA1 mobility the learning results of pupils have improved. The teachers of Finland assess the influence of ERASMUS+ KA1 mobility on pupils' learning process and results more critically than the teachers of other countries.

It is important to note that multidimensional data analysis confirms the relation between the perceived changes at the school level and the forms of professional development abroad chosen by the teachers. Although the link is weak, there is a tendency that the changes in school's culture (community discussions about internationality, an increase in openness, change of school's values) are more often noticed by the teachers who have participated in *job shadowing* activities. While changes in *curriculum* and *pupils' learning and motivation* are more often noticed by those, who have improved their qualification in the courses or combining the courses and job shadowing (see Figure 13 and Annex 2.4).

Figure 13. **The relation between the chosen form of professional development and the perceived changes at school level after ERASMUS+ KA1 mobility** (z-scale). Summarised data from Estonia, Finland, Lithuania and Poland by attributing equal weight to each country.

Is has also been found that the perceived changes also depend on the size of the school: the perceived changes are higher in small schools and those of rural areas (see Figure 14 and Annex 2.4).

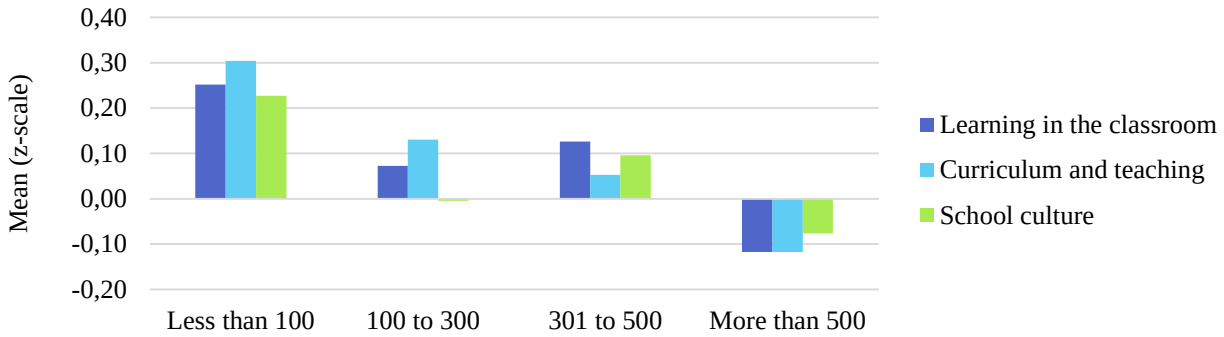

Figure 14. **The relation between the sizes of a school the perceived changes in school determined by ERASMUS+ KA1 mobility** (z-scale). Summarised data from Estonia, Finland, Lithuania and Poland by attributing equal weight to each country.

2.5. PUPILS' EXPECTATIONS FOR SCHOOL INTERNATIONALITY AND THE PERCEPTION OF CHANGES IN TEACHING AFTER TEACHER MOBILITY

The research results reveal that the pupils perceive the need for internationality in education ad treat it as the school's response to the global labour market challenges: *I think that the school, as a rather important institution in a young person's life, should be integrated into the globalised society and strive to integrate more subjects in a foreign language, which is important in the present* (one Lithuanian student's answer to an open-end question in the questionnaire).

Pupils in all countries believe that teachers should have good foreign language skills should collaborate with teachers from other countries (pupils rated these items as *very important* or *important* in the range from 61% in Estonia, to 97% in Poland). Pupils also want to be involved in the on-line collaborative learning activities with foreign pupils *(strongly agree or somewhat agree* from 70% in Estonia to 97% in Poland), (see Figure 15). The highest expectations for the international dimension in teaching is noticed in Poland, relatively lower – in Estonia (see Figure 15). The importance varies

across the different size schools and schools in various locations (the importance of *organising* pupil's exchange visits abroad, *learning with pupils from other countries* is higher in rural areas and the smaller schools), yet, the difference is not big (eta^2 = 0,03). Higher expectations for the school and teacher internationality was noticed in the group of pupils who had participated in pupils' exchange programmes if to compare with pupils who have never participated in such programmes.

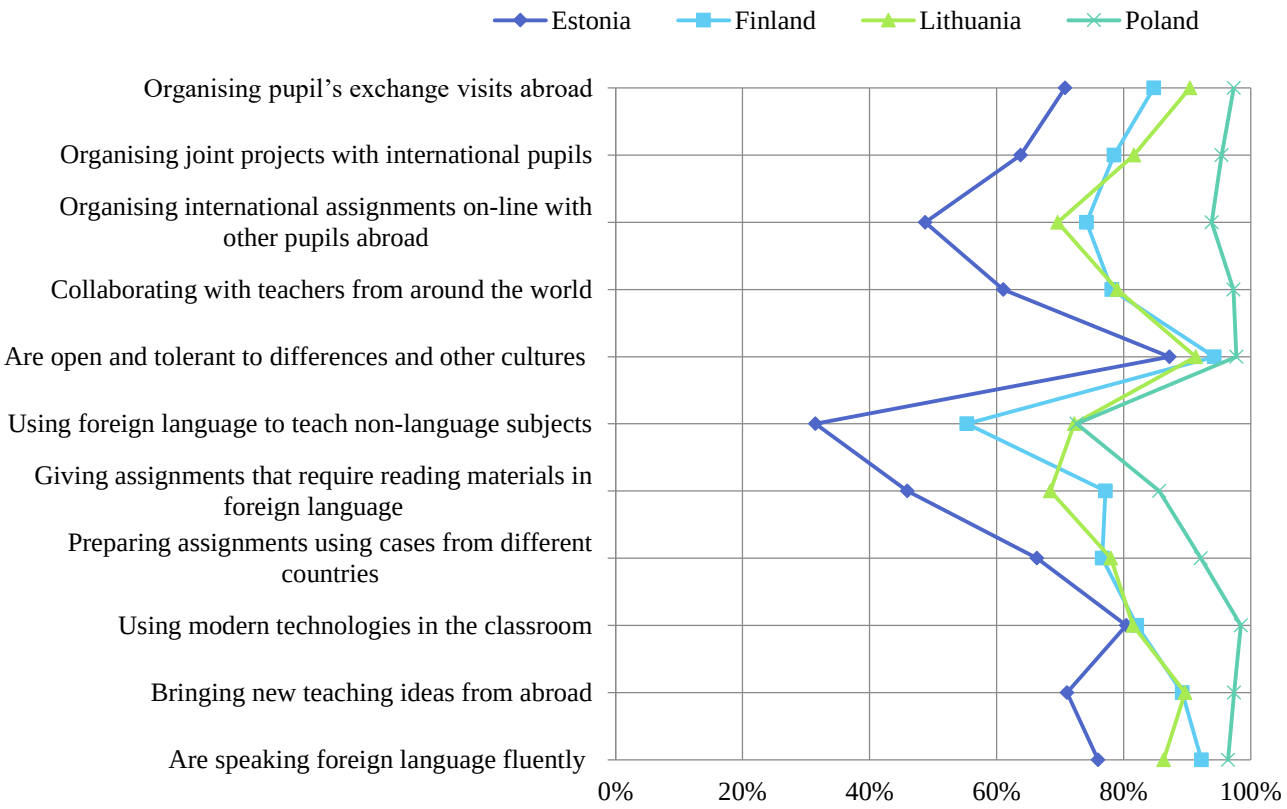

Figure 15. **Pupils' expectations for teacher and school internationality.** Percentages of answers *strongly agree and somewhat agree*. Pupils' survey was not performed in Germany.

Pupils were asked what changes they observed in teacher's behaviour after ERASMUS+ KA1 mobility. Pupils' responses show that teachers most often focus on sharing general information about the visit, pupil's school life abroad (see Figure 16).

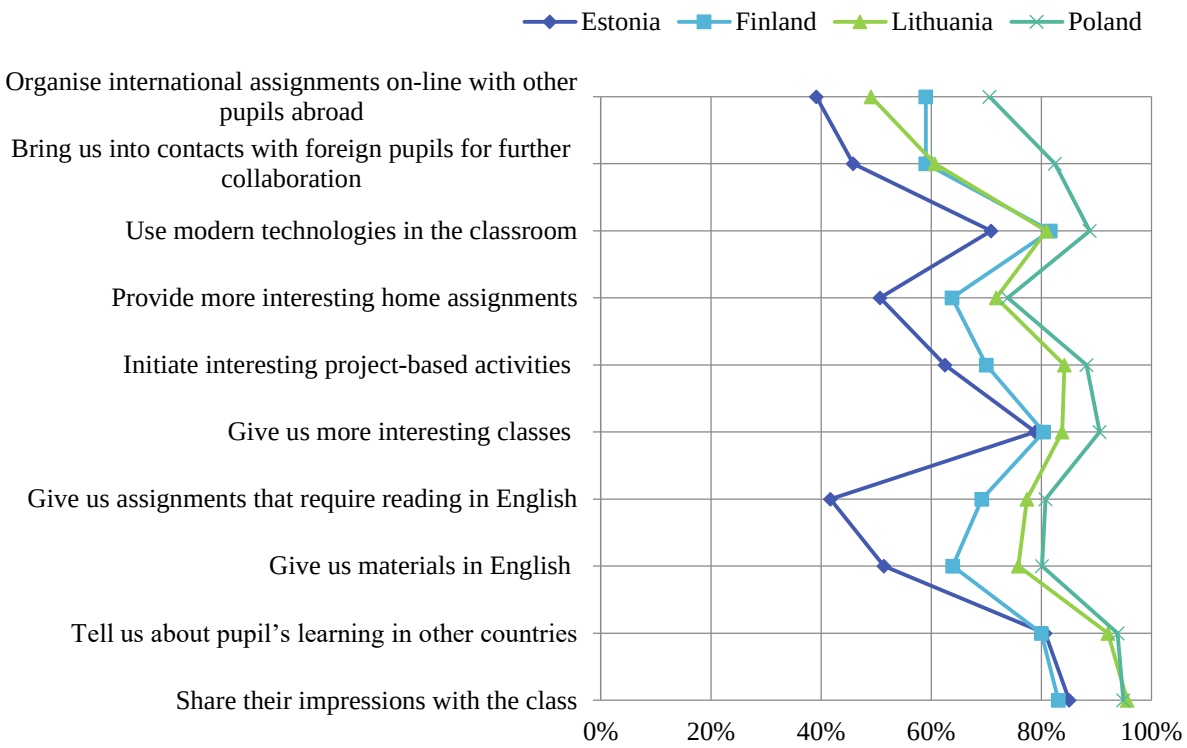

Figure 16. **What is the behaviour of your teachers after they return from the training activities abroad?** Percentages of answers *strongly agree* and *somewhat agree*. Pupils' survey was not performed in Germany.

Pupils agree that teachers' professional development abroad makes learning more interesting. Other changes that pupils notice is an increased usage of ICT in the educational process, and integration of foreign language in the subject (see. figure 16). The least changes are noticed in the areas of organising *joint international projects, joint assignments between students at school and pupils abroad***.** Pupils in smaller schools and schools located in smaller areas more often tended to notice changes taking place at school.When the pupils' perception of ongoing changes were compared across the countries, there were some notable differences. Pupils in Poland and Lithuania rated changes slightly higher; the relatively low rate of perceived changes was in Estonia.

2.6. PARENTS' ATTITUDES ABOUT SCHOOL INTERNATIONALIZATION AND TEACHER PROFESSIONAL DEVELOPMENT ABROAD

Parents' opinions on school internationalisation and on the impact that mobile teachers make on school are similar in all countries. Most parents support the idea of school internationalisation, reporting that it is important to them that school applies best international practice, children get multicultural competencies at school (s*trongly agree* and *somewhat agree* more than 95% parents in all countries).Teacher professional development abroad, to the parents' opinion, is an appropriate mean of reaching these objectives. More than50% of respondents in each country *strongly agree* that teacher mobility promotes school improvement, raises teachers' competencies. However, parents were uncertain if teacher professional development abroad improved pupils' learning results. School's internationalisation initiatives were rated as more important by parents in bigger cities than those in small ones.

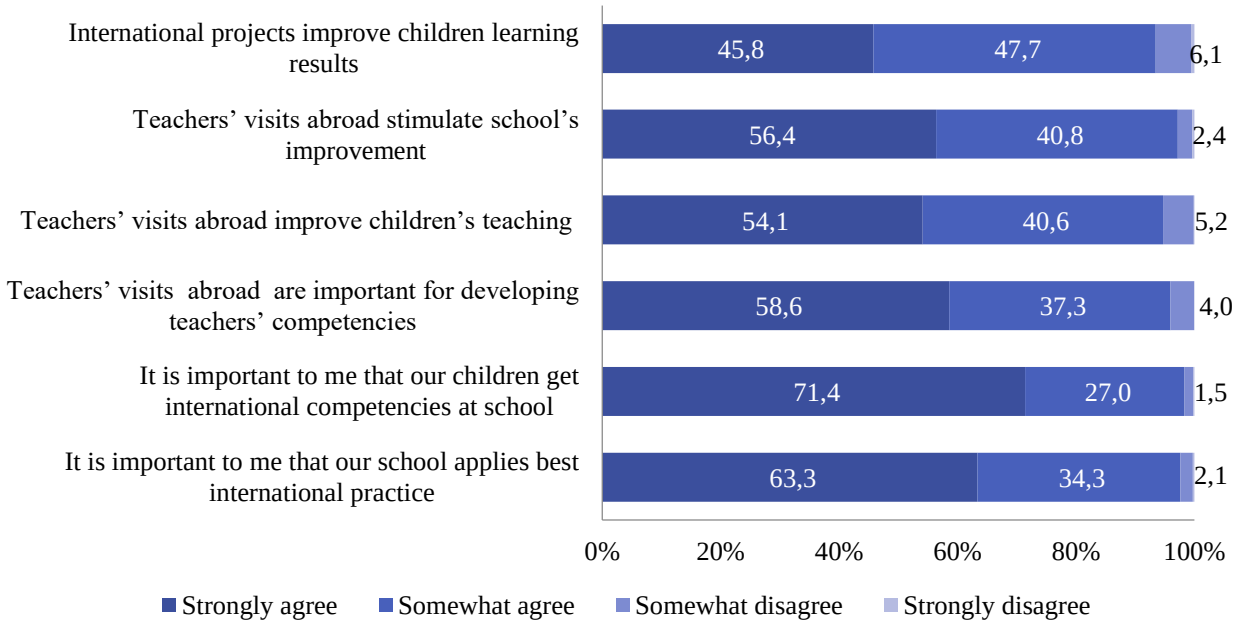

Figure 17. **Parents' opinions on school internationalisation, and teacher professional development abroad.** Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country.

The majority of parents report noticing the realisation of international dimension at school. More than 60% agree that the school *is providing information to parents about the aims and benefits of teachers' mobility abroad*, and school *is involving parents into school's international activities*. The extension of parents' involvement in school's international activities differs across the countries. Parents in Poland and Lithuania report a higher level of participation in the school's international projects than parents in other countries. Parents in those countries also feel more informed about the international projects taking place at school. Relatively lower perception of the involvement into school's international activities was indicated in Estonian and Finnish parents.

Part of parents who filled out the questionnaires believes that school's international activities (teacher's professional development abroad) disrupt educational process when during teachers' mobility lessons are not delivered (13% of respondents *Strongly agree* or S*omewhat agree* with this statement). This problem is slightly higher marked in Lithuania (see Figure18).

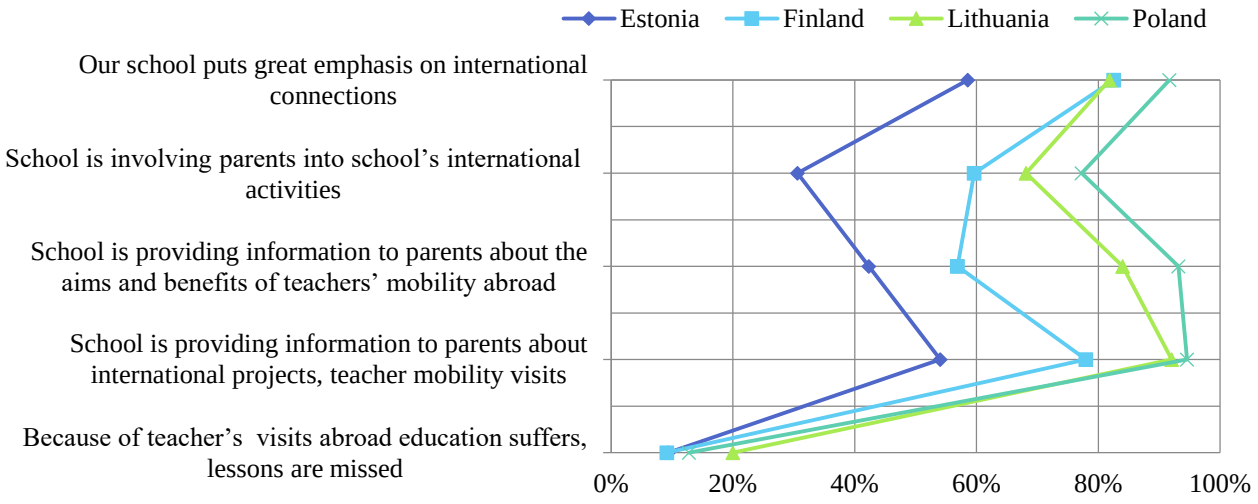

Figure 18. **Assessment of school's international activities.** Percentages of answers *strongly agree* and *somewhat agree*. Parents' survey was not performed in Germany.

2.7. THE PRACTICE OF DISSEMINATION AND MOBILE TEACHER LEADERSHIP

The results suggest that the most popular form of dissemination and sharing of experience is *giving an oral report in teachers' teams/teachers' council*. On an average 40% of mobile staff has invited their colleagues to an open class. The virtual environment is also used for this purpose: about 30% of surveyed mobile teachers indicated that they prepared new teaching material for their subject and placed it on-line. About 20% of mobile staff shared their experience outside the school (see Figure 19).

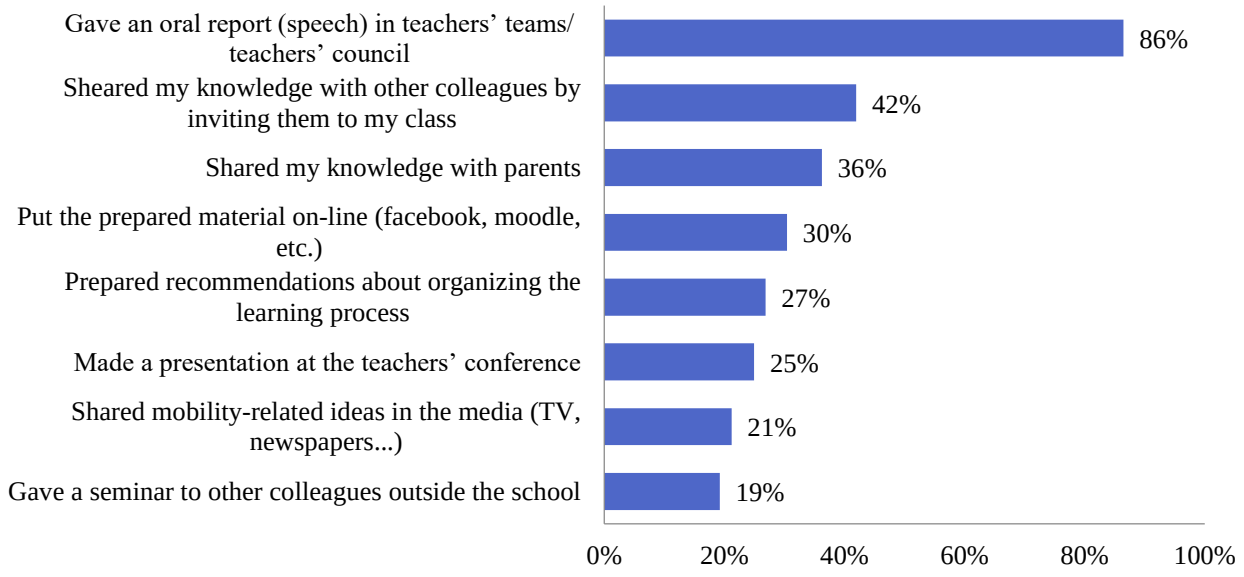

Figure 19. **Dissemination and sharing of experience.** Mobile teachers' responses. Summary statistics of all countries.

The ways of sharing and dissemination of experience differs across countries (see Fig. 19). In Germany and Poland, the majority of mobile teachers *shared their knowledge with other colleagues by inviting them to an open class.* Relatively high rates of *giving a seminar to other colleagues outside the school* are noticed in Estonia and Lithuania. Polish and Finnish teachers more often choose sharing their experience in *teachers' conferences*. Most active in communication with parents on project-related topics were Polish teachers. From all the countries who participated in the survey, except for Germany, dissemination was not carried out only by 1 to 2% of teachers who have been involved in mobility. This contrasts with Germany, where dissemination was not performed by 17% of mobile staff.

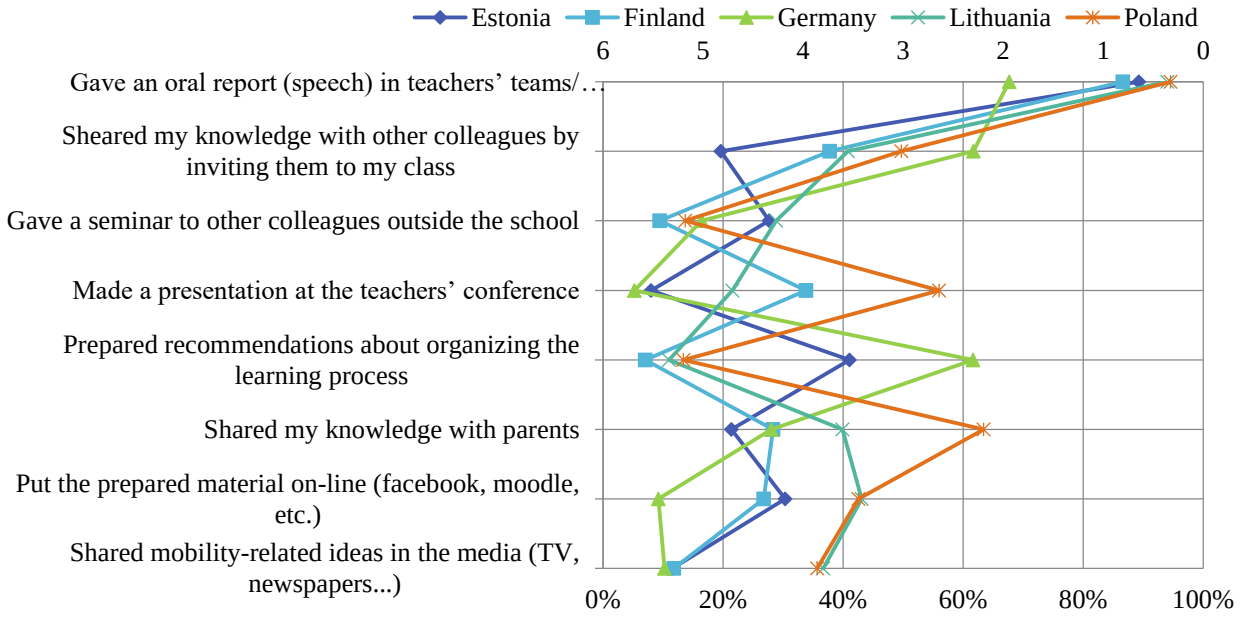

Figure 20. **Dissemination and sharing of experience**. Mobile teachers' point of view.

For further investigation of ERASMUS + KA1 dissemination and mobile teacher leadership behaviours three scales were developed by pooling items reflecting exchange of information and sharing of experience inside the school (*Gave an oral report (speech) in teachers' teams/ teachers' council; Sheared my knowledge with other colleagues by inviting them to my class…)* into the scale *dissemination within the school*. Another scale, which was called *Dissemination outside the school,* composed the items reflecting mobile teacher's information sharing activities beyond the boundaries of the school (*Shared mobility-related ideas in the media TV, newspapers; Gave a seminar to other colleagues outside the school*.). *Teacher leadership (peer involvement)* scale reflected mobile teacher's behaviour of inspiring colleagues, building teams involving colleagues into mutual learning and change implementation activities.

The research result shows that the extent of dissemination and teacher leadership is related to the staff position at school (see Figure 22, Annex 2.7). School principals more often shared their experience within and outside the school than other colleagues. Also, their leadership behaviour (peer involvement) is more evident. This tendency is seen in all participating countries.

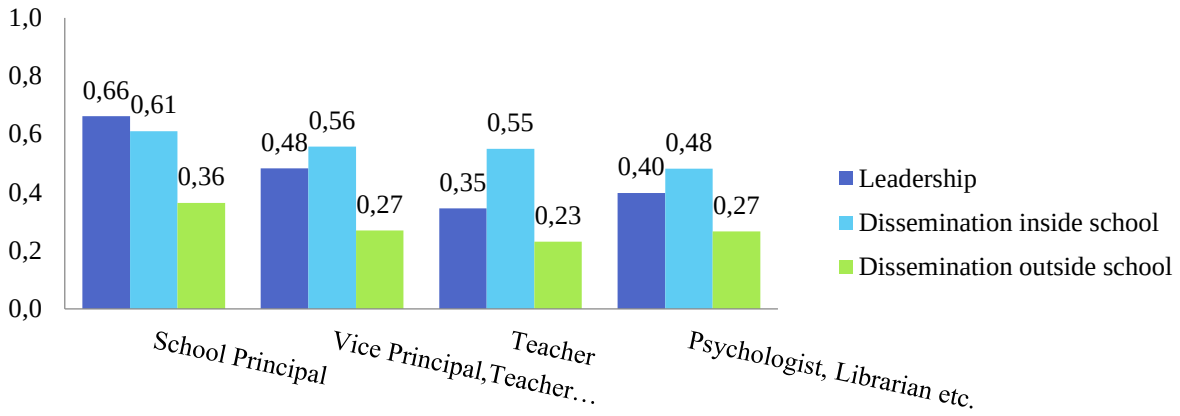

Figure 22. **The practice of dissemination and staff leadership according to the mobile teacher position at the school.** Scale from 0 to 1. Calculations are made by attributing equal weight to each country. Leadership η^2=0,09 (Intermediate Effect), Dissemination outside the school η^2=0,02 (Small Effect), Dissemination inside the school η^2=0,009 (No Effect).

The extent two types of dissemination and teacher leadership varies across the schools of different size (see Figure 23). The *Dissemination inside the school* was chosen more often by the mobile teachers at smaller schools (except Finland) (See Annex 2.7). Also, it was found that teachers having experience of professional development abroad more intensively demonstrated their leadership behaviours.

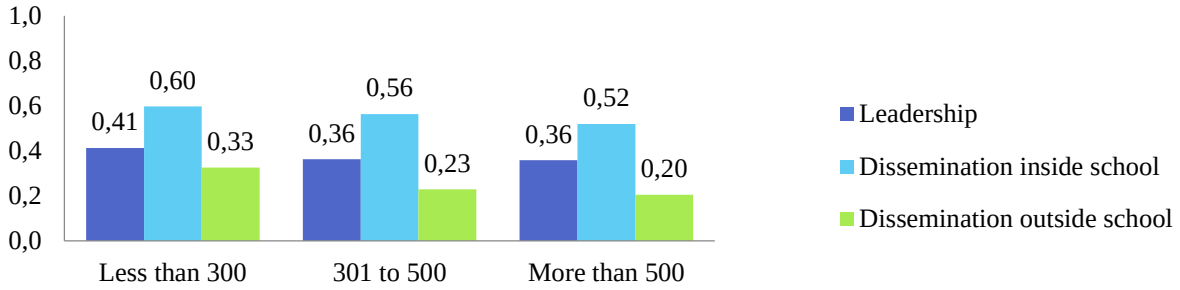

Figure 23. **The practice of dissemination and staff leadership according to the school size.** Scale from 0 to 1. Calculations are made by attributing equal weight to each country. Leadership η^2=0,01 (No Effect), Dissemination outside the school η^2=0,04 (Small Effect), Dissemination inside the school η^2=0,014 (Small Effect).

The results show that the activities of project result's dissemination and sharing of experience reached the target audience. Non-mobile teachers acknowledge that they were introduced with mobility-related experience in teachers' teams/teachers' council (85%), found some information or material on the Internet (40 %).

Analysis of the data revealed that *dissemination of information inside the school* has a very weak, however, statistically significant influence on the perceived changes *in school's curriculum and teaching methods* (R^2=0,02), *in the pupils' learning and motivation* (R^2=0,04), in *school's culture* area (R^2=0,04), (see Annex 2.7). However, a more detailed analysis shows that this influence most often manifests through the initiatives by the mobile teachers in organising the groups and involving their colleagues into changes. It means that the higher impact is achieved not by formal dissemination but by involving other colleagues into joint activities, working together in groups.

Teachers who developed their professional competence abroad quite highly rate their leadership actions. About 70% of mobile teacher's state that they *inspire other colleagues to apply new ideas in their work*. 30 % of them reported *building teams to implement new ideas*, 24% - *planning and organising learning of other colleagues* (see Figure 24).

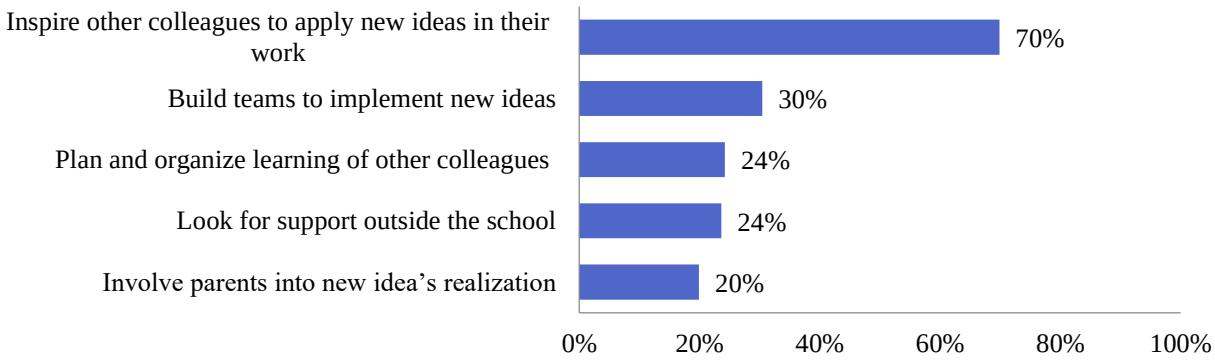

Figure 24. **Leadership activities taken by mobile staff after ERASMUS+ KA1 professional development abroad.** Mobile teachers' responses. Summary statistics of all countries by attributing equal weight to each country.

Regarding the leadership activities taken by mobile staff, a different picture emerges among the countries. *Team building* was more frequent in Germany and Lithuania than in other countries. Polish teachers reported more often taking initiatives which *Involve parents into new idea's realisation* and *Looking for support outside the school*. Differences of leadership activities taken by mobile staff among the countries are moderate (η^2=0,13) (see Figure 25).

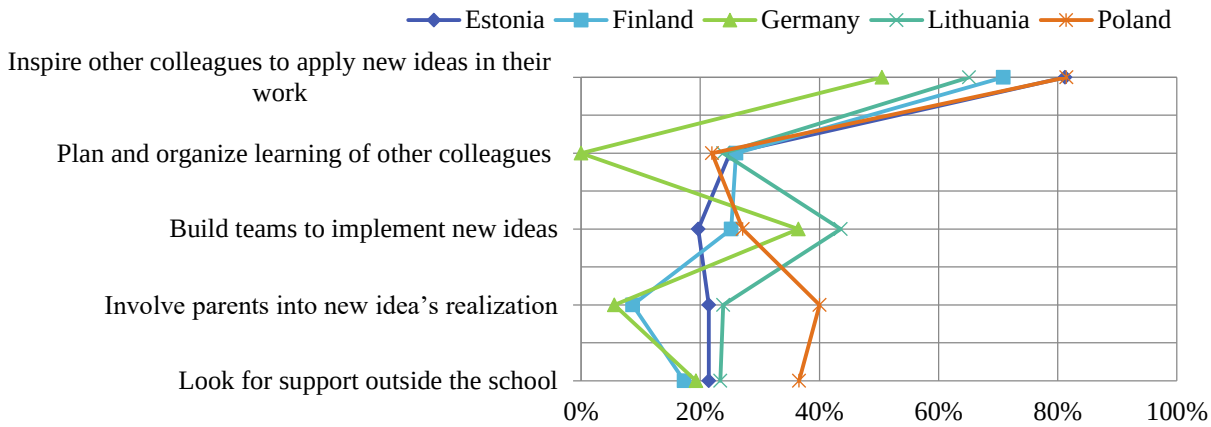

Figure 25. **Leadership activities taken by mobile staff after ERASMUS+ KA1 professional development abroad**

The important finding is that ERASMUS+ KA1 staff mobility not only develops teacher professional competencies but also encourages teachers to take the initiative to lead the school change process. This fact is significant for ensuring sustainability of the project results.

2.8. The impact of ERASMUS+ KA1 staff mobility factors on the perceived changes at school level

2.8.1. The impact of dissemination and teacher leadership on the perceived changes at school level

The research results show that mobile *teacher leadership (peer involvement)* is the key factor for the ERASMUS+ KA1 staff mobility impact (perceived changes) at the school level. Mobile teacher's *leadership* (peer involvement) affects *school's culture* (R^2=0,14), has an impact on the perceived changes in *curriculum and teaching methods* (R^2=0,11), on *pupils' learning and motivation* (R^2=0,05) (see Figure 26).

The analysis of the data across the countries that participated in the study indicates that *mobile staff leadership* has an impact on the perceived *school change* in all countries. The highest correlation was found in Finland (R^2=0,26), followed by Lithuania (R^2=0,23), Poland (R^2=0,19). Relatively lower correlation is seen in Estonia (R^2=0,07) and Germany (R^2=0,13).

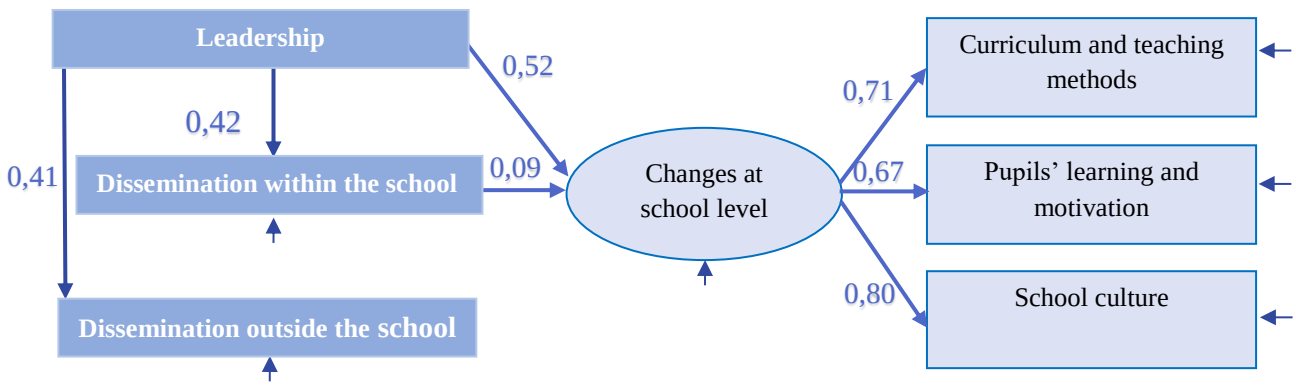

Figure 26. **Leadership and dissemination as the factors of the perceived changes at school level. Mobile staff survey data.** Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country. Model fit: χ^2 (7)=28,7; p=0,08; NFI =0,97;IFI=0,97;CFI=0,98;RMSEA=0,068.

The model (Figure 26) presents the correlation between the *dissemination activities carried out within the school and outside the school*, *leadership* actions taken by the mobile staff and *changes taking place at school level* after the ERASMUS+ KA1 staff mobility.

The model confirms the earlier findings regarding the impact of *teacher leadership (peer involvement)* on *changes at the school level*. *School changes* were more evident in the schools where mobile teachers demonstrated more active leadership behaviour *(inspiring other colleagues to apply new ideas in their work, planning and organising learning of other colleagues, building teams to implement new ideas)*. *Teacher leadership* also correlates with *dissemination* activities carried out within and outside the school. However, the research results show that dissemination activities (inside and outside the school) have a minimal impact on the perceived changes at the school level.

To validate this finding, and reduce the social desirability bias the model was tested with the non-mobile teachers' survey data (see Figure 27). The same tendencies are reflected in the model highlighting the *teacher leadership role* and diminishing the importance of *dissemination activities* for the impact of the ERASMUS+ KA1 staff mobility on perceived school changes.This model

reveals one more aspect about project results' dissemination: dissemination activities within the school give rise to the dissemination outside the school. It means that to spread the project-related know-how in the wider educational community (outside the school) the attention for the dissemination activities taking place at school is needed.

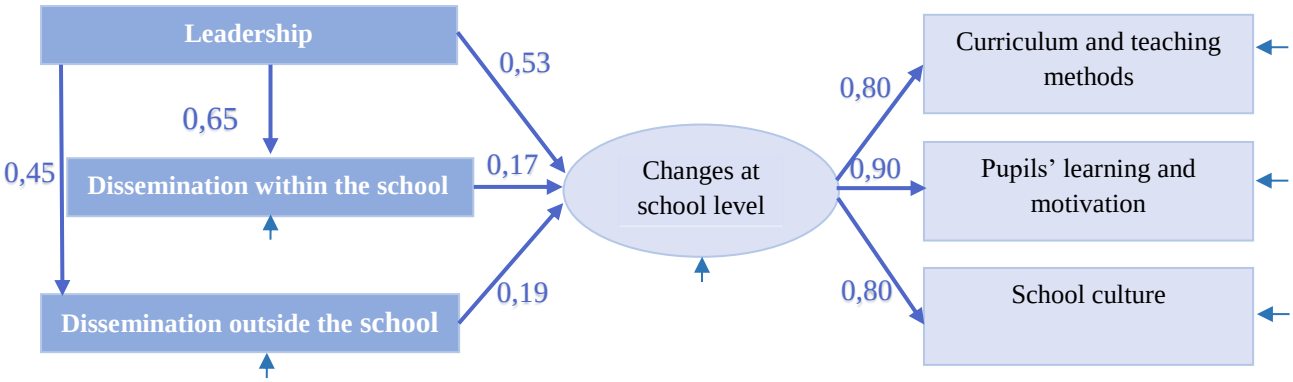

Figure 27. **Leadership and dissemination as the factors of the perceived changes at the school level. Non-mobile staff survey data.** Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country Model fit: χ^2 (7)=25,7; p=0.001; NFI =0,99; IFI=0,99; CFI=0,98; RMSEA=0,057.

2.8.2. School environment as a condition for the ERASMUS+ KA1 change implementation at school level

The supporting school environment is needed for sustainability of ERASMUS+KA1 mobility outcomes. Three dimensions of school environment were analysed in the study: (1) school principal support, (2) colleagues' support and (3) friendliness of schools' structures and policies.

The research data showed that school principal support was rated very highly by the respondents. Over 80% of mobile and non-mobile staff agreed that school leader cared about new ideas' materialisation, supported new ideas, and created a supporting and motivating ethos at school. The same tendency was with the friendliness of schools' structures and policies. It was perceived as favourable for the change implementation and sustainability. The school environment factor *School colleagues' support* was rated lower with the agreement scores from 44% in Finland to 68% in Poland. The most critical and demanding about the school environment were teachers in Finland (see Figure 28).

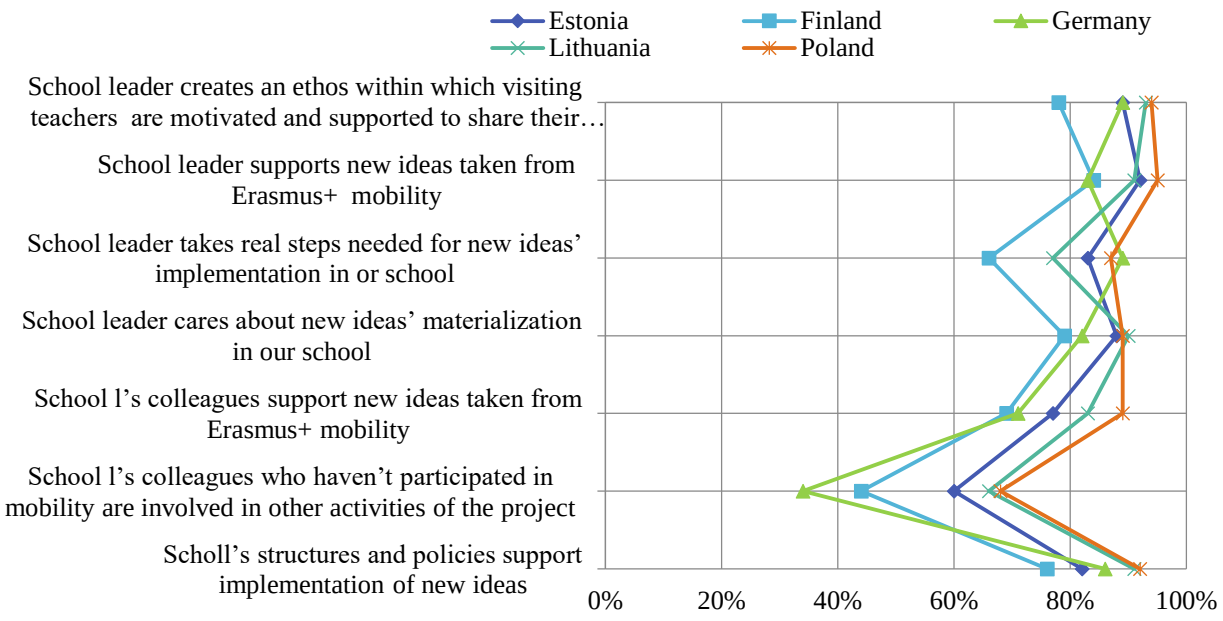

Figure 28. **Favourability of the school environment for implementation of ERASMUS+ KA1 ideas.** Mobile staff survey data. Percentages of *strongly agree* and *somewhat agree* answers. Data from Germany cannot be compared with the data from other countries, as the school staff was interviewed using a different response scale.

The extent of school principal's support, favourability of the school's structures and policies does not vary much in schools of different size and location.

Table 12

The impact of school environment on the perceived changes taking place at school after ERASMUS+ KA1 staff mobility. Regression analysis. Dependent variable: changes at the school level.

	Independent variables	Beta	t	p	R^2
Mobile staff survey data	Principal support	0,10	3,2	,001	0,32
	School colleagues' support	0,46	16,3	<0,001	
	School's structures and policies	0,08	2,6	0,008	
Non-mobile staff survey data	Principal support	0,20	6,8	<0,001	0,45
	School colleagues' support	0,45	15,9	<0,001	
	School's structures and policies	0,12	4,3	<0,001	

Summarised data from Estonia, Finland, Lithuania and Poland are represented by attributing equal weight to each country.

Coefficients' beta meanings	0,1-0,3	Low effect
	0,3-0,5	Moderate effect
	0,5>	High effect

The regression analysis reveals that the analysed factors of school environment affect changes taking place at school after ERASMUS+ KA1 staff mobility (see Table 12). *School colleagues' support* makes the greatest impact on the overall perception of the *changes at the school level*, while p*rincipal support* and *school's structures and policies* have a smaller effect.

The schools with the greater non-mobile staff involvement into the project activities rated *the changes at school level* more highly (see Figure 29). The highest impact rate of school environment factors on the changes at school level was found in Lithuania (R^2=0,39), Finland (R^2=0,34), Estonia (R^2=0,36) the lowest – in Germany (R^2=0,14).

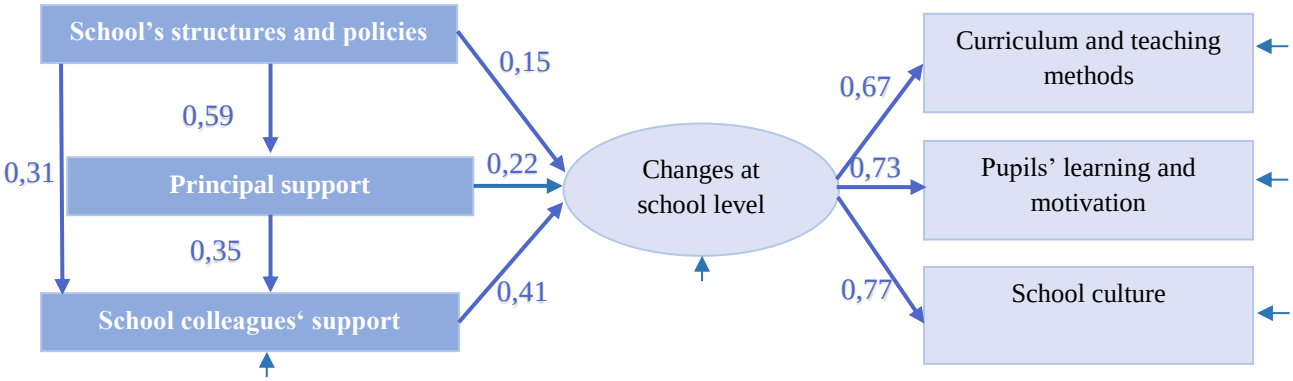

Figure 29. **The impact of school environment factors on the perceived changes taking place at school after ERASMUS+ KA1 staff mobility.** Mobile staff survey data. Summarised data from Estonia, Finland, Lithuania and Poland, are represented by attributing equal weight to each country. Model fit: χ^2 (6)=11,6; p=0.08; NFI =0,99;IFI=0,99;CFI=0,99;RMSEA=0,036.

It is important to note, that the model results in the same pattern of correlations between the perceived *changes at the school level* and a range of *school environment factors* when applying the data of non-mobile staff survey (see Figure 30).

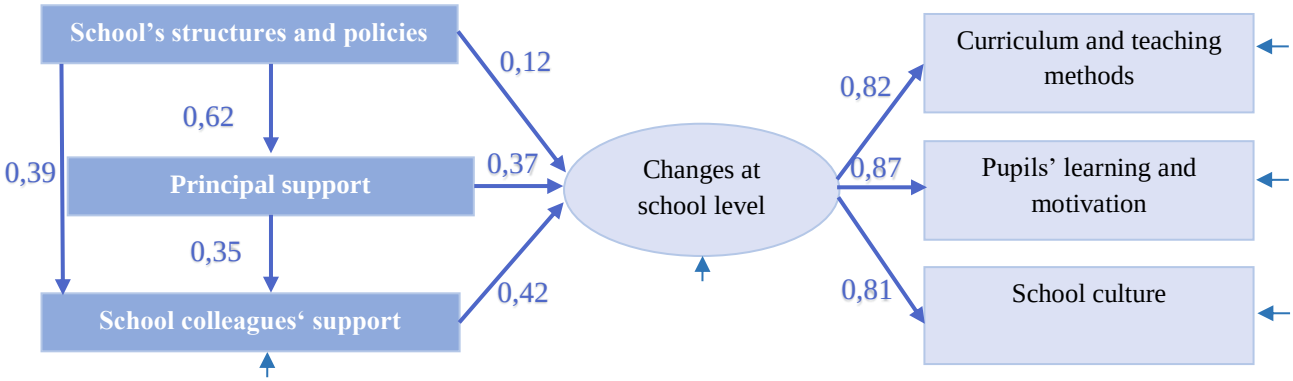

Figure 30. **The impact of school environment factors on the perceived changes taking place at school after ERASMUS+ KA1 staff mobility.** Non-mobile staff survey data. Summarised data from Estonia, Finland, Lithuania and Poland, are represented by attributing equal weight to each country. Model fit: χ^2 (6)=21,7; p=0.001; NFI =0,99;IFI=0,99;CFI=0,98;RMSEA=0,058

The model demonstrates that *school structures and policies* mediated by the *school principal's support* affect *school colleagues' support* which in turn on has the greatest impact on the perceived *changes taking place at school* after ERASMUS+ KA1 staff mobility.

The attention should be paid to the fact that even the direct impact of school principal support on the perceived school change is not very high, this factor is influential in keeping other colleagues' involvement in the project-related activities.

It is worth to mention that the same tendencies were found when testing the models with the data of non-mobile staff: the model demonstrates the importance of teacher leadership, school principal's support on the changes at the school level.

2.8.3. Models of the factors influencing changes at school level after ERASMUS+ KA1 mobility

The statistical model allows us to identify the factors that have the highest impact on the outcomes of the ERASMUS+ KA1 mobility. They are: *preparation for the visit, dissemination of information within the school, teacher leadership, principal support, and colleagues' support, friendliness of school's structures and policies, increased teacher's competencies.* Multivariate dispersion model shows that *increased openness to innovation in the education* of mobility staff has the greatest impact on the ERASMUS+ KA1 mobility-related changes taking place at school. In second place regarding impact strength, is the *colleague support*, the third - *teacher leadership* (peer involvement). Principals' support, dissemination of information within the school, produces the weakest influence.

Table 13

Factors influencing perceived changes at school after ERASMUS+ KA1 mobility. Multivariate ANOVA results. Partial Eta Squared. Dependent variables: Pupils' learning and motivation, Curriculum and teaching methods, School culture.

	Factor	Wilks' Lambda	F (3;1447)	p	Partial Eta Squared
School environment	Principal's support	0,99	2,1	0,09	0,005
	School colleagues support	0,94	31,7	<0,001	0,062
	Scholl's structures and policies	0,98	8,7	<0,001	0,018
Preparation	Preparation for the visit	0,98	9,5	<0,001	0,019
Dissemination	Dissemination inside the school	0,99	5,9	<0,001	0,012
Leadership	Leadership	0,98	11,8	<0,001	0,024
Changes at individual level (increase in teacher's competences)	Increasing openness to innovation in education	0,91	50,6	<0,001	0,095
	Increasing intercultural competence	0,96	19,9	<0,001	0,040
	Increasing didactical competence	0,94	32,7	<0,001	0,063

Summarised data from Estonia, Finland, Lithuania and Poland, are represented by attributing equal weight to each country.

Partial Eta Squared meanings	0,01 to 0,05	Low effect
	0,05 to 0,15	Moderate effect
	0,15>	High effect

Table 14

Factors influencing perceived changes at school level after ERASMUS+ KA1 mobility according to the countries. Multivariate ANOVA results. Partial Eta Squared. Dependent variables: Pupils' learning and motivation, Curriculum and teaching methods, School culture.

Factor		Estonia (N=112)	Finland (N=127)	Germany (N=512)	Lithuania (N=218)	Poland (N=350)
School environment	Principal's support	0,01	0,02	0,02*	0,04*	0,01*
	School colleagues' support	0,06*	0,09**	0,01*	0,09**	0,02*
	School's structures and policies	0,13**	0,03	0,03**	0,03*	0,03**
Preparation	Preparation for the visit	0,06*	0,11**	0,01	0,03*	0,01
Dissemination	Dissemination inside the school	0,07**	0,02	0,02**	0,02	0,02**
Leadership	Peer involvement	0,04	0,10**	0,04**	0,03*	0,08**
Changes at individual level (increase in teacher's competences)	Increasing Openness to innovation in education	0,08**	0,07*	0,01	0,03*	0,03*
	Increasing Intercultural competence	0,03	0,11**	0,05**	0,02	0,05**
	Increasing Didactical competence	0,07**	0,27**	0,08**	0,14**	0,05**

*p<0,05, **p<0,01. Data of Germany cannot be compared with other countries, as the school staff was interviewed using a different response scale.

Partial Eta Squared meanings	0,01 to 0,05	Low effect
	0,05 to 0,15	Moderate effect
	0,15>	High effect

The linear regression analysis allows studying cause and effect relationships more detail by gradually eliminating the variables that influence is not statistically significant. In all three cases, the data conforms to the requirements of the regression model. The analysed independent variables predicted from 37% to 51%of the variance of the changes determined by ERASMUS+ KA1 staff mobility. The results show that an *increased openness to innovation in education* followed by *school colleagues' support* and *teacher leadership* had the highest effect on the overall changes taking place at school (see Table 15).

Table 15

Factors influencing perceived changes at the school level. Results of regression analysis (standardised beta coefficient (β), statistical significance, the coefficient of determination (R^2))

Independent variable		Dependent variable			
		Changes in pupils learning and motivation (β)	Changes in curriculum and teaching methods (β)	Change in school culture(β)	Overall change at school level (β)
School environment	Principal's support	0,08*	0,08	0,09*	0,10
	School colleagues' support	0,09**	0,16**	0,20**	0,18**
	School's structures and policies	0,09**	0,14**	0,13**	0,14**
Preparation	Preparation for the visit	-	0,07*	0,08*	-
Dissemination	Dissemination inside the school	0,09**	-	-	0,04
Leadership	Leadership (peer involvement)	0,09**	0,16**	0,16**	0,17**

Changes at individual level (increase in teacher's competences)	Increasing openness to innovation in education	0,15**	0,07**	0,10**	0,15**
	Increasing intercultural competence	-	-	0,16**	-
	Increasing didactical competence	0,31**	0,16**	-	0,23**
Ratio of the explained variance (R^2)		0,39	0,36	0,38	0,49

*p<0,05; **p<0,01 Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country.

Coefficients' beta meanings	0,1 to 0,2	Low effect
	0,2 to 0,5	Moderate effect
	0,5>	High effect

The different influence of various factors is observed when analysing the different type of changes caused by ERASMUS+KA1mobility.

The biggest impact after ERASMUS+KA1 staff mobility is estimated to be about the *change in learning in the classroom* of the *increased openness to innovation in education.* In the case of *school culture change,* the most powerful influencer is *growing openness to innovation in education* and *school colleagues' support.* For *changes in the curriculum, the* increase in teachers' *didactical competencies* is essential (see Table 15). **Thus, dissemination of experience within the school is not a factor that helps to ensure the sustainability of the project results effectively.**

In order to reveal the details of factors influencing ERASMUS+KA1 mobility results path analysis was performed (see Figure 31) The models show that the greatest direct impact on the sustainability of the project results has change of teachers' competencies, colleagues' support and mobile teacher's leadership (peer involvement into the joint activities related to the desired change).Preparation for the visit has the indirect effect of the changes at school by having the direct impact on the evolution of teachers' competencies. Principal's support also has no direct influence on the changes taking place at school after ERASMUS+ KA1 mobility, but the indirect effect of principal's support affecting preparation for the visit which in turn affects leadership and then changes at school is seen.

The analysis of the results suggests that colleagues' support and teacher leadership are important factors of **the sustainability of the project results. The study also confirmed the importance of preparation for the visit and school principal's support but did not prove the importance of dissemination and sharing of experience within the school for the impact and sustainability of ERASMUS+ KA1 mobility results.**

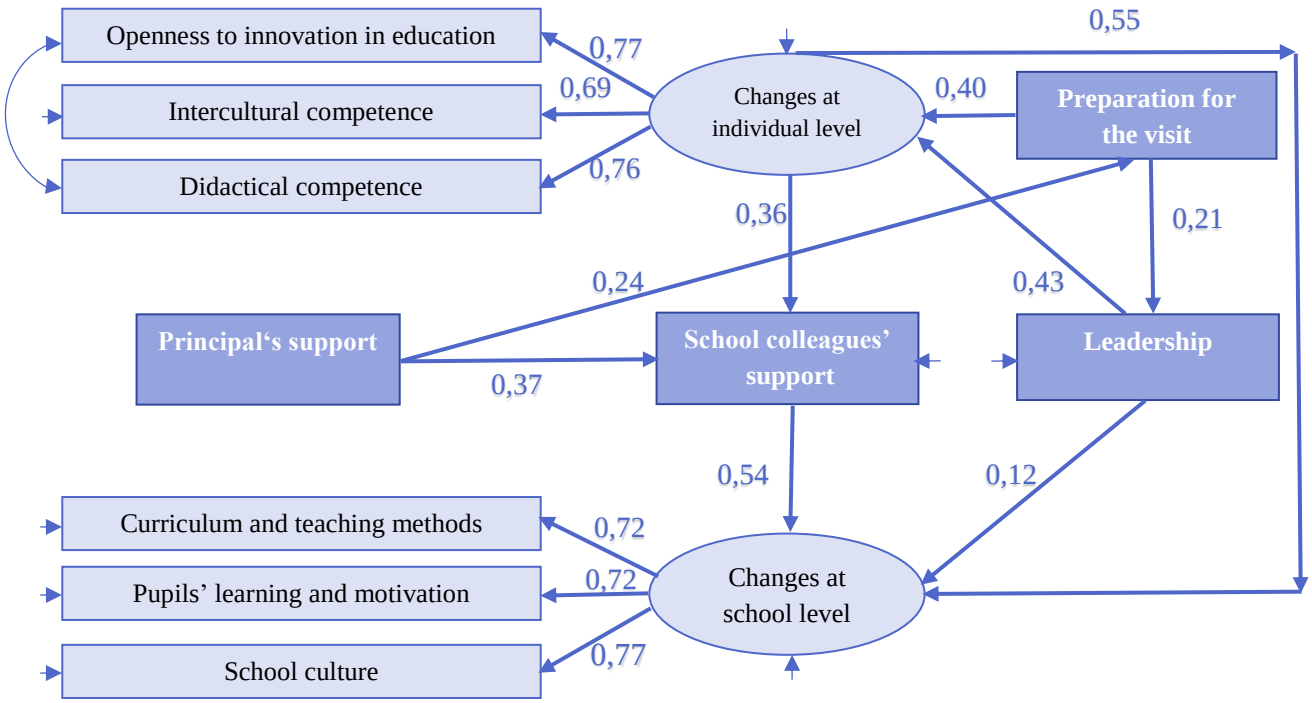

Figure 31. **Model of the factors influencing perceived changes at school level after ERASMUS+ KA1 mobility.** Mobile teacher survey data. Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country. Model fit: χ^2 (27) =147,6, p<0.001, NFI =0,94IFI=0,95, CFI=0,95, RMSEA=0,08

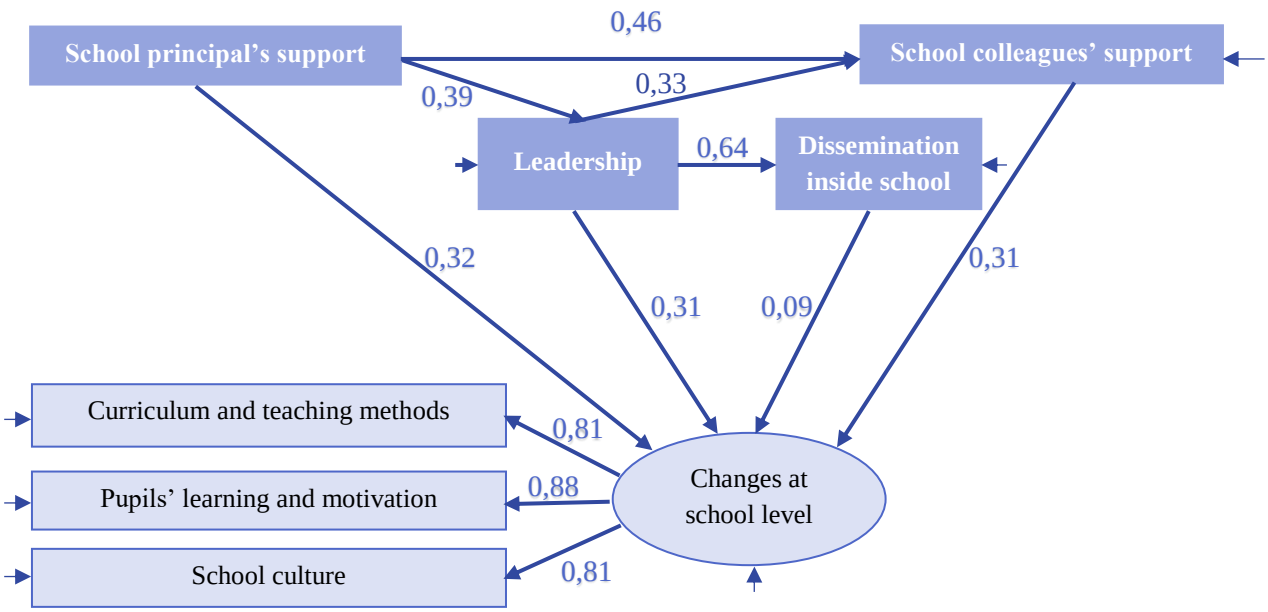

Figure 32. **Model of the factors influencing perceived changes at school level after ERASMUS+ KA1 mobility. Non-mobile teacher survey data.** Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country. Model fit: χ^2 (10) =30,3; p<0,001;, NFI =0,99IFI=0,99; CFI=0,98; RMSEA=0,051

Factors influencing perceived school changes (data of non-mobile teachers). The model regarding the relationships between the factors representing school environment (leader's support, colleagues' support) and the factors representing mobile teachers' behaviour after ERASMUS+ KA1 (leadership, dissemination inside the school) shows the same pattern of relationships (see Figure 32). Here in the model, the higher impact of school principal support and teacher leadership on the perceived changes at school level is detected.

3. RESULTS OF CONTENT ANALYSIS OF FOCUS GROUPS WITH MOBILE STAFF AND SCHOOL LEADERS (PRINCIPALS)

3.1. RESULTS OF ANALYSIS OF FOCUS GROUPS WITH MOBILE STAFF

To better disclose the peculiarities of preparation and implementation of ERASMUS+ KA1 projects' benefits and sustainability of their outcomes at schools focus group discussions with mobile staff and school principals were organised.

The research teams in each country were provided with the guiding list of the topics for the focus group discussions (see Annexes 1.3). The focus group participants were selected by the national research teams. Focus group discussions were carried out in Estonia, Finland, Lithuania and Poland.

Research sample

Estonia

Four teachers from a school for pupils with special needs participated in the focus group: two teachers participated as job shadows, one attended a training course, and the fourth acted as project coordinator.

Finland

The focus group with mobile staff (8 teachers from different levels of educational institutions, and from different parts of Finland). All of the participants had been involved in job shadowing activities.

Lithuania

Two focus groups of mobile teachers were organised for the research in Lithuania. They included a total of 24 teachers from different educational institutions: gymnasiums, progymnasiums, secondary schools, multifunctional centres, and vocational training schools. Representatives of subject teachers, primary education teachers, social pedagogues, psychologists, librarians, and senior teachers were involved in focus group discussions.

Poland

Three focus group discussions were organized with two different groups of participants: representatives of school leader, project managers and participants of mobility projects involving *job shadowing* component. Totally 25 representatives of institutions implementing mobility projects took part in the discussions.

The main insights from the focus group discussions

Teachers' focus group data analysis, revealed the following:

IMPORTANCE OF SCHOOL PRICIPAL'S ROLE. School leader's active role in project's planning and application process. The directing role in management of changes; Support from the school community and school leader affect the quality of dissemination and effectiveness of implementation of project-related ideas. Support and recognition of teachers' joint activities needed for school cultural development and creation of a learning organisation.

TEAM WORK FOR IMPLEMENTATION OF PROJECT RESULTS. Good teamwork is definitely one factor that helps experience to become rooted: willingness to take account of each other's' wishes, common goal for activities that has sustained any debates and fosters development, clear and shifting division of roles and profession ɜ al approach, as well as both formal and informal methods of sharing of experience.

INCREASED TEACHER RESPECT AND RECOGNITION. Mobile teachers feel the informal recognition of their professional development abroad: greater pupils' respect and attention to the new experiences of their teacher. Pupils appreciate new methods in a lesson, through pupils' feedback at home parents' respect to a teacher learning abroad has been increasing.

FOREIGN LANGUAGE CHALLENGE. The biggest obstacle for participation in mobility is the foreign language skills. Because of that teachers lack confidence, they are afraid to make mistakes when speaking. For those who took the language challenge, professional development abroad was a great possibility to make new professional contacts for further collaboration and making new projects.

ISSUES OF MOBILITY CONTENT QUALITY MANAGEMENT. One of the main risks of ERASMUS+ KA1 staff mobility according to the teachers is choosing the right service provider abroad. A mismatch between the promotional description and the content of courses in reality was mention as an issue of special concern.

The differences of education models and practices across the counties have an impact on the different situations and motives of teacher professional development abroad across the countries. The actual differences also cause some biases when evaluating ERASMUS +KA1 staff mobility benefits and impact on the personal and school level. This is the main reason why the results of each country of focus group discussions are presented separately as it was provided in the national reports by the national research teams.

ESTONIA

A focus group of mobile teachers was composed for the research. Four teachers from a school for pupils with special needs participated in the focus group: two teachers participated as job shadows, one attended a training course and the fourth acted as project coordinator.

Choosing the purpose of mobility: *This was the first project, where the needs of the school were considered most. There is close cooperation between the teachers and management of the school; the management informs the teachers of what is expected from them, and the objectives of the mobility were also discussed with the participating teachers first. This year the teachers presented their wishes about what they would like to do within the framework of the development plan and what would they like to learn in connection with the plan.*

Experience of participation as a job shadow: *The project was written during a period of changes in the school in order to learn how to work with children of care study. The job shadowing project in England was the most successful as it was an extremely good school that used to be our partner during the Comenius project already. It has extremely modern environment and a super system. The school was under renovation at the time of our mobility, and thus we also got ideas for how to perform our own renovation works in a better manner. For us it was essential to prepare our teachers for their new work, and one teacher who acted as job shadow actually is working as a teacher of a care*

class. We were allowed to look into all the documents and strategic plans of the school as well as arrangements of how everything functioned in the school. Afterwards the documents and experience were also shared with the school's management, which was very important. No training course can offer such experience! It was very useful experience indeed. We are now in the process of changing the development plan of our school, and we can take account of the experience of another school.

Experience of attending a training course: *The material acquired on the course of active study methods also supports this principle, including in case of pupils with special needs. We tested everything in practice on the course, both outdoors and indoors, with very different materials. I really do apply everything that I received on the course. I also applied these methods when organising a teachers' seminar. They work equally well on both teachers as well as pupils. We are now preparing for the final seminar of the project together with our colleagues. We will use the methods learned by me there as well, and I have seen that my colleagues have applied them in their work too.*

Selection of teachers: *Related to the teachers' own wishes and the circumstance of who should work on with what according to our plans. Those teachers who share and contribute more than others and have greater influence on other teachers were selected. The teachers who participated in mobility are always ready for challenges, to do something.*

Obstacles to participation in mobility: *The biggest obstacle to participation in mobility is the language skills as teachers do not want to make mistakes when speaking – they are ashamed of their mistakes. But the fear of making mistakes can be overcome in a couple of days; it is important to make a start. The teachers' fear about their language skills is actually not justified. In fact, they would manage with it when they need. Some teachers also have personal reasons because of which they cannot leave home for a longer period. Partially this implies stepping out of your comfort zone, given that besides listening you also need to introduce your own school, and participate in various activities and discussions.*

Teachers would like to participate as a team: *Given that I went together with my younger colleague who spoke the language, it was easy for me. In the future, two or three teachers could go together – then it would be easier and not so scary. If you go alone on an mobility trip, you will feel yourself somewhat lonely in a strange country, especially if you are the only representative from your country on a particular course. For the project manager, providing support to a participating elderly teacher during the trip was the most difficult part, as the teacher was very much afraid at the beginning and needed continual encouragement and calming-down.*

Selection of the form of mobility: *The forms of mobility were chosen according to the aims of the projects. In one case, job shadowing was most useful as it gave long-term (3 weeks) experience of direct participation in study work and the teachers could interact directly with pupils. Given that we have practiced outdoor studies for 5 years already, we needed to develop this further and learn new methods. Therefore, we chose the course which also included visiting a lesson. Of course, we could test this on pupils as well.*

Support from the school: *General attitude towards going on mobility trips is very good. For example, the colleagues are interested in the experience of mobility and those who have participated willingly share their experience. The pupils were aware of it too that the teacher had participated in mobility. The teacher shared her experience with pupils, made changes in her work, and surely her attitude towards pupils changed.*

Changes in the work and attitude of the teacher: *I understood that the teacher must not feel pity for pupils with special needs but look on them as normal people. Indeed, my attitude changed in the first place. My attitude towards out-of-school activities also changed: e.g. when going on an excursion, the pupils get a preparing task – this is another form of study that includes feedback about what pupils have seen. I changed my grading criteria to make it more pupil-centred and focused on the development of the pupil, to include internal grading and also diversify the methods of teaching outside of school. We got the idea of building an outdoor study class from an earlier training course, and we also found a place for this on our new premises based on the wishes of the teachers who had attended the course.*

Changes within the teacher: *Participation in mobility enables the teacher to see her from a new perspective, to meet her fears and get aware of her strengths. Quite often the teacher also makes changes in her own life after having participated in a project. The teacher's attitude towards her work and school changes as she feels more self-confident also in new situations and when interacting with new people. Indeed all things succeed if the person is not afraid of giving it a try and to make mistakes and to try once more. The teachers who have participated in training courses keep contact with each other via Facebook and share photos of various activities they have conducted at their classes. And the pupils of the teachers who have participated in mobility want to have contacts with pupils from other countries – we have also helped them to get such contacts.*

Forms of sharing experience: *After having participated in mobility the teachers share their experience with the whole school family. The pupils also talk about their experience, and sharing of experience with teachers of other schools also takes place in the form of seminars and active study. The teachers also gave new ideas for the development plan of the school, and we discussed with the whole school team at a seminar which of those could be possible to use.*

Learning as an important objective of the school which is supported by mobility: *The principal of our school follows the principle that every teacher and educator must learn something new that could be applied in her work, and also share her experience. Even if you feel scared, the only thing you need is to make your first step, and then things will become easier. As the world changes all the time, the teacher must also learn and develop herself all the time to teach her pupils. It is good that such opportunities have emerged to travel under various projects as people tend to forget pretty soon what they have learned at traditional training courses but projects enable to educate and develop teachers, and this is highly important and it really works.*

FINLAND

According to the focus group participants, the **TEACHER SELECTION PROCESS FOR THE MOBILITY VISITS** follows generally similar procedure in different schools. The selection is open and transparent, and in most schools all teachers are welcomed to express their interest in participating in the mobility. Many schools have a special team for organizing international projects, and some of those schools give priority to the members of the team when selecting participants for mobilities. Generally, the most important factor in the selection process is the **TEACHERS' OWN MOTIVATION AND ACTIVE INTEREST.** In many schools all interested staff members have been able to participate:

Priority for designated team of teachers who organize international projects: *In our school we have an internationality team which is formed at the beginning of each school year. The team has about 8*

members, and basically all teachers who are interested are welcome to join. We have made a decision that in the teachers who are part of the internationality team have priority when choosing the mobility participants. The basic idea was that the same teacher would not go twice, but we now have a situation where we have run out of interested teachers who have not participated before, so now the the idea is that as long as a teacher is interested and active in the international activities, they are welcome to participate. Luckily all the willing teachers have been able to participate.

A selection team chooses participants: *We have a selection board team that also includes the principal and vice principal. All staff members are informed of the possibility to apply, and the board selects participants for mobilities according to written applications, which are given points and the applicants with the highest points are chosen to participate.*

The selection process was fair and transparent. All members of the staff had a chance to apply, and the management committee chose the participants. Everyone who applied got chosen to participate.

We also have a team for international activities. There has not been so many applicants, so the teachers who have been active and interested all had a chance to participate. We have not needed written applications.

The focus groups participants emphasized the meaning and **IMPORTANCE OF NEW PERSONAL CONTACTS MADE DURING KA1 MOBILITIES**. The contacts with colleagues from other countries had resulted in increasingly international school culture, and even further international projects. The contacts and cultural experiences were valued even higher by the discussion participants than the more concrete teaching skills:

Personal contacts and getting to know people of all ages: *The best thing about my mobility was to meet people of all ages, and to be able to join the actual classes and observe authentic teaching and learning moments with the students. We were really welcomed to join the classroom, and we got to work in pairs with the school's teachers. It was also wonderful that the school had organized activities, such as book clubs, also with parents and grandparents, so we got to meet some of the families as well. That was the best way, through the interaction between people, to really get an authentic impression of the school life in the country.*

KA1 mobility leading to further collaboration and making new projects easier to realize*: We had planned a joint project with a teacher from Italy, whom I had met earlier in an Erasmus course. I must say that it is so much easier to start a common project with a foreign school after you have first visited the school, and spent a week there. It really strengthened the contact we had made in the course, and it was so easy to start the project together now, after having actually visited the school. Personally the job shadowing activity really met my expectations!*

I think that the job shadowing activities are especially good for establishing lasting personal contacts and friendships with colleagues from other countries, which in turn makes it much simpler to continue the cooperation with different joint projects. I believe that the personal friendships make it considerably easier to "tolerate the workload", especially when planning and writing a new application, which is hard work.

As a result of the job shadowing, we have now started to plan a KA2 application. Without the KA1 experience it probably would not have happened. Having more experienced partners brings confidence and courage to apply.

Each and every one of our school's international contacts and projects have started from personal contacts and friendships. That the participants are sort of friends together first. I don't believe that the projects would work as well as they do without the personal contacts!

The discussion participants brought up another important aspect of the success of a mobility: **THE CAREFUL ORGANIZATION OF THE VISIT AND HOSPITALITY OF THE RECEIVING INSTITUTION**

Importance of the hospitality of receiving partner*: I have participated in two job shadowings in two countries, and they were like night and day. In one country they were very enthusiastic in showing me their school, and all the teachers participated actively; every day someone had baked a cake or something, and they were really interested in learning about Finland. In the other country…it was unbelievable. I am an English teacher, but I could not visit any English classes. One mathematics teacher agreed to take me to observe their class. None of the teachers asked to go anywhere with them, and the most upsetting thing was that we found out that the school had had a big festival one night, and we were not even told about it but found out about it the next day.*

The number of schools to be visited should be in proportion to the duration of mobility; too many schools may result in less effective outcomes: *I visited four different school during my week-long visit, and it was in was way quite tiring, because you needed to introduce yourself and the school you come from, and tell the main points about the project all over again every time you go to a new school. It is quite hard work to learn the job over again four times in one week. You can focus on the schools much more if you visit only one or two schools in a week. Another negative point of having multiple schools to visit is that none of the schools is really responsible for you. Each school will receive you, but when you leave, that's that. The visits are left a bit thin in my opinion.*

Benefits of travelling alone vs. in a group:

In a way I really value going on the mobility alone, because then you will truly work hard. You will really immerse yourself in the subject and take in the ideas and influences. You will also truly need to use the foreign language, you will not end up speaking Finnish by accident but you will really use the English language while observing the classes.

I agree; I was alone in Denmark, and I really got the feeling of actually working hard, and got really good influences for my own work.

In addition to developing the skills that have strictly to do with the teachers work, the participants brought up another important impact of the KA1 mobilities: the **INCREASED OPENNESS AND UNDERSTANDING OF OTHER CULTURES:**

Learning about cultural issues instead of didactical skills, and developing one's own teacher identity and openness towards new things: I had really high expectations that I would really learn or see something new and concrete that I could apply to my own teaching, but there wasn't really much of that. Instead we came across many things about school culture and teaching methods that really stuck, and we have been able to implement many of these things in our school's daily life and policies.

The mobility does not necessarily provide all teachers with much development or new knowledge in their own subject as such, but I am sure that everyone can get some new insights about their teacher identity and learn to appreciate their own working conditions as well.

You really do get a lot from the mobilities; to your own life as well, not only strictly the professional side. Just to be able to broaden your way of thinking and seeing the world is in itself a big plus!

One of the main aims of ERASMUS+ KA1 mobilities is to **DEVELOP THE SCHOOL IN ACCORDANCE TO THE SCHOOL'S STRATEGIC GOALS**. The participants of the focus groups did indicate that the mobilities were fairly well connected to the schools' strategy and development goals:

KA1 mobilities continue a previous cooperation tradition with partner schools: *Our school has had Comenius-activities for years, and now we continue the cooperation with the ERASMUS+ project. We felt that the job shadowing activity acted as a sort of a bridge to the new ERASMUS+ program, and that it was a natural continuation of the cooperation between schools that has been going on for years.*

Concrete changes in school's strategic management after mobility: *As a result of the job shadowing visit in Iceland we have made a concrete change in our school's strategy, in that starting from next school year the teachers will return to work one week before the pupils, as opposed to just one day before, which has been the case until now. This will give the teachers more time to carefully plan their teaching and discuss things together before the teaching actually begins. This strategy change was taken straight from the Icelandic model. We have also modified the rhythm of the school day according to the model we observed in Iceland.*

For the sustainability of mobility outcomes, it is crucial that the **SCHOOL LEADER AND COLLEAGUES ARE SUPPORTIVE TOWARDS MOBILITY ACTIVITIES** as well as applying the new ideas and knowledge in practice after the mobility. The focus group participants were all quite unanimous that the atmosphere of their own school communities is very supportive towards mobilities and their outcomes:

School leaders' support: *Our principal really encourages both the teachers and pupils to participate in the international projects. It really does have a positive effect on the whole school culture that the school leader is open for new things.*

The school leaders' attitude toward the mobilities and international projects is very positive; the attitude of the municipal authorities is sometimes more of an issue, especially if extra funding is needed in addition

Collegial support: *The colleagues who stay home really support the teacher who goes for a mobility. It does not feel difficult to go when you know that the colleagues take care of your class when you are abroad.*

If everyone is first given a chance to participate in the mobility and some colleagues choose not to take part, then the way I see it is that in that case there is no reason to complain afterwards when the participating colleagues get to go abroad.

The goal of the ERASMUS+ KA1 mobilities is to support both the staff members' own professional development, as well as the whole school's strategic development. The participants of the focus group brought up examples of the outcomes of their own mobility in relation to **PROFESSIONAL DEVELOPMENT AND CHANGES IN SCHOOL:**

New insights about leadership: *I got to observe school leader's work and I really got new insights about team leading, as well as utilizing the help of experts in different problematic situations that often arise in the school world.*

New enthusiasm increases the motivation of pupils and staff: *Enthusiasm brings success! Job shadowing gives teachers a new kind of "inner light" about their work, and the newly lit inner light will spread to pupils as well. At their best, these mobilities give a new spark for new enthusiasm which has an effect on the whole school community.*

Increased international activities in school: *The mobility has really increased the internationality in our school. Many teachers have kept in touch with the teachers they have met during the mobility, and we have had visitors from other countries in our school as well.*

The focus group also discussed the different forms of professional development abroad. Mostly the structural courses and job shadowing were under discussion, not so much teaching in a foreign country. The participants voiced their opinions on **THE USEFULNESS AND BENEFITS OF THE DIFFERENT MOBILITY FORMS**:

Preference for active participation over listening to lectures: *Courses that consist of only lectures and active listening are not that beneficial. I think the courses should include mostly active participation and actually doing things instead of listening. Personally I would not participate in a course that would include only lectures. Hands-on activities and active participation is the right way to go.*

Different mobility forms suit different needs; importance of the host institution's contribution to the mobility: *I have participated in all types of mobilities, and I think all of them are good in their own way. It really depends on the person who is going, and their needs. Also the receiving institutions' willingness to host a visitor plays an important part in the success of the mobility.*

LITHUANIA

Analysis of content of discussion shows that, from the point of view of the research participants, a distinguishing feature and advantage of ERASMUS+ KA1 action projects is **TARGETED SUPPORT FOR ACTIVITIES OF THE TEAM OF TEACHERS AT SCHOOL**. Group activities of teachers organised and supported at all stages of the project affect the project outcomes and their sustainability on the level of teacher, school, and school environment. The new procedure of funding teacher professional development in ERASMUS+ programme leads to:

Support and recognition of teachers' joint activities needed for school cultural development and creation of a learning organisation: *When a team is going, impression is bigger. If one teacher comes back – well, he's just one. Here a group comes back and the dissemination is all different. Being together on the courses leads to generation and sharing of ideas. When a school team participates it is better, because various groups are represented. The more people go and see, the easier it is to reach an agreement and implement various things afterwards. Our teachers are*

generally individualists: I am prepared, I have it, it's mine. But being on those various courses they see that a team achieves more. And so openness appears at school;

Cooperation and collaboration of teachers of different subjects in order to achieve the aims of mobility and the implementation of its results: *When a teacher and, say, head librarian go, they have very different views and so a true team with different approaches can be built: the views are diverse and more can be achieved. When a person who does not know the language goes, team enables such a person to receive help and he feels better. One of our teachers started to speak English that way. She would have never gone alone. If more school staff go, they form a core and you can talk to them and generate something, some ideas, initiatives, what you will bring to teachers that did not go together;*

Greater possibility that the outcomes of professional development abroad will be lasting and sustainable: *There's more value for the institution when a team goes: you can make greater influence on decision-making at the institution compared to what you could being alone, you can make a change. Team is more powerful than a single person is. It takes a team to convince the staff. There is interaction between heads and teachers when going together. If the school principal did not go together, we would have had problems convincing that we need a tablet classroom.*

Joint activities are also important in generating the project idea and preparing the project application. The research suggests that, in the opinion of the discussion participants, all their **ERASMUS+ KA1 ACTION PROJECTS FOR TEACHERS' PROFESSIONAL DEVELOPMENT ABROAD ARE RELATED TO STRATEGIC MANAGEMENT DECISIONS OF SCHOOL**. The harmony between the programme aims and school management strategy is realized by:

Searching for additional possibilities for implementation of strategic aims of school: *As a new school, we've been searching for funding to help us in realizing our strategic aims. Our project was initiated because we had to deal with strategic aims of the school: we were seeking ways to enable correction of the flaws of structural reform as well as to deal with undesirable psychological and social heritage*;

Responding to school needs for improvement: *The topic was taken from our strategic plan and was somehow purified. It was important to know what we want to improve, what the school actually needs, what the problems and weaknesses are, what you surely cannot get in Lithuania*;

Meeting requirement for filling-out the application form: *Talking to the school administration I became interested that the European [development] plan needs to be arranged so that the application covers the strategic aims that the programme priorities match the priorities of our school, so it was very interesting for me to write.*

Statements by participants in focus group discussions suggest that ERASMUS+ KA1 action projects are not necessarily initiated by school principals: international project activities can be initiated by teachers too. The research results suggest that actually there are two **SCHOOL-LEVEL WAYS OF PREPARATION AND IMPLEMENTATION OF PROJECTS ON PROFESSIONAL DEVELOPMENT ABROAD:**

School administration initiative and decisions necessary for supporting development of strategic direction of school: *The idea to prepare the application came from the administration, but*

later everyone contributed, there were many ideas. Our teachers give lessons in English at school, their main aim was to send teachers who already give lessons in English, so that they improve their subject-specific language;

Teachers' initiatives and needs regarding searching for more forms and opportunities for professional development: *We went to the administration and told that qualification should be expanded, then the teacher supervisor said: OK, no problem. I noticed a new project and then came to the school principal with a proposal. I was leading that work, but I was not the only one writing. We were writing together, but it was me putting everything together and editing.*

According to teachers who participated in focus group discussions, selection of staff to be delegated to mobility visits is transparent and public at their schools. Results of content analysis of their statements suggest that schools follow the general recommendations and run selections under generally the same procedure: **INVOLVEMENT OF TEACHERS IN PREPARING THE APPLICATION FORM** and **ASSESSMENT OF MOTIVATION OF CANDIDATE TO PARTICIPATE IN INTERNATIONAL PROJECT**. At some schools **SCHOOL TEACHER COMMUNITY DECISION MODEL** or absence of selection procedure were identified:

Involvement of teachers in application form preparation: *Participation in preparation of the application form was one of the selection criteria. Those who had suggestions and visions of what to do in that project were sent. People who were selected are the strongest people at the gymnasium, the informal leaders*;

Writing a motivated application for participation in the project: *We held a mini competition at our school. Teachers had to submit applications. And we wrote motivation letters: why we want, how we would like it to be, how we would contribute. We were asked to write motivation letters and we presented our opinions on what we want to achieve. The main barrier was that all teachers lack English language skills*;

Teacher community decision: *Our methodological centres discussed who is worthy, who really needs professional development. Teacher teams [subject related teacher groups] offer that person, but, certainly, language barrier is also taken into consideration. Selection of teachers is subject to general agreement that candidates will be put up by teacher teams [subject related teacher groups]. This also gave those groups an opportunity to get familiar with the project. When the coordinating group was considering the results of the selection, no changes were made*;

Absence of selection of participants: *We generally had no selection, because three of us are the only specialists, so all three were delegated.*

Results of analysis of data from the focus group discussions suggests that, in the teachers' opinion, the most frequently chosen form of professional development abroad is "structured" professional development courses characterised by diversity of activities organised for their participants: *Courses usually include observation of lessons. When we observe lessons we usually later discuss with the teacher why things are done so, what methodologies are used,* that meets different needs of the participants: *Combination of courses and observation is the best. This is perhaps the most beneficial. You hear and receive something new and later you can see how it works. Because if the observation alone takes a long time, it would perhaps become boring.*

It must be noted that participants in the focus groups abstained from evaluating and rating usefulness of professional development forms available: *It is hard to tell which courses are better. Depends on what your aims are: courses give one thing, observation other.* As to evaluation of quality, only conformity of the event to the aims set for the mobility visit was indicated, for example: *The aim of our project was direct professional development. We purposefully wrote and selected courses based on what we would like to develop in ourselves. Teachers of English went to learn English language teaching methodology and observe activities.* It has been found that selection of forms of teaching and shadowing is restricted by teachers' lack of communication skills in foreign language: *Choosing teaching is too much of a challenge and too stressful to our teachers* and by personal qualities: *teacher closeness, them being too busy, reluctance to changes*.

Discussion of diversity of qualification development forms offered for ERASMUS+ KA1 mobility and reasons to choose them revealed the aspect of **QUALITY ASSURANCE IN TEACHER QUALIFICATION DEVELOPMENT**, which includes:

Organisational problems with choosing a service provider abroad: *It was not easy, because course database is not available, you just have access to the whole internet to choose wherever, whatever, however… it was really very difficult. You must exercise great consideration in choosing courses. With individual ones, there was a huge database and there was no problem, but now it is very difficult to decide on quality. The directory compiled by the Fund was very useful as you could refer to it to find what's verified and really good, so you could search with no problems. Now it definitely involves a risk. You go without knowing how you will like it there and how useful it will be*;

Mismatch between the promotional description and content of courses: *There are many commercial courses that are of no use: they give you a walking tour around the school building, then show a movie and say: that's it, you can go. I know courses that were nothing more than tourist trips (Malta, Cyprus etc.). There is a great variety of courses, and it is only during the courses that you can see if they are really good ones.*

Personal efforts to verify quality in courses: *You have to choose really good host institution and share online about what's valuable. We went to the courses that were recommended to us in one or another way. We did not go blindly. You have to be well aware of what is the organiser and view feedback or write to people who have participated already and ask for their feedback. Quality is gained through establishment of personal relations: we often use our network of schools in choosing. This way we can be sure that the partner is reliable.*

According to the research, participation in international professional development courses is also related to recognition of the qualification and competence the teacher has gained. **FORMAL RECOGNITION OF QUALIFICATION** is traditional and viewed as an ordinary event in a teacher's career: *Course certificate is one of the indicators. Yes, this counts as other courses. Much more significant is* **INFORMAL RECOGNITION OF TEACHER'S PROFESSIONAL DEVELOPMENT** that comprises:

Pupils' respect and attention to the new experience of their teacher: *International mobility spark pupils' respect: oh, the teacher was somewhere, saw something, communicated and can tell about that. They are also interested in the foreign system of education: how is it there? And they always wait for photos: show us what you saw. Once back the first lessons are dedicated to views,*

impressions, photos, emotions. Teachers become freer and pupils see it in changed interaction and attitudes;

Appreciation of foreign methods in a lesson: *I do not deliberately tell that I was learning abroad, however sometimes I choose some method and say: well, this is how it is done here in the West. If I worked that out by myself, pupils would be like "oh, that teacher got another weird idea", however when I tell that this is taken from abroad and now we will be also doing so, pupils take that easier. If it is so over there, we will also do so*;

Parents' respect to a teacher learning abroad: *Parents start demonstrating respect to the teacher because he learns. When teachers of other subjects go to England and learn language there, parents particularly respect them. If the school is small and rural, but the teacher goes, is willing to learn, parents show respect*;

Improved self-esteem of a teacher after participation in a mobility project: *Mobility greatly raise self-esteem of teachers. Sometimes teachers see simple things they have been practicing for years. They start understanding their own value. We know really a lot, we just lack skills to present that in our lives and at our lessons, and the project teaches us openness and self-confidence.*

Results of analysis of the focus discussion groups confirm that at school's **dissemination of results of mobility visits is carried out in accordance with the obligations presented in the application form**: *All teachers do dissemination, because this was the requirement. We have already participated in two national conferences, organised two seminars in the town and one dedicated seminar to the neighbouring school, teachers at that school ask us to keep training them, they would also like to get KA1 and KA2 projects.* A less frequently mentioned dissemination form is **preparation of teaching material for colleagues**: *Each time we come back we write reports and such teaching material that colleagues can use, this teaching material includes our proposals for schools, for example, regarding improvement of the system of education of gifted children on the basis of our learnings and experiences.*

Results of analysis of teachers' answers to the main question at the meeting, which is about the **effect and sustainability of outcomes of professional development in other country**, suggest that participants generally appreciate their new experience and learning outcomes, although applicability of all of them [mobility experiences] is sometimes questioned: *Some things are sustainable, some naturally get cast aside. Experience is experience anyway. What you get remains and gets used somewhere. What remains is more, much more than what gets rejected.* Summarising the results of content analysis of teachers' statements led to identification of the following **PRECONDITIONS OF IMPACT AND SUSTAINABILITY OF OUTCOMES OF MOBILITY VISITS:**

Changes in strategic development of school by integrating the experience gained at professional development mobility: *We present our proposals and once the project is over those proposals will be all considered again and used as a basis to modify the strategic plan as well as put into practice. They will also make a great contribution to implementation of the strategic aims of our school: we will do make changes, some things will be changed radically*;

Changes in the process of education as teachers apply new didactic practices: *We set new goals for education, we write programmes and integrate certain topics. Our organisation of events and integrated lessons got revitalized. Those methods, what you learn, will stay year after year. New*

lessons, new methods, and integration of various things appear after the project. We are happy that with the application of the imported methods children become more open and not afraid to speak. Test results improve. We use other methods first. And children truly feel that, they sense that something is different, not like before. Lesson quality improves: you add something new and the children wake up – lesson is more interesting;

Changes in personal attitudes of mobile staff: *Cultural awareness remains, no doubt about that. The most important in what we bring back is perhaps not the methods, but the tolerance, personal skills, social competence, freedom, speaking in a team, understanding that issues do not get solved in five minutes. Teachers really broaden their horizons, we discussed really a lot when on the trip, leading to understanding that teachers across Europe have similar problems and we should not be so unhappy*;

Changes in school culture: *Our European partnership expanded a lot and parents come in groups willing to take active part in school activities, which was not the case before. So for today we have brought an idea and school values is our topic of this year. At lessons we speak about creativity, responsibility, respect, and activeness. And such small things we try to implement are abundant: those principles of interaction, notifications to parents about child's progress. Yes, we were doing that before, but now we try to do that in a different way*;

Initiation of new international projects: *We will submit new applications, because we face new reality, we have migrant children, so the dimension of internationalisation is important. We got stronger, have new partners, we feel more self-confident: this year the school has three KA2 projects, basically all the project applications were granted. Now we face a great challenge, but without KA1 project we definitely would not have these results. All activities started under KA2 projects are generally based on experience in KA1: leadership in education management, eco education, education methods. After KA1 we plan to have projects that would include our pupils. Both parents and children would now like to participate in project, too. Now we are writing a new project as we have found partners. It will be a KA2 project*;

Introduction of networking: *We should not be afraid to share small things, too. We get requests from other schools to join us, offers to have a meeting and get explanations of how to do what. It seems to me that the project will never end, because we have brought so much and implementation gets so much attention: one thing needs to be done, then another, and we do all together.*

Participants in the focus discussion groups voiced their opinions about quality in administration of ERASMUS+ KA1 action projects countrywide. In their opinion, **THINGS TO BE IMPROVED IN ACTIVITIES OF THE EDUCATION EXCHANGES SUPPORT FOUNDATION** in administration of applications are related to:

Flexibility in administration of implementation of applications: *Maybe the Fund could be more flexible in this respect, that if the institution wants to make changes, it could be allowed to do so, because it may be so that something better is found by recommendations, but the Fund says "no, everything must be pursuant to the application form". It is definitely not easy to plan for the next two years: new courses become available, some go bankrupt. I understand that reestimating everything is extra workload, but if the institution does not go beyond limits, it should be allowed. Anyway this is driven not by some caprice, but by, say, the need*;

Extension of the target group of projects participants: *Projects are needed not only for teachers, but for other school staff as well. School teacher community is actually much wider. A driver bringing children with special needs every day is also an educator. A janitor or a driver are also part of the process of education, sometimes they are first, and it is a pity that this mobility project does not enable their improvement: they either need to be re-qualified to be able to go, or unfortunately they cannot participate, despite being very valuable in the process of education.*

POLAND

The research was conducted by way of three focus group interviews In accordance with methodology adopted for this research, the Polish partner undertook to interview three focus groups for two different groups of participants: representatives of school leaders and participants of mobility projects involving *job shadowing* component.

Each meeting with respondents was organised in a different city (Warsaw, Katowice, Toruń), which made it possible to obtain the views of school representatives from various provinces of Poland. The Katowice group interview was attended by representatives of Silesian educational institutions, whereas participants from the Kujawsko-Pomorskie Province were invited to the meeting in Toruń. The most significant geographical differentiation was achieved at the Warsaw meeting focussing on mobilities involving job shadowing. This meeting was attended by respondents from all over Poland.

SELECTION OF PROJECT TOPICS

According to focus group participants, the topics of their projects mainly stemmed from the existing development priorities of their school or from the specificity of its functioning (e.g.: a small number of pupils, ethnic minorities, functioning as part of a larger school complex structure). *There is a large group of Roma minority children in my school. This is a bit strange as we have no such examples and we are unable to watch other schools. However, the school we found has almost 30% of Roma pupils. We went there to learn something, to watch and look for new solutions. I work in a very large school, which employs fifty teachers and there are lots of kids. There were communication problems between teachers, teachers and the school principal, teachers and parents or children and the situation was far from being good. The ladies who participated in mobilities involving training got interested in the problem and in the results of this survey administered at various levels. They confirmed we had a problem and hence our training involving communication and personal relations improvement.*

The choice of the content-based scope of mobility projects for school education staff also resulted from schools' current needs, often described in the context of current changes to the Polish education system.

When creating this project, we tried to choose a topic which would bring something new to the school. We identified weaker points giving rise to concern. Our intention was to raise language competences as the 6th grade test had been introduced; we were after working with the youngest kids as six-year-olds had just started their first year at school; and we wanted to combat pupils' dislike of PE and encourage them to work at math classes. That is why we did our job shadowing in two schools. We were focussed on lower grades. We also did job shadowing in a crèche as our preschool intends to open a class for two- and two-and-a-half-year olds. So, we wanted to see how this works there. Our employees were surprised at how disciplined the kids were. They were so disciplined that it was

quiet. We wanted to introduce something like that to improve our discipline. It is a well-known fact that kids are extremely loud and lively. We wanted our colleagues not to be afraid of using English during classes.

In such cases the implementation of mobility projects proved to be a method for solving concrete and previously indicated problems and for coping with new challenges faced by sending institutions. Sometimes it happened that those challenges were directly linked to changes to the Polish education system and to the organisation of the education process**. In such cases the choice of a project topic was also made in the context of general developmental priorities for an institution.**

This is the first time that six-year olds started school as first year pupils. We wanted to see how other schools were adapted, mainly in Great Britain where compulsory schooling age is much lower. So the project translated into the needs of the school. Certain elements were included in the concept of school work and in the European plan of the development of the institution. These elements were incorporated in the project.

Sometimes the order of things was different and first there was a will to participate in a project and then the teaching staff started looking for a topic they would find interesting. But even in such cases the choice of a content-based scope of the project was preceded by a specific analysis of needs (usually by way of a survey).

Although in such cases an idea for a project resulted from teachers' individual needs, that kind of analysis was performed from the perspective of the strategic objectives of an institution: *In our case ideas start from a survey. When we ask everybody what they would be interested in, we are ready to come up with an idea suiting most of us and we start creating our project.*

Of course, surveys were not the only way of diagnosing the needs of schools involved in mobility projects. In smaller institutions, where teaching staff is composed of several to a dozen or so people, that kind of analysis often happened during a conversation, brainstorming or group discussions with the participation of teaching staff members and school leaders: *In the case of small institutions employing 10 persons (laughs) we just sit down and everyone says what needs they have, who can do a mobility project, when and that is how we discuss that.*

Sometimes project applications were motivated by needs not directly linked to the organisation of school work, but by the willingness to become familiar with new teaching methods, for example classwork methods aimed at activating pupils and involving them in the process of independent learning. These needs also became the leitmotiv of projects: *I took part in a project consisting in the familiarisation with blended learning. It was about exploring methods which could be used in work with lower secondary school students. Every day we were shown new tools available online or mobile phone applications. Just any electronic device, you can use even a Dictaphone during classes*

PROJECT IMPACT ON PARTICIPANTS

Despite the fact that applying for Erasmus+ grants for mobilities is governed by different rules than those for staff mobility projects under Lifelong Learning in the previous programming of EU funds (at the time projects were submitted by participants and not by institutions), benefits to be derived by implementing projects continued to be significant both for applying institutions and participants. It is closely linked to the fact that transnational mobilities are very important experience for individuals

participating in such projects. Even if the knowledge they acquire is discussed in a larger group, this experience is shared by those who jointly participated in the project. No wonder, then, that such mobilities are perceived mainly from the perspective of individual benefits. However, it is to be noted that such benefits are shared by other people and the institution to which a participant is linked in terms of their work.

Mobility as a new professional experience. Quite a number of respondents confirmed that Erasmus+ mobilities often proved to be the first professional development training for teaching staff employed by schools participating in the survey. This information can be considered as confirmation of data collected in the course of the survey (see Chart №7). *Two teachers from our school went abroad. This was the first project of that type. Never before had we participated in such projects.* In some cases, mobilities were not only the first training of that kind but also the first ever trip abroad for some participants. *It turned out that our language teachers, apart from completing schools here in Poland, have never used their language abroad.*

Some survey participants said that their institutions had never participated in projects other than Erasmus. Therefore, that was their first encounter with international projects, which was a great challenge. Other respondents said that their previous experience of initiatives similar to Erasmus projects usually consisted in cooperation with training companies (occupational training) and with language schools. However, there were no people at the meetings saying that making such efforts was pointless. *Our school previously participated in the vocational training sector, in the Leonardo da Vinci programme. Bur since I got interested in the Erasmus+ programme in 2014 we have become aware of the need to involve the school education sector in our activities.*

Respondents also pointed out that EU funds were used as a result of cooperation with other schools, which had already implemented similar projects: *I got interested in the implementation of Erasmus+ projects in the process of cooperating with another school. That school implements numerous Erasmus+ projects and it so happened that a new form of project was developed where schools were able to apply to send their teachers to training abroad.*

DEVELOPMENT OF LANGUAGE SKILLS

Benefits derived from the opportunity to learn languages were a very important issue raised during interviews with representatives of schools participating in mobility projects. It is significant that these benefits were to be had not only by project participants alone. Participation in mobilities had a visible influence on the school environment, especially from the perspective of better language competences presented by non-mobile teachers and pupils. Participation in projects involving language courses contributed to increased interest in languages in the school environment (both among teachers and pupils as well as their parents), increased significance of language competences (especially in relation to the language competences of older teachers) and improved communication competences (breaking language barriers and venturing to speak foreign languages). *We want to prove that it is possible to find a way of learning a foreign language in a village as well. There are different ways.*

The improvement of communication skills and skills needed to communicate in a foreign language is another important fact. Respondents often stressed that studying foreign languages in Poland was mainly about learning grammatical structures, which does not necessarily mean the acquisition of skills facilitating communication in a foreign language. Experiencing contact with

foreigners is instrumental in understanding that they often use the project language in a way enabling them to make themselves understood, although they make grammatical errors and their vocabulary is not quite extensive. These issues are not a problem and they are nothing to be ashamed of, therefore, they do not hinder the willingness to communicate with foreign project participants. This means that training abroad plays a vital role in encouraging people to use their languages. *Our teachers pay more attention to the grammar and not to our being communicative. Those pupils have no such complex, they get their message across, they speak ungrammatically but they use foreign languages and that is due to the fact that they have opportunities to hold such conversations.*

It is the opinion of participants that such projects offer lots of new opportunities for teachers, especially in relation to improving their own language competences. A number of participants noticed that the more a project involved teachers (especially if its topic proves interesting, which causes an increased involvement in the process of new knowledge acquisition and exploring new methods of class work), the more benefits it would bring to pupils (such methods are more readily used during classes). It is particularly applicable to situations where a foreign language becomes a tool serving the purpose of curriculum implementation. *I study English intensively and I conduct bilingual geography classes, because we often have mobilities abroad. It is through mobilities that I wanted to boost my professional experience.*

What is more, **mobility projects prove extremely useful, especially in the case of schools providing bilingual instruction.** Teachers who gained professional qualifications in a Polish school often find it difficult to transfer their methods of class work on working in a different language. It is the experience gained during that type of mobilities that they find helpful in such situations because it is such projects that give them opportunities for exchanging techniques and methods used by Polish teachers and by those from abroad. This, in turn, really enhances teaching methods and helps awake pupils' interest. *We teach in two languages, so this programme is something we need very much, as it allows us to exchange methods of work and get to know the cultures of other countries. That is the most important thing for us.*

Participation in such projects often encourages teachers to implement elements of bilingualism during classes, introduce new vocabulary and conduct part of classes in a foreign language. It is really important that this happens even where teachers previously saw no need for applying such solutions and no point in them, not to mention that they were afraid of using English. *That is a great experience for a teacher who is not an English language specialist but who is, for example, a biologist, like me. This is very helpful in relation to methodology, but also in overcoming your fear, as you are not a teacher of English but you have to teach in English.*

This change in perceiving the English language as an effective tool useful also in non-language classes has greatly affected pupils' attitude. They now notice that it is really necessary to learn languages. They also have a clear example that there is nothing to be afraid of when using foreign languages. *We organise lots of classes like that... we always demonstrate that the language is needed and we put a lot of emphasis on languages. We even have songbooks, which motivate us… songs and group games on our playground, wherever they can use the language. We tell them we give additional points to those who use English.*

These **projects also contributed to introducing other forms of foreign languages, which familiarise pupils with them and improve the relationship between teachers and pupils by**

showing that classes can be extremely interesting. This encourages pupils to increase their active participation and involvement in the life of their school. *Another English-language theatre has been set up in our locality. This is not so much about the fact that it is in English. This is another benefit resulting from the mobility of a teacher who went somewhere and saw that things were feasible and they encouraged their pupils to take part in this new activity.*

CHANGE IN ATTITUDES/NEW APPROACH TO TEACHING

The participants also stressed the influence of projects on the general change in professional attitudes and on previous preferences linked to daily routine in the teaching process. These changes often related to mentality, especially where **participation in projects contributed to increased tolerance and openness**. *This is really about a change in mentality. I think that the whole of Europe is following such trends in education. The trends consist in pupils' autonomy, subjective approach, paying no attention to grades because it is not grades that shape people in the future. Now you switch your computer on and there it is – knowledge at your fingertips. So there is no point in testing knowledge, written multiplication table tests. What for? There are new technologies and calculators. Why are pupils not allowed to use their calculators during classes? That is a paradox, really.*

There are also reflections on the need to change the atmosphere of learning in Polish schools in favour **of increased autonomy and enhancing internal motivation**. It is in this context that the issue of parental attitudes emerged. The most frequent attitudes in Polish mentality and in the tradition of education are often overly authoritarian or overprotective. However, the development of internal motivation is best helped by democratic attitudes based on cooperation, still very rare in Polish reality. *"I am your parent and you have to have good grades and that's that" is the kind of support that we see quite frequently. And that is not about that.*

Mobilities teach people tolerance and open them up to others. They allow them to look at an issue from a completely different perspective, which **facilitates their insight into other cultures and promotes a different approach to education.** *We are learning tolerance and being curious. Because we learn one thing and then we want to learn another one. We are bitten by the curiosity bug, in other words by outgoing mobilities we broaden our horizons. This is not a cliché, this is true!*

As regards benefits from mobilities, a higher degree of self-esteem is a very important aspect. It **helps maintain motivation to continue working with pupils.** The experience of success and being able to cope in new conditions abroad is also a contributing factor. *This is like breaking a barrier because we have done it better. They have better equipment, but hallo, we are very good, too. We are from a small town and we have never travelled by plane before, never been abroad, nevertheless, we are not out of place here and know how to use all that hip equipment.*

As regards proposed changes, some respondents suggested a departure from the usual lesson scenario. This was mainly due to their **getting familiar with different methods of class work and ways of transferring knowledge.** They say they can see more interest when they take their class outside and organise short trips. When teachers opened up to cooperation and interaction with their pupils, they noticed a big change in their attitude to classes. *It is not that we sit in a classroom. We move around, we go outside.*

Teachers also see than pupils themselves prefer new forms of classes which motivate them more and sometimes they even propose more innovations in the forms of classes. *I think that after such courses*

teachers conduct more interesting classes and mobilise their pupils to open to classwork. Teachers who become more open and more tolerant impart these characteristics to their pupils.

ICT-BASED TEACHING

The focus group participants often recognized the idea of applying new technologies as close to their hearts, especially during the implementation of curricula for higher grades in primary and lower secondary schools. Lots of respondents considered ICT-based teaching a chance for getting through to that group and for getting them really interested in the learning process including unsupervised use of knowledge. *This is about using that type of tools and not to waste time on paperwork. I have been using Excel as a calculator for quite some time to do the counting for me. From simple bills at home to something more complicated. If something like that exists why not use it? You can watch wild horses but you can also saddle them and compete on them. This is really about taking the bull by the horns and steer it in the right direction. Kids have to know that devices are not only to play with but that they also serve different purposes.*

There is a change in some teachers' attitude to mobile phones, which cannot be used in Polish schools during classes. Despite that pupils incessantly use their mobiles also during classes. However, it has been noticed that if mobile phones are introduced to a lesson scenario, pupils use them as if they were using teaching aids and not toys or to kill the time. It is said that even the hardest opponents of modern technologies are slowly taking to such solutions and because nowadays most pupils have access to the Internet on their smartphones, they also have better opportunities of using source materials. *And my colleagues mentioned the application of new technologies and mobile phones. This is a nightmare, especially in such schools as mine. However, what we observed there allows us to make use of them. OK, you have a mobile, show it but use it. Do not play with it, learn something. Let me give you an example of a colleague who is not a big fan of computers and modern technologies. After the course I noticed to my surprise that she had changed as now she allows her pupils use these devices during classes. From the viewpoint of her pupils this is a total change.* An opportunity to streamline one's own work, especially tasks not directly related to teaching but more to documentation, assessment and collecting materials useful in work is also a thing of great importance.

MOBILITY IN THE CONTEXT OF EUROPEAN SYSTEMIC SOLUTIONS APPLICABLE TO SCHOOL FUNCTIONING

Attention was drawn to differences in the specificity of work of teachers from different European countries, e.g. considerably higher workload and incomparably higher remuneration. It often happens that such conditions of work translate into a different perception of teacher work, like for example in Germany where teachers are respected and their work environment is marked by mental and intellectual comfort as well as much higher prestige. *When we were in Germany, there was a room there with a sofa and a coffee machine. And there was a sheet of paper saying: "No working". Honestly, no working. They were supposed to be there and read… And that really was the case, every now and then a teacher would go there during a free period. That was really something. In our school there is no place in which to talk to a parent, let alone sit down…*

Better discipline during classes, despite comparable numbers of pupils in classes was often emphasised. It also seems that cultural differences resulting from the fact that Polish teachers require signs of respect were of some significance. *Another thing that surprised us greatly was the breaking of Polish stereotypes. In Poland it is thought that it is much better to teach smaller groups. There,*

however, groups are big and everyone learns. Frankly speaking, the only difference was that pupils' and parents' approach was different. In that country teachers do not waste energy on trivial matters such as: take your cap off, do not chew your gum, and put your mobile in your pocket. There were no such issues there. But when a teacher said "Now we are working", they started working. And when he said "You have 10 minutes", the whole class was ready with their tasks after this time.

As a result, the primacy of intrinsic motivation to learn over extrinsic motivation based on grades, so characteristic of Polish schools, was observed. *In Poland, teachers and parents focus on grades. It is not important whether or not their child really obtains knowledge, it is the grade that matters. It is also the end-of-year certificate that matters. In England, there are no grades, there are only levels of knowledge. It came as a big shock to us, because a teacher tested the knowledge of multiplication tables. In Polish school this is tantamount to "do not look into your classmate's test", "do not copy", "sit well apart". But there we saw children sitting close to each other and nobody was cheating by looking into the other kid's test. The teacher was setting a task, the kids were taking it down and solving. And the teacher said: "Let's check your answers now" and she read the correct answers. The kids put a plus or a minus next to their answers.*

MOBILITY IMPACT ON THE SCHOOL COMMUNITY AND THE LOCAL ENVIRONMENT

The implemented mobility projects greatly benefitted not only to participants but also to sending institutions. Participation in mobility activities significantly influenced the functioning of schools, both teachers and pupils and sometimes even parents, as well as institutions in the school environment. All FGI participants stressed out the significant impact of those projects on the school community and environment, as well as on changes to attitudes and to approaches.

INCREASED COMPETITIVENESS OF SCHOOLS

One of the key questions asked at each group interview was the one relating to the reasons why people joined Erasmus+ (main objectives accompanying the submission of a project applications). Almost all respondents said that one of the main reasons why they had lodged their applications – and at the same time one of the most significant benefits resulting from projects – was an increase in the school prestige in the local environment.

A higher competitiveness of a school as compared to local education offer seems one of the most frequent reasons why a decision was made to get involved in a mobility project. Almost all respondents raised this issue mainly in relation to the big competitiveness of schools on the local education market. This competitiveness is mainly caused by the necessity to fight for pupils in light of low birth rates. The perspective of lack of interest in a school displayed by a sufficient number of candidates means not only making worse use of the teaching staff's competencies but it may also lead to the institution being closed down. EU projects are one of the ways in which such risks could be avoided because not only do they make school education offers more attractive in periods with low birth rates, but they also contribute to enhancing the prestige of a school. *The bigger the town, the more schools it has and each school is trying to stand out, and participation in such projects sends a clear message to the town and to candidates that this school has set itself some tasks and has undertaken activities to go that extra mile.*

The increased competitiveness of schools was important especially to those respondents who work in institutions situated in bigger urban centres. In smaller towns participation in projects was often described as a way to survive. This mainly applied to schools in villages situated near big agglomerations as they are exposed to the risk of losing pupils to competitive urban schools. In such situations the projects turned out to be a real change for ensuring attractiveness to schools and for surviving in the local environment. *Well, a school is just a school and it has to shine, especially when it is situated in a smaller town, near a big one. This is a problem as when we look at statistics we would have enough pupils but unfortunately, half of them go to the bigger town.*

MOBILITY AND PROFESSIONAL DEVELOPMENT

Focus group interview participants had different opinions regarding benefits offered by foreign mobility projects for school education staff in the context of professional advancement. Some people agreed that there was a direct link between raising competencies abroad and increasing their chances for promotion. Other respondents said, however, that mobility should be treated more like one of its factors, in the context of procedures and systemic guidelines. *I am sure this can translate into professional advancement as participants have something to be proud of and something to show off. I can see now that a large group of teachers are improving their language competences. We have a group of teachers who are trying to be promoted so after hours English teachers organise classes for these teachers. Strict regulations and conditions to be met to be promoted. This is just one of the elements that helps. It helps because when my colleague was tested to become an appointed teacher I am sure this experience of hers scored a lot of points.*

It is important that mobility is often seen as an attractive form of in-service teacher training, especially in the case of those teaches who have already arrived at the top of the career ladder. *The situation in my school is that out of sixty eight teachers forty seven are chartered, which means that they have already reached the top of their career ladder. These people possess really high qualifications, as they are two-subject graduate teachers. At some point we realised that they were no longer interested in self-education, they get involved in this a lot less often than when they were still able to be promoted. The training we organise at school as part of teaching staff meetings cannot offer them anything new, either. So we decided that taking part in such mobilities could be a form of in-service teacher training.*

QUALITY OF PARTNERSHIP

The choice of the right partner school also seems very important, as it allows mobile teachers to carry out quality job shadowing at host institutions. Participants emphasised that the specificity of international mobilities does not require visiting an exemplary school. It is often much more important to find an institution struggling with problems similar to those encountered back home, which allows participants to apply any new solutions in a better way. *The first school that we visited was an exemplary school. We were surprised all the time, looking at the building and its equipment, at what they had at their disposal. It was simply something top-notch. But then we were at a school which is similar to ours. Its pupils came from different backgrounds and that made me realise that if there is a school far from being perfect whose pupils come from just about any background and have different opportunities, it does not mean that you have to give up and say "there is nothing to be done about that", you have to have a look and find the areas where something can be done.*

Participants pointed out that there were significant differences in teacher work organisation in individual countries, especially in relation to working with young children. Teachers emphasised that shortage of staff, so characteristic of the Polish education sector, is often a bigger difficulty in working with younger children than having not enough equipment. *We all know that we have not got that kind of infrastructure as English schools have. They have one teacher and class assistants. We do not have that option here. I wish we did. Even if we have equipment – in this respect we are not far behind them, although they have interactive whiteboards in each classroom. We do not have them in each classroom but we do in some of them. Kids use them a lot. But we could do with more people to help rather than with more equipment.*

KNOWLEDGE SHARING

During their focus groups interviews respondents said that the rule was to share knowledge acquired during mobilities with other teaching staff members. *It is obvious that having undergone training staff apply newly acquired skills in practice. We got divided into small two-person groups and each group was supposed to relay what we had learnt. Teachers to teachers. So the groups formed, we had several meetings and just by observation I can say that teachers really make use of it.*

It was confirmed that knowledge sharing often goes beyond the school. School principals claimed that project participants also organise training for teachers in other institutions and prepare articles aimed at sharing their experience and newly acquired knowledge and skills. This is undoubtedly linked to the necessity of ensuring quality to the dissemination of mobility results, which had to be planned by beneficiaries as early as at the stage of submitting applications. *In our town, the so-called Chorzów Teaching Bulletin is published every year and it reaches various centres to be used as articles or lesson scenarios. The latest issue to be published will contain a report covering our mobility as well as new ways of knowledge transfer and of contact. This is then read by various people who may benefit from that material. Having returned from their mobilities, our teachers prepared training not only for the teachers of our school but also for those from other schools in Zabrze. It involved presentations, and workshops. They also went outside the school and presented their achievements. I hope someone benefitted from that. If a school does things like that there is no problem with publishing an article in press. We publish things as well. But the body running the school can do something like that, too, let's say TV or the local radio. We go to the media when we disseminate our results. And if the body running the school did it, it would have a completely different dimension. But for the time being we do our own boasting.*

Some of respondents claimed that the systemic background was often the factor that blocked changes in schools. Therefore, participation in projects cannot initiate more significant changes because it is the need for changes at national level that is a major determinant here and this, in turn, depends on decisions made by public authorities. *Of course we can create new projects, submit applications, be recorded and all this can result in a new document or a new CD in our archives. Changes at ministerial level are necessary but I know from my forty-year experience that all those ministerial changes are… well, I would have to use obscene words.*

IMPROVED STAFF COMPETENCES

All survey participants stressed the significant influence of projects on the school community and its direct environment. Participation in those projects was a positive influence on the quality of functioning of institutions participating in them and on the fulfilment of school teaching staff's duties

towards pupils, and sometimes even on parents and other stakeholders operating in the environment of institutions implementing those projects. *Those who did not take part in these projects are usually curious, they ask questions and have the urge and energy to get involved in new project activities.*

It is great that when we presented the results of our work our fellow teachers started to apply themselves. The language is, of course, the most important thing. Quite a lot of people said they had not done mobilities as they were afraid of the language barrier. Now I can see that a large groups of teachers are improving their language competences. We have a group of teachers who have started the professional advancement path so after hours English language specialists organise classes for them.

Integration of teaching staff. Joint participation in a project usually exerted significant influence on the integration of teaching staff. It was often stressed out that such influence extended to persons not participating in projects directly (*Non-mobile teachers*). Active participation and commitment were a wonderful occasion to learn effective cooperation. This is a meaningful result especially in the context of the functioning of Polish schools where due to low birth rates schools are joined to form larger institutions. During one interview, its participants talked about a large school composed of several smaller institutions where initially its teachers were engaged in massive conflicts, which were later solved thanks to participation in a project, joint activities and opportunities to get to know one other better. *I was selected for this mobility during an additional recruitment process. And now I see that those who were there with me are the same people with whom I organise open days and projects and on whom I am sure I can rely. Integrating those teachers from the two feuding schools was done at the right moment. When they arrived they had some time to calm down.*

Participating in mobility projects also strengthened their participants' identification with their home institution. Sometimes job shadowing allowed them to see their work place in a positive light. Some group interview participants emphasised that foreign partners valued the quality of work at Polish schools.

OBSTACLES AND CHALLENGES

At focus group interviews, the participants were also asked to identify the biggest challenges in the implementation of their projects. Generally speaking, the groups did not find many faults with the organisation of projects and they did not identify obstacles likely to make the application process or the quality implementation of their mobilities difficult. This satisfaction is further confirmed by participants' enthusiasm and the willingness to submit new applications for funding. It is important that generally all school representatives have already started or will start new Erasmus+ projects as soon as their current activities are over.

It does not mean, however, that the implementation of those projects was free from challenges to be overcome by beneficiaries to ensure that their activities were of high quality. The most frequently reported problems related to the aspects mentioned below:

Cooperation with bodies running schools. Although this cooperation is usually adequate, insufficient support provided by the competent local bodies caused problems to schools participating in the survey. In the opinion of some of the respondents, the bodies running their schools do not usually offer support, and it is good if they do not hinder activities by imposing additional procedural tasks on schools. There were also some voices that people involved in the project on behalf of the

body running the school are not always competent and if need be they are unable to dispel doubts or meet formal requirements.

The difficulties focussed on timely payment of funds (both advance payments and funds to secure financing before balance payments after completion of all project activities. *All that the body running the school has to do is sign and then transfer the funds into our account and that's it. Yes, we had a problem related to funds. The programme started in August, the first mobility was in September, the funds were transferred but the Gmina Council did not convene to confirm that we were allowed to use those funds. The National Agency recommends that flat rates should be used to settle everything but we have financial laws and accounting principles in Poland and we are not allowed to apply flat rates to every case. So there is a discrepancy and accountants say they will not do that because that is against the law. That is where all the mess starts and the City Council will not tell you, "OK, settle it this way". They will tell you "Settle as you like but expect to be inspected and that's it".*

The dissemination of information and introducing local authorities to the idea of mobility might remedy the situation to a certain extent. *A favourable climate for the idea of mobilities should be created to generate pressure and expectations from institutions of various level to get involved in such projects. School principals should be expected to get involved and go abroad as well as promote these projects in their schools. So pressure should be exerted on school principals and municipal authorities. The same treatment should be reserved for Managing Authorities. For example, a meeting of gmina leaders whose schools participate in Erasmus+. If they listened to each other like we do, that would be a positive thing.*

Excessive bureaucracy. In the opinion of some participants, it is excessive red tape that is the difficulty that prevents some teachers from joining a project. Moreover, such difficulties may also prevent school principals and Managing Authorities from making decisions to involve schools in European projects. *That is what red tape is, that is something that clips your wings. There are local commune leaders like mine who only ask "Where do I sign". But there are also those who will say: "What on earth are you talking about". They do not care, they have no time. That is probably why some teachers do not get on with their authorities, with their school principals or nobody likes them. Or they are not too quick to send people anywhere as they always ask "What for". I know about a situation in which a council officer said „Do not apply for Erasmus funds because I will not account for that".*

During one of the interviews the application form as such was discussed. It was said that it contained too many sections necessitating the repetition of the same information in some of them and that applicants were expected to bolster their achievements and plans. But is has to be said that in the case of other teachers the completion of the same application form helped them to be more specific about their project plan and expected results. *I think that when you fill in your application form you have to repeat the same information several times. I understand that this is a way of monitoring whether those who fill this in are consistent. It is a bit tiring and boring when you have to repeat certain things for the fifth time. When we were applying for the first project I also took part in the process and that is how it was: there was a questionnaire to fill in to tell them about our problems and what we intended to do, what we expected to achieve as a result of our project. In this way we can adjust the development plan to see what we are able or what we need to do, to identify the most important things, to include our professional development and then plan and fill in the sections.*

However, there were also voices saying that in comparison with projects under the European Social Fund, Erasmus+ projects involved much less bureaucracy. *I can compare the two types as I have implemented European Social Fund projects. I think that Erasmus+ projects are child's play. The other ones involve conclusions, inspections and* papers. *I could not believe that Erasmus+ could be so simple. Of course, everyone would like to have lots of freedom and no supervision. But I think that its rules are really acceptable when compared to other programmes.*

Ensuring continuity of school performance. This aspect is particularly significant in the context of planning and organising mobilities, because it necessitates a large part of teaching staff to be absent from school. *There have been no projects like that in our school but I met a colleague who said she had had to take unpaid leave for the duration of her mobility.* Solutions applicable in the case of the good organisation of school work are another element in the discussion (e.g. compensation for teachers working for those who have gone away). *In our school when you stand in for your colleague you are not paid. And people are angry that they have to stand in for us.*

3.2. RESULTS OF ANALYSIS OF FOCUS GROUPS WITH SCHOOL PRINCIPALS

THE MAIN TOPICS OF THE FOCUS GROUPS

(1) the schools leaders' attitude towards teachers' professional development mobilities abroad, (2) the relationship between the mobility projects and the school's strategic management, (3) support from the local government (municipal level) and the National Agency, (4) advantages brought by mobility projects to teachers' professional development, and (5) the impact, applicability and sustainability of the mobility outcomes.

RESEARCH SAMPLE

Estonia

Six focus group discussions with principals of schools that were granted support for the implementation of ERASMUS+ KA1 action projects were organised. The groups included principals of 8 schools of different types and from different regions. Most of them have participated in project-related professional development visits abroad before.

Finland

Two focus group interviews were organized for school leaders. The groups included a total of 10 participants. A few more had initially signed up for the interviews, but unfortunately, they had to cancel their participation. The school leaders represented schools of different levels of education, and the schools were located in different parts of Finland. The schools were also managed differently; most of them were municipal schools, but there were also participants from schools that worked under an Educational Consortium or a university.

Lithuania

Two focus group discussions with principals of schools that were granted support for the implementation of ERASMUS+ KA1 action projects were organised. The groups included principals

of 14 schools of different types and from different regions. Some of them have participated in project-related professional development visits abroad before.

Poland

School principals participated in the focus groups together with teachers. The main insights ae provided in the chapter above.

THE MAIN FINDINGS OF FOCUS GROUPS

The following project result aspects may be highlighted from the focus group discussions with school leaders:

NECESSITY TO ENSURE COMPATIBILITY OF ERASMUS+ KA1 MOBILITY AIMS WITH THE SCHOOL'S STRATEGIC DEVELOPMENT VISION. ERASMUS+ KA1 school staff mobility projects can serve as an instrument for management of strategic changes at school: as a measure for (internal) motivation and activation of teachers; a means for strengthening leadership and teamwork at school; an incentive for changes at school; giving input for the development of the school; a means for strategy implementation; an opportunity for making choices and being more flexible. the school leaders also emphasised that in order to achieve sustainable changes it is crucial to be consistent and systematic at implementation of innovations after mobility. Success of mobility begins from the attitude of the school's management: whether mobility is considered to be important or not, and whether teachers are given the opportunity to participate in mobility and implement innovations afterwards.

ERASMUS+ KA1 STRENGHTENGS SCHOOL'S POSITION IN THE MARKET. ERASMUS+ KA1 staff mobility provide tangible benefits and support managerial decisions. Project activities strengthen the position of the school, extend and deepen international professional networks, increase self-esteem of the school staff. KA1 staff mobility changes teachers' attitudes. School community can "test" outside if it is moving the right direction. Financial support is also very important as it increases teacher professional development possibilities.

ERASMUS+ KA1 STAFF MOBILITY - AN INSTRUMENT FOR INCREASING TEACHER PROFESSIONALISM. According to school principals, participation in a mobility project abroad does have a positive effect on teachers' professional development. His/her motivation for professional development stems from the will to improve one's own work instead of career advancement.

SOME TIME AND PREPARATION IS NEEDED FOR MORE PARTICIPATIVE TEACHER PROFESSIONAL DEVELOPMENT FORMS. School principals see all forms of teacher professional development abroad as beneficial for school. Reasons why not to choose job shadowing: A lot of teachers are still not ready to go job shadowing because of the language problem, lack of self-esteem and the time factor. Reasons why not to choose teaching: principals believe that it will take some time before the teacher's self-confidence increases to such extent that she/he dares to go to teach abroad on his/her own.

The more detailed results of school principal focus groups are presented below by the country.

ESTONIA

Six focus group discussions with principals of schools that were granted support for implementation of ERASMUS+ KA1 action projects were organized. The groups included principals of 8 schools of different types and from different regions. Most of them have participated in project-related professional development visits abroad before. The main questions at discussions with school principals were related to coherence between the projects implemented and the school strategic management, attitudes of school principals to teacher professional development events abroad, benefits these events bring to professional development of teachers, and aspects of applicability and sustainability of outcomes of mobility visits.

The initiative for applying for mobility projects usually comes from **BOTH SIDES.** *Every year the school looks for opportunities and introduces and suggests them to teachers who need to inform the management in advance of their interests. But the teachers also express their wishes concerning applying for projects: e.g. some teachers, and also pupils, wanted a project on a topic of their interest.*

An idea expressed by one school principal very well describes the **USEFULNESS** of mobility: *'If we want to raise citizens of the world of our pupils, the teacher must act as a model in this to her pupils and see the world herself first, build her self-esteem, get an experience of travelling herself in order to encourage children after that. Tolerance towards internationalisation is only possible in case you have seen it with your own eyes.'*

According to the school principals, projects intended for the teachers' professional development are useful as an **INSTRUMENT FOR MANAGEMENT OF STRATEGIC CHANGES AT SCHOOL** that serves as the following factors:

A measure for (internal) motivation and activation of teachers: *The most important thing is the teacher's motivation to learn and work, as well as their being aware that they are acknowledged at school and they can share their experience with others;*

A means for strengthening leadership and teamwork at school: *On an impulse of international training courses, teachers of our school have become instructors of both other teachers of our own school as well as teachers of other Estonian schools. Instructing each other within our school and learning from each other has substantially grown, but the pupils of the teachers who have participated in mobility also instruct other teachers;*

An incentive for changes at school: *KA1 was the first step before applying for KA2 projects. This was an indirect aim from the part of the school. We had some experience with Comenius, but actually very little of it. It really was a big step. We decided to deal with it for two years. The people in our school are proud; the European dimension is not incomprehensible any more. We can compare ourselves to others, and in some aspects also to share our own good experience with others. I have noticed that teachers who have participated in mobility change: they have new ideas, their classrooms have new outlooks, and the teachers personally change too;*

Giving input for the development of the school: *The teachers who have participated in mobility know that they are expected to give input for the development of the school curriculum ⍰ this is the aim of mobility;*

A means for strategy implementation: *The first year we did not succeed to gain financing but then we improved our project and the feedback to the project was very good, and we received financing. A model presented beforehand as an example does make analysis of your activities and assessment of results much easier. The Erasmus+ project was the beginning from where our management gained inspiration to get familiarised with and learn from other educational systems and best practices applied in both Estonia and other countries. International training courses have brought the ICT sphere on a new level in our school;*

An opportunity for making choices and being more flexible: *Even if the teacher who has participated in mobility does not start working at once in the sphere in which she passed additional training, the school can demonstrate flexibility and find another teacher from the same school for this purpose when such need arises. The school knows that the teacher can teach pupils with different needs but, if possible, she would still work in the sphere that is her strongest and fits her most. This is beneficial both to the school and the teacher herself;*

Results of analysis of material from the focus group discussions with principals of schools suggest that school principals give only positive feedback about all international projects, and teacher professional development visits abroad as part of implementation of ERASMUS+ KA1 action projects bring school **TANGIBLE BENEFITS SUPPORTING MANAGERIAL DECISIONS**. That is:

Positioning of the school: *International training courses have brought the ICT sphere onto a new level in our school, and the teachers of our school have become instructors to both teachers of our own school as well as of other Estonian schools;*

Strengthening of international professional networking: *Going to practise as a job shadow implied having earlier contacts. We has a lot to learn from our Swedish partner, incl. the theoretical lessons. The Swedish partner has now sent one of their teachers here, and our cooperation will continue in 2015 to 2017 in our next project where our teacher of Swedish will also participate. Right now Swedish teachers act as job shadows to the teachers of our school;*

Improvement of self-esteem of the staff: *It is crucial for a teacher to get an experience of success: that I made it myself, I managed – this is very important. In the next stage, the teacher will also be ready to take responsibility for writing the project and the organisational side of the project. The greatest benefit is the widening of horizons of the teacher and the rise of her self-perception (rise of self-esteem), given that you cannot hear much about the positive side of the educational system from the Estonian media. Given that we are ahead of other countries in terms of use of ICT devices, this is a strong internal bonus to the teachers who have motivation and will to work as a teacher: they can travel and feel that they are doing something that is important. Otherwise no changes will take place. We may talk and imagine, but they really get a very great impetus from there;*

Changes in teachers' attitudes: *From the very beginning our idea has been to direct people to give their own input to the thinking process. Independent thinking is also carried over to everyday work, study work, development of the school, etc. They can very well give their input on why we need this or that, where the school should be heading, etc. This helps to develop the organisation too. Knowledge can also be obtained from literature and training courses but we wanted to bring about a shift in attitudes and values via our mobility projects. Quite often people tend to stick to their visions without seeing the broader picture;*

Certainty that we are moving in the right direction: *In connection with ICT, we did not get anything new directly, except for the assurance that we are moving in the right direction and we are good ourselves;*

Additional possibilities to fund the development of the teachers' competence: *The amount of training moneys from the government is all too little, and therefore Erasmus+ constitutes a very important and high-level individual and professional training opportunity to the school. This project is a really good opportunity for the school particularly for the reason that training funds are scarce and very much depends on support from the school leader. Mobility is one of the most positive projects, particularly in the light that the schools have been deprived of their training funds and thus their training options. Training courses within Estonia really remain meagre but good trainings or lecturers are expensive and I cannot afford to bring them in for my staff.*

Depending on the aim set, some schools have also achieved very specific results: *The development plan of the school was finalised and the software programming curriculum has been implemented, plus the related hobby groups and subjects. The conference presented the opportunity to analyse what is that what we are doing well and what could definitely remain in the development plan, and what should still be added to the plan. Some source materials, ideas or study exercises for compiling the software programming curriculum. The desire to write a new project and participate in mobility again.*

Participation in projects is a good incentive for saying out your opinion, **which also implies the need for better knowledge of foreign languages:** *We support our teachers with courses of English to enable them to interact with our guests and visit foreign countries.*

Results of analysis of materials of discussions with school principals confirm that their schools that received funding for implementation of ERASMUS+ KA1 action projects were striving to comply with the Fund requirements at all stages of implementation of the project. Criteria for selection of teachers for mobility visits were established at the schools, these criteria were referred to in selecting teachers, choosing different forms for professional development, and planning and implementing dissemination of results of mobility visits on different levels. It is important to note that the research revealed some specific aspects of implementation of the projects. These aspects are presented below, illustrated with statements by the research participants.

Selection of teachers at schools headed by principals who took part in the research was done on the basis of **SELECTION CRITERIA ESTABLISHED BY THE PROJECT ORGANISERS.** The following aspects of candidates were important to the project implementers:

Language skills: *The teachers were not sure whether they could manage in English and were good enough in it.*

The teachers' willingness and readiness to participate in mobility: *The persons' readiness to participate in the project increases the probability that everything will work out well as the person is motivated and will take responsibility for the successfulness of mobility.*

Key persons of the school who are responsible for the development of some sphere: *We offered the opportunity to participate in the project to the key persons engaged in selected topics: the*

principal is responsible for the development plan; the educational technologist is responsible for the compiling of the software programming curriculum.

On the basis of training needs of which the management has been informed: *In spring, our teachers always fill in a self-analysis form and one part of it covers the person's training wishes. After that we hold development interviews with our employees where we discuss these wishes. The teachers also write motivation letters where they justify their motivation.*

Participation in writing mobility projects: *The teachers had to clarify their aims for themselves and give their input to the project, so that would take part in the thinking process. This way they would also value the project higher. The writing of the application was conducted in a team comprised of several teachers and the teaching manager as not everyone has got the skill of writing an application. We have our own special team for the Erasmus+ project, and a mailing list where we discuss the project, and the school leader will then compile the ideas.*

Matching the teacher's personal study objectives with the aims of the school: *Those willing to participate found such courses for themselves that fitted into the general principles context. They could also formulate what it was what they expected from those courses.*

The teachers who have stood out from others for their good work so far.

Representatives of different age groups and subjects: *When selecting people for projects, we try to ensure the coverage of different subjects and school levels. The teachers present their wishes to the heads of chairs during their development interviews, and together with the heads of chairs we analyse who could go and develop the topics on the basis of their study subjects.*

Several selection criteria and selection stages: *We had several rounds during our selection procedure: when the mobility projects had been agreed upon and the courses selected, the courses were introduced to the teachers during an informational meeting and the information was also sent to the teachers' mailing list. These opportunities are open to everybody; everybody can participate. Given that only a few teachers wanted to participate themselves, we had to persuade other teachers to take part as we wanted to create choice and competition between at least two teachers.*

The school leaders brought out several obstacles to participation in mobility, the first of which is the language problem, but also fear in front of learning something new or simply unwillingness to step out of one's comfort zone: *The greatest obstacle to mobility lies in the language problem, but also fears before trying out something new. Teachers tend to think that it is enough to be a good teacher to their pupils in their own classrooms to be a good teacher, that no additional effort is needed.*

At several occasions the school leaders, like the teachers, pointed out the desire to send **SCHOOL TEAMS** to mobility trips: *While so far each teacher went to a different place, then in my opinion it would be best if we could send groups. In such case the impact of change would be much stronger, as the idea of just one person can sometimes get stuck somewhere but if there are 3 or 4 persons already (key persons, e.g. heads of subject commissions) and they perceive something, then this would definitely result in a substantially greater boost at school. We would like to do more of team trainings but we cannot. Group trainings (e.g. for chair heads) during school holidays could be one form of*

continuation to mobility. Much greater change can by implemented by a group than when going alone.

The school leaders emphasised that proceeding from the needs of the school is the **CRITERION OF SUCCESS** of mobility, and mobility should be **PURPOSEFUL, WELL THOUGHT THROUGH and ASSOCIATED WITH SPECIFIC MEANING:** *Indeed, one aspect that made the first project successful probably was that it was thought trough comprehensively and in full (during a long period of time), redone, and very clearly written so that an outsider would also understand it. We do not implement projects because of projects; projects are always connected to specific needs. Effectiveness of mobility could be higher if the person returning from mobility would fill the results with a specific meaning for herself, and pass this over to others. In this way the better will be the result that you will get for yourself.*

The school leaders also emphasised that in order to achieve sustainable changes it is crucial to be **CONSISTENT** and **SYSTEMATIC** at implementation of innovations after mobility: *Attitudes can be changed gradually and simultaneously from all the aspects. In such case it will become the norm. Change cannot be implemented at once, and just single effort is not sufficient for change to get rooted.*

Importance of the attitude of **SCHOOL LEADERS** was also pointed out: *Success of mobility begins from the attitude of the school's management: whether mobility is considered to be important or not, and whether teachers are given the opportunity to participate in mobility and implement innovations afterwards.*

According to the research participants, dissemination regarding the mobility visits during the projects was carried out actively and in accordance with requirements: by producing a report, organizing informational events at school, in town, and nationwide: Teachers came back very happy and shared their experience with colleagues as well as regional schools really actively. Later everyone writes reports and must do publicizing at meetings, lessons, to colleagues, friend to friend, and they did that in town too. The teachers managed to spread the results very widely and immediately apply in their work as well as share with the community. The visits are followed by seminars: these take place not only at school, as there were some national-level conferences.

From the point of view of research participants, all forms of teacher professional development abroad are useful. Selection of forms of job shadowing is essentially limited by teachers' foreign language skills. To sum up the results of content analysis the topics mentioned below were identified. They relatively reflect and support the exclusiveness or appropriateness of one or another form of teacher competence development for satisfaction of the needs of school or teachers:

All forms are necessary: *All options are appropriate; it depends on the person. Information received at a course can also afterwards be applied at school, reviewed and passed over to others. A lot of teachers are not ready yet to go job shadowing for long time because of language skills, lack of self-confidence and the time factor. Therefore different options should be possible out of which one could choose. It would be beneficial to trainings too if another and different approach were added to the two major pedagogic approaches that exist in Estonia (the approaches of the Universities of Tartu and of Tallinn).*

Appreciation of job shadowing visits: *Today it seems that the time has come to stay somewhere on site for a longer period, e.g. as a job shadow, in order to see how school life is arranged in different*

places. Lessons on what does not work can also be drawn from other countries' experience. When going on school visits (job shadowing), you can see what the school looks like or what is being done for these purposes in that particular school, and you can see a broader picture. Job shadowing presents a new challenge which implies greater preparations from the host school but we could make it thanks to our contacts found earlier, and we could learn from direct teaching and compare the methods to our own experience.

Combined forms of mobility: *But according to my own experience, combined forms – theory plus practical observation – are the most effective forms.*

Reasons why not to choose job shadowing: *A lot of teachers are still not ready to go job shadowing for long time – because of the language problem, lack of self-esteem and the time factor.*

Reasons why not to choose teaching: *I believe that it will still take some time before the teacher's self-confidence increases to such extent that she dares to go to teach on her own. I think today there are too little of such teachers who are open and ready for this. The new generation is definitely more open on this matter and has more courage to take risks. Plunging into practice would probably really be the next step for those teachers who already have travelled and seen a lot.*

Considering appropriateness and match of qualification forms to the aims of mobility, it was found that school principals are best familiar with professional development courses or professional conferences and seminars. Some teachers left disappointed with the course quality.

The school principals pointed out the following forms of insemination of experience: writing articles (also by pupils); blogging to write down the ideas that have emerged; (internal) trainings or seminars from-colleague-to-colleague; delivering open lessons; making presentations at conferences to other schools; trying out various methods and games in practice.

Just like mobile staff, school principals who participated in focus group discussions also expressed their opinions on collaboration with the specialists of the Education Exchanges Support Foundation who administrate preparation and implementation of project applications of schools as well as presented **PROPOSALS CONCERNING SUPERVISION OF PREPARATION AND IMPLEMENTATION OF PROJECTS:**

Evaluation of activities of specialists of the Foundation: *Supporting mobility is very well organised by the Archimedes Foundation. The conduct information days, answer to any questions that have emerged. Postponing the deadline for submission of applications was very much necessary.*

Needs for help: *Considering small schools that have no experience the Foundation may need to think how it could help them with their applications. It was not easy at all to go through the public procurement procedure.*

Cooperation with schools with experience of participation to introduce the possibilities of mobility: *The Archimedes Foundation could engage schools as well as pupils with experience of participation into the process of introducing the possibilities of mobility. They would share their experience with other schools in a luscious manner to induce competition to mobility, considering that envy is a driving force.*

FINLAND

The main topics of the focus groups were (1) the schools leaders' attitude towards teachers' professional development mobilities abroad, (2) the relationship between the mobility projects and the school's strategic management, (3) support from the local government (municipal level) and the National Agency, (4) advantages brought by mobility projects to teachers' professional development, and (5) the impact, applicability and sustainability of the mobility outcomes.

The school leaders who participated in the focus groups all stated that there is **A POSITIVE ATTITUDE TOWARDS TEACHERS' PROFESSIONAL DEVELOPMENT ABROAD** in their school communities. The mobilities are seen as a positive addition to, or even as a normal and integral part of teachers' continuing professional development:

International mobilities as part of the regular professional development of teachers: *KA1 is seen as the same kind of professional development activity as any others. The positive thing about it is that in this very difficult financial situation the funds for teachers' in-service training are scarce or pretty much non-existent, so this is actually if not the only, at least one of the best ways for teachers to get any in-service training.*

Support from school administration: *The goal is that the teachers do not have to participate in the mobilities during their own holidays, but instead we try to arrange the mobilities during normal schoolwork. The attitude is very positive. Substitute teachers have been arranged so that colleagues are not burdened too much. Our attitude towards these things is very positive, although financial issues are sometimes an obstacle.*

Support from colleagues and other school community: *The attitude of the school community is positive; colleagues are interested in hearing and learning new things. The atmosphere is very positive; people receive new information eagerly from those who have been out to learn new things, and information is spread very well.*

The mobilities' connection to the school's strategic goals is a key feature of the ERASMUS+ KA1 activities. The school leaders indicated in the discussions that **THE GOALS OF THE MOBILITY PROJECTS ARE PLANNED TO SERVE THE SCHOOLS' STRATEGIC AIMS:**

Mobility projects built in the school's yearly strategy: *The mobility project is based on the school's international strategy, which in turn is part of the general strategy of the school. The projects are chosen to correspond with the general direction in which we want to develop the school.*

Mobility projects as a way to carry on a tradition of international activities: *Our school has long traditions in student exchanges. We have tried to make use of the existing expertise in these areas. That way we have been able to successfully combine the course optionality, student exchange connections and the mobilities together.*

Mobilities designed to support whichever area of school needs developing: *We design the mobility to match what we are developing next. In the recent years the area of development has been CLIL-teaching, and we have applied for funds to focus on that. The teachers decide together, what the next, larger topic of development will be.*

Combination of teachers' professional development needs and the school's special areas of emphasis: *The mobility projects are linked to whatever needs for professional development the teachers may have, as well as the topics that are emphasized in the school strategy. Also the existing collaboration projects may affect the mobility planning.*

The school leaders who participated in the focus groups stated that the **MUNICIPAL EDUCATION DEPARTMENT, EDUCATIONAL CONSORTIUM OR UNIVERSITY ARE GENERALLY SUPPORTIVE OF SCHOOLS' MOBILITY PROJECTS ABROAD**, but do not have a very active role in the implementation of the projects. Some of the municipalities have an international coordinator who helps with the mobility projects, but many schools plan and execute their projects quite independently. The school leaders were happy with the situation, and did not wish that the municipal government or educational consortium would take a stronger role. The finances of the projects often go through the municipal administration, and this was seen as difficult by some respondents. The focus group participants were **VERY PLEASED WITH THE SUPPORT FROM THE FINNISH NATIONAL AGENCY (CIMO)**:

The role and support of the municipal government in the mobility project: *We work under the Education Department, which has an active internationality coordinator whose support has been excellent. The Educational Consortium has a large internationality unit, and internationality is one of the central focus points, but in practice the school is responsible for carrying out their own projects. The school works totally independently; the Educational Department does not provide instructions or support. We are happy with the situation as it is. The finances go through the municipal administration, which been quite difficult and there has been some errors every time. We operate very independently, which has been really great. The finances are handled through the university, and there have been some difficulties and errors with that. Even the university administrators have wondered why it is so difficult.*

Support from the National Agency (CIMO): *The flexibility and support from CIMO has been excellent. We have always got practical advice and instructions from CIMO when we have needed it. CIMO has provided us with all the support we have needed. Our International Coordinator has been in contact with CIMO, and has always received excellent support. I have nothing but positive things to say about it. Support from CIMO has been very good under the application process. We are lucky that our National Agency is one of the best organizers in Europe; we are very privileged. It functions very well and keeps also well in touch with the field.*

The school leaders mentioned advantages that the mobility projects bring to the teachers' professional development. In Finland, teachers have much autonomy and responsibility of their work, and the school leaders generally trust the teachers to do their job well without much active supervision. This shows also in the school leaders' comments about the role of the teaching staff in planning and executing the mobilities. Most principals stated that the teaching staff had a very active role, and much freedom as well as responsibility in planning the mobility projects. In many cases, the **TEACHING STAFF INITIATED AND EXECUTED THE PLANNING AND APPLICATION PROCESS**, and the school leader merely served as a facilitator. According to the focus group participants, the mobilities function as an **IMPORTANT MEANS TO DEVELOP THE TEACHERS' OWN WORK AND GET REFRESHING AND REWARDING EXPERIENCES**:

Active role of teachers in initiating and carrying out the project planning: *The teachers are very active and make suggestions of projects to the principal, who makes the decisions on the content and scale of the project. The mobility projects stem from the interest of the staff. Some teacher will initiate the project and the teaching staff takes care of everything by themselves. The teachers have given initiatives, and as a principal I have answered most of them with "Excellent, we'll go for it". We have had an internationality team for many years; they initiate and inform others of what kinds of projects are available, and make sure that as many teachers as possible can participate. As a principal I rarely meddle with it; I have complete trust in their work. The principal stayed in the background, and did not write the application or choose the participants. The willingness to participate was discussed among teachers, and everything was based on the teachers' own interest.*

Rewarding experiences from mobilities: *The projects have been an important part of the teachers' additional training and an essential part of the yearly routine. It has been good to notice that the Finnish teachers have been able to contribute in the mobilities and share their expertise: Finnish music education is admired abroad, and it is a positive and rewarding experience for the teachers. Mobility projects give the teachers a chance to develop their competencies in various ways, and this affects their morale and energy levels regarding work in a positive way, regardless the amount of work that the mobility entails. It gives inspiration and new energy for developing one's own teacher identity.*

The school leaders also discussed the impact of mobility projects on the teachers' professional development and career opportunities. The participants agreed that **PARTICIPATING IN A MOBILITY PROJECT ABROAD DOES HAVE A POSITIVE EFFECT ON TEACHERS' PROFESSIONAL DEVELOPMENT,** but as to the career opportunities of teachers, many principals brought up the fact that in Finland, the teachers do not have a traditional "career" with changing titles and promotions, but instead most teachers have the same title from the beginning to the end of their career and the **MOTIVATION FOR PROFESSIONAL DEVELOPMENT STEMS FROM THE WILL TO IMPROVE ONE'S OWN WORK INSTEAD OF CAREER ADVANCEMENT.**

Impact of mobility project on teachers' career and professional development: *Teachers do not get separate compensation for coordinating a mobility project. It does affect the teachers' career in that it is easier to stay motivated and excited about the job. There is no career in school. One could say that participating in mobilities makes it possible to work on interesting projects as a part of your job, but if we talk about career as something where you move somehow higher up, a school is quite a flat organization. It is more about developing yourself than your career. Mobilities develop teachers' leadership qualities, as it is all about shared leadership. Other than that, there is no compensation for participation. It is more about developing yourself professionally, not so much career advancement. It has an enriching effect.*

The focus group participants brought up several aspects of the applicability and sustainability of the outcomes of the mobility projects. One of the main aspects affecting the sustainability was the **DISSEMINATION MEASURES CARRIED OUT AFTER THE MOBILITY**. Most participants did say that dissemination is organized at their school, but there were also comments which suggested that there is still room to improve in that aspect. The biggest challenge for dissemination is, according to the focus group participants, the lack of time and ready structures for active dissemination of ideas within the school:

Dissemination practices after mobility: *Information has been spread systematically. We have had internal training days where the actual methods or models are being introduced. That way the whole community gets the benefit without having to travel. After each trip we have a teachers' meeting where the new information is presented and spread on. "Pedagogical cafés" or other events are organized for the dissemination of new information.*

Lack of time and resources as problem for dissemination: *It is sometimes surprisingly difficult to find time together to share new information and experiences. New ideas are received gladly, but the problem has sometimes been that there hasn't been enough time or opportunities for sharing. We have used some of the meeting times for it, but many think that it could be done more. As a principal I can honestly say that we could do more sharing and disseminating. Mostly the issue is to organize time for it, and systematically sharing experiences. In the upper secondary schools, a busy schedule and the matriculation exam always take time from pedagogical sharing; there is some of it, but I think it could still be increased.*

One of the most important impacts of mobility projects and the European dimension in Education mentioned by the focus group participants was the **INCREASED INTERNATIONAL DIMENSION IN THE SCHOOL.** The school leaders stated that the effects of the international networking and projects can be seen in the school culture, the teachers, as well as in the students:

Effects of European dimension in Education in the schools: *Internationality is such an important part of schoolwork, that it is difficult to come up with some reason why it is not a part of a global young student's life, and that is why it must be part of the teachers' professional skills as well. It is wonderful to see that the school can be the first place where a student can get his or her first experience of internationality. Everyone who has a chance to share an experience like that with a young person is privileged; it is always a unique experience to be able to see outside one's own environment. That is one of the reasons why these projects are worth doing.*

LITHUANIA

The main questions at discussions with school principals were related to coherence between the projects implemented and the school strategic management, attitudes of school principals to teacher professional development events abroad, benefits these events bring to professional development of teachers, and aspects of applicability and sustainability of outcomes of mobility visits.

According to the school principals, the changed procedure of funding projects intended for teacher professional development is useful as an **INSTRUMENT FOR MANAGEMENT OF STRATEGIC CHANGES AT SCHOOLS** that serves as a:

Teacher activation measure: *What interested me was that the project was focused mainly on teachers who are sometimes passive and not willing to participate anywhere as giving lessons is enough for them. The project is an opportunity to change teachers' motivation for work, therefore we want to include as much of the school community as possible, especially teachers, so that they can teach more once they come back*;

The mean for strengthening leadership at school: *The participants on the visit have a possibility to become kind of teachers and helpers of administration staff when they come back and present a new method and include some other teachers in its implementation. Looking into future it is also a possibility for teachers to get involved into strategic planning of the whole school. We strive to achieve that people who go become kind of mentors for the newly conceived project*;

Incentive for changes at school: *That searching, that visiting is useful in that we can test ourselves to see what can be changed by our own efforts, and the main thing is to spark thinking in teachers' heads. Our teachers got united. Teachers and the teacher supervisor came back with lots of material and this is useful not only to the teachers who were on the visit, but also for everyone working at school. KA1 project is a possibility for teachers to get familiar with education systems of other countries, meet people of other countries, and see methods unfamiliar here in Lithuania*;

The mean of strategy implementation: *Our strategy includes support and assistance for a pupil, mobility of our teachers was intended exactly for this aim, because we have an entire team of specialists providing such support and this team has to learn to work as a team, because now each specialist is very individual. When we do not find what our institution needs here in Lithuania, we look for answers and experience abroad. Lithuanians sometimes keep their professional secrets secret, while foreigners are willing to share them.*

Results of analysis of material from the focus group discussions with principals of schools suggest that school principals give only positive feedback about all international projects, and teacher professional development visits abroad as part of implementation of ERASMUS+ KA1 action projects bring school **TANGIBLE BENEFITS SUPPORTING MANAGERIAL DECISIONS**. That is:

Positioning of school: *We are the only gymnasium-type school in the region, so we have to demonstrate something new, give something more than normally expected. Dissemination is good for the school – it enhances the school image. We have to teach others, whose children will come to us for learning. The project ideas even enable influencing the reform of the education system. Implementation of a project helps to stay on the education market. To survive we have to maintain very high level of teaching and pupils' progress, and this requires competence of teachers, which is what the project develops*;

Strengthening of international professional networking: *Our school is part of an international network and we are very happy that this project gives teachers an opportunity to go on trips for mobility of teaching. They will be giving lessons at the network schools. We also had incoming teachers who were giving lessons for half a year, we are happy that the project opens these possibilities*;

Improvement of self-esteem of staff: *Oftentimes you feel that you can be proud of yourself and your school. We do our jobs well, we just do not promote our work; we have to travel more and we will see that our competence is not bad. Our teachers lack self-confidence, though they are doing their job really well. Teachers see that they are not as useless as they think of themselves. It is nice that they gain experience of self-confidence. People in our community start seeing that they can*;

Changes in teachers' attitudes: *After a few projects teachers truly unleash their potential, collaborative initiatives appear. Pupils trust teachers who teach to learn by their example. Pupils have really different views to teachers who go abroad, improve their competence, and can bring entirely new ideas. KA1 teacher is more active, modern, looking for innovations*;

Additional possibilities to fund development of teachers' competence: *Financial situation of a teacher in Lithuania does not allow a teacher to improve like he would like to. Sometimes a teacher is unable to pay for seminars and professional development. Financial opportunities given by the KA1 project enables a teacher to bring different experience home and apply it at school, it also allows*

observation of and even participation in teaching. Travelling is expensive for teachers, we cannot send teachers on secondments or can do so only partially.

According to the school principals, participation at a professional development events in other countries is also an exclusive **motivating factor for profession-related learning of a teacher**: *Small region offers fewer opportunities. However a teacher must always take a step up. Participation in the project is an incentive to step up,* **that also addresses the need for broader use of foreign language**: *Working environment is such that teachers have no possibilities to use that language actively, while pupils have great possibilities to get learning material not only in their native language thanks to possibilities offered by internet. A teacher also needs to get familiar with that material, check it and also give suggestions, because a child does not have to find everything by himself: he needs guidance, and this is where the project helps and provides encouragement.*

Results of analysis of materials of discussions with school principals confirm that their schools that received funding for implementation of ERASMUS+ KA1 action projects were striving to comply with the Fund requirements at all stages of implementation of the project. Criteria for selection of teachers for mobility visits were established at the schools, these criteria were referred to in selecting teachers, choosing different forms for professional development, and planning and implementing dissemination of results of mobility visits on different levels. It is important to note that the research revealed some specific aspects of implementation of the projects. These aspects are presented below, illustrated with statements by the research participants.

Selection of teachers at schools headed by principals who took part in the research was done on the basis of **SELECTION CRITERIA ESTABLISHED BY THE PROJECT ORGANISERS**. The following aspects of candidates were important to the project implementers:

Language skills: *We select those teachers who know English as you cannot take people who do not understand the language*;

Writing of motivation letter: *Teachers were writing motivation letters to the project coordinator and these were the basis in selecting our candidates. We had no defined criteria, we were just looking at what is emphasized in the letter. I have a staff of 70 teachers, but the number of letters was much smaller, perhaps 7 times*;

Selection procedure based on specific stage of implementation of the project: *People who can go naturally get extracted from all of those who want. We had 25 wanting applicant. The teachers had to get arranged in groups and find courses by themselves. A few of them got out immediately. Some more got out when portion of application had to be written. Some more got out when asked to describe how experience will be applied and disseminated. It may be that motivation letter has been written, but that person is not active at school, so interview and colleagues' evaluation are necessary*;

Number of participants: *When we asked to write applications, six out of twenty wrote them and they got sent. We had a conflict among teachers when internal selection at school was announced. There were several teachers who wanted to produce the same applications, there was competition*.

According to the research participants, **dissemination** regarding the mobility visits during the projects was **carried out actively and in accordance with requirements**: by producing a report, organising informational events at school, in town, and nationwide: *Teachers came back very happy and shared their experience with colleagues as well as regional schools really actively. Later everyone writes reports and must do publicising at meetings, lessons, to colleagues, friend to friend, and they did that*

in town too. In the reports they wrote what they saw, what the positive effect is, what could be applied at school. The teachers managed to spread the results very widely and immediately apply in their work as well as share with the community. The visits are followed by seminars: these take place not only at school, as there were two national-level conferences.

It must be noted that implementation of international projects on professional development of teachers is also appreciated by both regional education policy makers and administrators. Discussions with school principals revealed that departments of education and politicians of the town / region find strengthening of internationalisation of schools important. However, the research results suggest that, on the one hand, international activities of school are recognized and evaluated rather formally, as integral parts of routine procedures of certification of school principals, on the other hand they are sometimes seen as the matter of pride of the town / region, so they are supported financially by finding unconventional solutions.

RECOGNITION AND SUPPORT FOR INTERNATIONAL PROJECTS OF SCHOOL ON THE LEVEL OF LOCAL SELF-GOVERNANCE

Accreditation of school principals: *During the accreditation internationalisation is highly appreciated. This is important in accreditation as results of activities of the principal are judged on the basis of the number of international projects per year and how much money the school attracts from the European Union*;

Founder's approval and support: *The Department of Education and politicians are very positive about that. We joined one more project that was not funded from anywhere, it included 14 EU member states, and the government kindly welcomed the guests, talked to them*;

Financial support to school: *for a few successive years we were engaged in several international projects, so when there was not enough money available for the application the regional municipality always granted us extra funding, which we always refunded once the project was completed. The support is always like that.*

The most complicated topics at discussions were choice of forms of professional development of teachers abroad and usefulness of these forms for teacher professional development. Most mobile staff as well as school principals had no clear opinion on peculiarities of the possible professional development forms. To sum up the results of content analysis the topics mentioned below were identified. They relatively reflect and support the exclusiveness or appropriateness of one or another form of teacher competence development for satisfaction of the needs of school or teachers:

Appreciation of job shadowing visits: *Certainly, job shadowing would be the most useful thanks to seeing and being able to ask questions, though the easiest way is observation of a lesson. Job shadowing is even better than seminars, because it is during shadowing that you can see many backstage things, you can ask many questions, and you also talk both to children and teachers. While a seminar, when a lecturer stands in front of you and tells certain information, is narrower. The best way to learn is being with a colleague at a classroom a long time, getting into other environment – this is the best form of professional development*;

Doubt if the chosen form was optimal: *We preferred professional development courses, or maybe we did not even think about other options. Our selection of seminars could have been not the optimal way. We were doing what we could handle*;

Reasons not to choose job shadowing: *We mainly used courses, job shadowing is a great challenge to a teacher. If you go to give a lesson, you have to feel comfortable, at least from the perspective of foreign language.*

Considering appropriateness and match of qualification forms to the aims of mobility, it was found that school principals are best familiar with **professional development courses.** Although some teachers left disappointed with the course quality. The researchers hold an opinion that as to improvement of quality of the entire ERASMUS+ programme the following experiences of schools that have taken part in the project are important:

Disappointment with quality in qualification events: *According to the description the quality of the courses had to be much higher and the courses had to be prepared in the whole different way. What we actually found once there was primitive knowledge, total basics. The courses did not meet our needs and expectations at all, although the description was perfect, promotional. In the description, promotion everything seemed much better than what we actually found being there. It was rather primitive and not well prepared*;

Involvement in quality management: *In the beginning there was some friction until we asked to give us knowledge that we needed. When we seriously announced our requirements and expectations the professionalism got really high and we received truly a lot. We had to corner the organisers: give us what we need*;

Need for course quality assessment: *Feedback on courses must surely be available. After I had written my feedback into the table, nobody talked to me on the last day. I was persona non grata after writing that the courses were not well prepared, there was not enough material provided, and that we were not happy with the courses.*

Just like mobile staff, school principals who participated in focus group discussions also expressed their opinions on collaboration with the specialists of the Education Exchanges Support Foundation who administrate preparation and implementation of project applications of schools as well as presented **PROPOSALS CONCERNING SUPERVISION OF PREPARATION AND IMPLEMENTATION OF PROJECTS**:

Evaluation of activities of specialists of the Foundation: *The Foundation works correctly, consistently, we feel very well. All the information is provided concretely and clearly, perhaps only the time for applying is very short. When you send a question to the Agency you always get a specific reply that includes all instructions. The relationship is just perfect. They even call us back*;

Need for help: *Considering small schools that have no experience the Fund has to think how to help them with the application. Public procurement was not easy. It was bad that all weekends in the mobility were counted, 10 days of work, because the course providers count differently*;

Need for the course catalogues: the catalogue *is not available, you have to submit an application, but the courses are scattered all over the internet, you do not even find them at start. We really missed a catalogue and we still miss it. Without it it's very difficult to find and choose what the school and its teachers need.*

4. THE ANALYSIS OF CASE STUDY FINDINGS

The aim of the case studies

The aim of research is to reveal and describe mobility experience and identify success factors and problems. Following the suggested research methodology, three case studies were performed Estonia, Finland, Poland and Lithuania. A case study in Germany was not conducted. The most successful case in each country was chosen by the National Agency in each country as an illustration in this report: the case of the Vääna Manor School in Estonia (kindergarten/primary school with 6 forms and 93 pupils situated in a rural district), the case of upper secondary school in the Helsinki Metropolitan area in Finland (a large upper secondary school), the case of Rokiškis district municipality consortium in Lithuania (totally 8 schools: 6 small, 1 medium, and 1 large), School-preschool unit in a small village providing education for Silesian agglomeration in Poland.

Research Topics

(1) organisation of mobility; (2) implementation and dissemination of the mobility experience; (3) school leader's support, teacher leadership; (4) outcomes of teacher professional development abroad, their impact on pupils' learning results and school culture.

Research Methods

(1) document analysis (analysis of the strategic documents of the school/district, project application forms) for evaluating the consistency between the objectives set out in a project application and strategic documents; (2) secondary data analysis of the surveys of schools; (3) focus group discussions (mobile, non-mobile staff, school principals; (5) interview with leaders and founders of institutions implementing a project.

The qualitative research strategy allows more freedom in selection of the appropriate ways for data analysis and interpretation. The path of case study analysis differs in each country: research findings are in part determined by the country's education system specific features: the organization of the educational process, student learning outcomes assessment, teacher professional development system and recognition.

Research Findings

Whatever the differences in education systems across the countries, the following summarizing findings on the factors of success can be noted:

PRINCIPAL'S ROLE. The schools' implemented teacher professional development abroad projects are successful if the principal of the school takes an active role in the preparation and implementation of project activities. The clear school principals' vision of school development and direct interface of project activities with the strategic aims of the school, create a deeper understanding of the project activities in the school community. School principal's role in keeping the sharing atmosphere among the teachers, provide and inspire purposeful actions, consolidate the results of mobility. Expected project results are achieved and the prerequisites for their sustainability are created if school principal encourages the involvement of school community and if he/she (school principal) himself/herself is involved in project-related activities. In the cases of consortium this role was successfully realized

by the leading municipal project manager. The municipal project manager is aware of the region's education system needs and manages the balance of development of individual schools.

COLLABORATIVE AND COLLEGIAL PRACTICES. The collegial activities on the project-related topics inspire teacher professional reflection, promote the initiation of teacher professional communities. The knowledge management culture is observed is such cooperative teacher activities which increases the possibility of project results' sustainability. Mobility idea centred teacher professional communities has a potential to change the existing teaching processes at school. The idea sharing events, discussions and reflections encourage teachers to revise their current teaching style, inspire to use different, more modern approaches which is highly appreciated by pupils.

ESTONIA

Study environment as a factor that shapes the pupil's personal development: the case of the Vääna Manor School (Vääna Mõisakool)

Specific features of the school

The Vääna Manor School is a kindergarten/primary school with 6 forms and 93 pupils. The school is situated in a rural district, in a renovated manor house that is surrounded by a huge park. Placing high value on the history of the manor and application of outdoor studying have been specific features of the school for some time, while the use of ICT devices, outlining integration of national groups and development of a training system have been added to those quite recently.

The consistency between the objectives set out in the strategic documents and the project application form

The objectives set out in the application form (building of a study environment that is modern in its contents and based on cultural values in its form) are in line with the main goal set out in the strategic plan for the years 2016-2018 (further development of an organisation that relies on agreed upon values).

To ensure the sustainability of the mobility outcomes the following activities have been planned in the application form: 1 course (a teacher and a study manager), 3 trainings (3 teachers and the school leader), 1 training + visit to a school (1 teacher), 2 outdoor study trainings (4 teachers).

Research sample

3 focus group discussions: (1) mobile staff (5 respondents); (2) non-mobile staff (5 respondents); (3) interview with school leader.

Project implementation peculiarities

(1) clear linkage between project topics, approach to teaching and strategic goals; (2) well organized and managed dissemination of mobility experience; (3) effective implementation of mobile staff experience by non-mobile staff.

Perception of the school leader

Learning through action and analysis of what has been accomplished

When I took over the management of this school, hardly any development activities were conducted here. When conducting an activity, we always learn which nuances have been missed with a project. For example, we still have room for development at conducting training courses and conferences; we need to make training courses from colleague to colleague and open lessons to work more systematically, and organise acting as job shadows with two of our neighbouring schools. I would like all things to launch fast and changes to become real quickly, but a school is a slowly changing entity and the processes take time.

Associating the project with the teachers' personal development goals

The aim of the project was to apply the existing strengths of the school in a systemic and integrated manner (values of the manor, studying outdoors, ICT). I try to bind the objectives of the school with specific interests of the teachers, and then with options for training, which means that the aim of the project is formed of two components. New options granted also imply obligations to contribute to the development of a specific topic. Different spheres have different 'engines' who lead particular topics, and together they form the big picture. As a result of the project, the objective of the school has also become clearer.

Taking joint responsibility with the teachers

The best managed project is the project where the ideas proposed by me are bought by the teachers, where these ideas become part of their plans. I aspire towards the teachers taking responsibility for the plan. I put an idea on the table, and then we discuss it jointly with the whole team, and we also may put it aside if it is inappropriate or if we lack the necessary resources to carry it out so that the initiative would not be left on me alone. My task is to find the resources necessary to implement an idea. The school leader's role is to detect and direct discourses, and to shape such discourses through positive direction and sharing stories and personal experience, as well as to act as a mentor who helps the teachers to give meaning to their activities.

Selection of project participants

After introduction of the ideas of the project only those teachers continued to participate who were interested in the project, because if the teacher is not ready, she or he cannot be forced. In case of some teachers whom I have encouraged to participate the language barrier constitutes an obstacle, which could be overcome if two different persons who see the training from different perspectives could attend the same training, and later on they could also implement the ideas better at school. I encouraged the teachers to overcome their fears related to language skills, and those who have attended have actually overcome their fears, and they also share their experience with others. We have actually special courses of English for teachers but unfortunately not all those teachers who would need such courses attend them.

Sustainability of mobility outcomes

Today we have such teachers at schools who are open and ready to learn, who are already prepared to teach other teachers (to perform the practical part in cooperation with universities), who have

created study materials themselves, and who work in close cooperation with school managers. The ideas proposed are being considered, consensus is achieved upon them, and together the ideas are put into practice. Prospective to become tutor to other teachers is good motivation to the teachers for making an effort.

Being well prepared, teamwork and professionalism as preconditions for putting experience into practice

We always prepare ourselves thoroughly for everything. For example, we think through and practise our presentations, trainings or sharing of experience and answering any questions in advance in a safe environment, and sometimes via role plays, in order to avoid failure. Good teamwork is definitely one factor that helps experience to become rooted: willingness to take account of each other's' wishes, common goal for activities that has sustained any debates and fosters development, clear and shifting division of roles and professional approach, as well as both formal and informal methods of sharing of experience.

Benefits from mobility

Participating in mobility gives contacts for organising trainings in the future, as well as makes teachers more open to what is going on outside their own schools and more international, and also diversifies the spectrum of trainings. Maybe they will even read articles in another language in the future. The project has given the necessary methods and obligated the teachers to look at the contents in a holistic manner (why do we do what we do?) – from setting the targets to mainstreaming the innovations.

Options for further development

We have developed methodical materials for studying outdoors but have not yet consolidated them into an integral work manual – this could be done in the near future. Teachers actually do not demonstrate particular willingness to share the materials they have developed with their colleagues as they are afraid of potential criticism. Relying on these materials, we could actually start training other teachers as well – we have found possibilities for this already.

Flexibility

A teacher must present her or his work plan twice a year in a format of her or his own discretion. The plan must set out how the main topics and integration will be treated, although a teacher may decide herself for how long a period she would plan her activities in advance. Beginning from this year we have a lesson of outdoor studies but in order to motivate the teachers by giving them freedom and not to impose restrictions on them, we have agreed that we will execute any written formalities about this lesson (the part of setting targets) retrospectively.

Changes within pupils

Alongside with other educational innovations, mobility has helped to gain new ideas and try them out in the classroom, and thereby to make the teaching process at the lessons more diversified (offering various options and possibilities via ICT, independent work and project studies, flexibility and individual curricula), and this has also changed the pupils: it has broadened their minds and made them to take more responsibility for their studies. We also offer pupils a broad spectrum of hobby activities. The teachers have both courage and ideas for this, and this constitutes an essential part of balanced education. Indeed, many of the ideas gained from the projects have found their way into hobby activities and breaks between the lessons.

Reasons why projects are successful or unsuccessful

The teachers' motivation and objectives at implementation of a project; why it is implemented, what will change at school as a result of the project? If the aim of the project has not been thoroughly thought through, if it has not undergone discussions and perhaps even debates on why it is conducted, the project will not succeed. It is easier and less time-consuming to conduct thorough discussions on the project, incl. criticising it in a constructive manner and taking account of various opinions, than to start motivating teachers at the stage of implementation of the project. Indirectly, the project gave us experience of acting as a team and the feeling of breathing as a team.

Perceptions mobile staff

Benefit from and long-term impact of the project

I could see how teaching music is looked upon elsewhere in the world. Visiting museums gave a great deal of different ideas that can be used at lessons. I enjoyed very much the opportunity to participate in lots of different workshops; I admired the abundance of educational materials and related trainings (and advising) provided to the teachers right at their schools. You could find professional trainer for each topic right away, and life-long learning took place practically everywhere. I had the opportunity to compare: e.g. in Italy, options for using musical instruments are substantially broader, for the whole class at the same time. I liked to see men and practicians as teachers. This ardour will probably still last for a couple of years; I can use this experience all the time and I know what I am talking about; I also made a lot of pictures. I got the assurance that I speak beautiful English and lots of various apps to use. I actually use five or six apps out of those learned, that I have become comfortable with and that are fit for the class, every day. My self-confidence increased immensely: I made it although I was pretty nervous before going. It was a very good life experience, and I am already looking forward to my next mobility trip.

Sharing experience

First we shared our experience in our presentation at the Tabasalu school; I wrote an article to the newspaper of our rural municipality; we presented a summary to our colleagues; we have conducted information hours and thematic days, e.g. on the use of apps, a mobility day, a hiking event with activities; one teacher thought that she had directed more of her experience to the class, although the teachers have exchanged their impressions amongst themselves.

Satisfaction with my own school and job

I was very proud to show pictures of our school as we have a really beautiful house. I made an introduction on how musical studies are organised in Estonia and a little bit on my own school as well, but not particularly comprehensively. We have nothing to be ashamed of: we could include ourselves in some lists and offer trainings to others, e.g. on outdoor studies. Our people have so many ideas and we can allow teachers to visit the classroom. For example in England, they did not want to allow us to the classroom. Going out unites people and adds to the persons' courage.

Selection of teachers to participate in mobility

We ourselves selected the trainings of interest to us that matched the aims of the school, and then wrote the project. During the first year, we did not receive that much money from the project, although the number of courageous teachers was also less. Moreover, exchange of teachers was taking place at our school as well as moving to our newly renovated building, and therefore several of the trainings were postponed. These were reasons beyond our control – we are eager to go everywhere.

Selection of the form of mobility

We also thought about job shadowing but we have such a small school that it would be difficult to find a substitute for three weeks. In order to teach, you need to be fluent in the language. Rather job shadowing should come first, or we could invite somebody here to give lessons. I have always wanted to watch a foreign language lesson, how foreign languages are taught in other countries. I would love to go to teach Russian somewhere: I would take my own methodology and look, say after two weeks, whether they can acquire the basics or not.

Changes

Although outdoor studies were applied before our mobility trips too at our school, teachers became somewhat more courageous with this after mobility. I used to do it alone before, but now everybody knows that I have gone out and done it, and ask for help or suggest doing something together. There is much more cooperation with colleagues now. I gained specific confidence for doing something that I thought was forbidden to me before. Indeed we must facilitate the courage to be creative – this is a piece of knowledge that I indeed gained specifically from there.

Changes in the attitudes of the teachers

I already feel myself as a better teacher. Even the courage alone when I did these things with children or the knowledge – this is already something different. I like the idea that I know where I want to arrive before spring, and that pupils must be able to do some things. Sometimes you actually learn very good tricks from children, and then we indeed apply them. This is one thing that builds bridges between children and the teacher. I was inspired by conclusion of social/cultural agreements, and I wanted to pass this information on also to my colleagues. I can see that we are gradually moving in this direction as well.

Introducing your own experience

We have also hosted guests under the Manor Schools Project and received highly favourable feedback. I made a longer summary of this to the principal and study manager, and just talked about it to other teachers and compared different schools.

Support from the management to innovations

The aims of the school and the teachers are very much in symbiosis and support each other. We have very flexible arrangements; we should have a work plan but we write it for ourselves – we watch ourselves, know ourselves where we need to arrive or what we do. The study manager visited our lesson and afterwards we discussed what the aim of my lesson was and whether I achieved it, and not whether I achieved the aims that were written down in the work plan for that particular day. Everything that is novel is allowed if you can justify it to the management's satisfaction and you have a clear picture in your own mind.

Obstacles to sharing of experience

Perhaps experience is not shared because of lack of time as finding time that fits everybody is the most difficult thing. A general lecture format does not work. I, for example, go and talk to my colleagues when a need for a specific activity emerges. We enjoy the advantage of a small school, and we can talk to each other at any time.

Importance of the role of the school leader

In our school, the principal would suggest something, and the teachers usually come along with it – in case of such things that drive us forward. We can drive forwards our own things but we cannot drive forward the mentality of the school.

Impact of mobility on teachers

I gained the courage for improvisation or courage for constant development and use of creativity. I was brave enough to pick up the idea from the Bach's Museum to conduct a thematic day – a Baroque Morning, given that we are situated in a baroque manor house. Outdoor studies have become more comprehensive and more deeply rooted, more specific; we become wiser ourselves all the time and accumulate information from others in addition. Thanks to these trainings we also have tablets and everybody use them with such energy; a huge shift has taken place in our development. The teacher who has attended a training acts as a support person who is addressed with questions, but the teachers also take further and deeper insights into the topics themselves. We are satisfied ourselves too: e.g. I will work as a teacher for as long as there is still something that is exciting, until it is still exciting to teach. When other teachers come here to learn from us – this also raises our feelings.

The teacher's career model

For me it is enough for my career when somebody comes to watch my lesson. A 'trainer' sounds gorgeous, is recognition to you, but also does a small bonus amount in addition to your salary. We have conducted one test training already, and now we are expecting next teachers to visit us.

Impact of mobility on the pupils

We have talked about mobility trips also to our pupils, and the children also take as if a better and friendlier attitude towards you. The children are indeed more or less informed about the good things that we have accomplished here; they also become more trusting towards you. The children's lives have definitely become merrier and more interesting, their horizons have broadened, and they also have gained specific skills of how to use computers. When compared to my previous class, then now we do a very great deal of our work in web environments; we review things and practise, they make apps themselves, indeed they learn much more, better and with enthusiasm. And other teachers can use these skills at their lessons; they do not need to start teaching them from scratch.

Options for further development as a teacher-trainer

In my opinion, we indeed could give training a try. We already have such a team that I would very much like to conduct lessons with them; I trust these people.

Perceptions of non-mobile staff

Learning from your colleagues and applying what you have learned

The teachers have played through with their colleagues what they have learned at their courses, they use themselves what they have learned, and thereby also give new ideas to their colleagues. We do not just only think, but also start testing at once. Most of all, I have taken over IT – the sphere that one teacher went to learn and then passed on to us. At some period, we experienced some kind of a real apps-mania. About 18 months ago I did not understand what an app was, and I was afraid that I would not be able to catch up with all this IT staff, that children would get far ahead. Besides sharing the experience of mobility, it is important that one could ask for help or advice from that teacher, e.g. where to find some materials or how something worked. In fact, it has been an exciting process – all those apps, QR codes and searches, as well as all kinds of web pages and possibilities they give to users. Given that we have got the facilities for using ICT, it is quite interesting and today I already courageously use it.

Shared ideas and teamwork

On the one hand, mobility gives you specific methods and ideas, but on the other, it also contributes to the building of mentality and attitude that we do new things. When somebody has attended an event and got inspired, then it also carries away the others. We discuss how could we make this thing even better and put more of it into practice. We do not simply take over an idea but we try to adapt it to our needs, taking also account of our own environment, and to develop it further. At some point we cannot remember any more where the idea came from – it becomes our own. Today we have a perfectly functioning and trustworthy team at our school, and what we ourselves need, what we can give to the school through our niche, is also taken into account. As we all share in everything, and all the teachers of our school do the same things, e.g. outdoor studies, it unites us as a school. It all starts from an idea shared by a teacher, which then spreads to other teachers, from them to the pupils who take it to their homes to their parents. Given that open-minded being is part of our culture, then everybody gets engaged with different ideas, we can apply them immediately, and we REALLY need them.

Professional development of teachers

Last year we developed study materials ourselves, and all the teachers of our school could use them at their lessons. This year we are also going to train other schools with the team of our school: we will give lessons to pupils in an ancient key (that fit into the environment of a manor).

Development of distinctive features of the school

If there are many schools in a particular region and the school wishes to stand out amongst them, it is essential to find the school's own image via different projects. It can be observed already now that the school has obtained a strong image thanks to the fact that so many things are done here and we have our own firm vision, and therefore very many children want to come and study here.

The directing role of the school manager at management of changes

I have been working at this school for long time already. The new principal came three years ago – before that there was nothing. The former principal was not particularly interested. She did not engage teachers at putting ideas into practice, and each teacher carried on her or his own business in her or his own corner. We did gorgeous things on our own and alone. But there was no appreciation or support whatsoever. When the new principal came, we were not able to thing along during the first semester – we were not used to it. Today we do not just dream about all the things that could be, but the new principal picks up practical ideas immediately and asks what are we going to do next with it, why are we going to do it, what will it give us and where will it take us, whether it is sustainable, etc. Each person has a little spark within him or her, and the principal is indeed the person who has ignited fire out of these sparks – so that we would have motivation. She always agrees with all kinds of ideas and innovations, but also offers real and practical assistance, takes some of the tasks on her own shoulders as an equal member of our team.

FINLAND

Developing teaching, learning, and evaluation using ICT – a case of an upper secondary school in the Helsinki Metropolitan area

The consistency between the objectives set out in a project application form and strategic documents

The strategic goal of the school: to develop teaching, learning and evaluation using ICT tools and electronic teaching materials. *School priorities:* Developing students' learning skills, using ICT in a pedagogically relevant way, maintaining international cooperation.

The objectives set out in the application form *(to update competencies in using ICT tools for teaching, learning from best practices of international peers, developing ICT use in teaching to support learning skills of students)* correspond with the priorities in the strategic plan. The school's application includes the planned actions to sustain the new experience and knowledge gained from ERASMUS+ KA1 mobility, which are the following:

1. Internal training sessions will be organised to disseminate the outcomes of the project
2. Quality of teaching will be updated and improved
3. Learning environments will be diversified
4. Project outcomes will be disseminated to other schools as well

Research sample

2 focus group discussions and an interview with the school leader: (1) focus group with mobile staff (5 respondents), (2) focus group with non-mobile staff (6 respondents), (3) interview with the school leader (principal).

Findings from focus group discussions and interview with school leader

Project implementation peculiarities

(1) School principal's active role in planning and implementing the mobility project; (2) School principal's understanding of the connection of the mobility project to the school's strategic development; (3) Mobile staff members value the new contacts and knowledge acquired from the mobility, but also the chance to take time to reflect on one's professional development; (4) Non-mobile staff appreciates mobility projects but does not feel that they get enough information about their outcomes

School leader's perception

The connection between ERASMUS+ KA1 mobility project and school strategy

Actually, this project stems from the strategic development on the municipal level: all upper secondary schools have a common strategy with specific focus points, such as development of diverse assessment, electronic matriculation exams, usage of digital cloud services in teaching, etc, so the idea for the project really comes from that. In addition, all the schools in the municipality received tablets to use, so this project was good from that perspective.

School leader's active role in project's planning and application process

When I found out that this kind of funding could be applied for, I asked the staff, which subject groups would be interested in participating in this project. So everyone had a chance to express their interest, and the participants were then limited to English and music teachers, because they expressed the most interest. In this specific project I have taken the full responsibility of planning and applying for the project. This project had a very specific goal, to improve the ICT skills to use the newly acquired tablets, so I felt it was easier to just handle all the paperwork by myself. Maybe in the future, especially if we have a larger-scale project, we will form a team of teachers to take responsibility for the application process, but this time I felt it was best to do it this way.

Dissemination and implementation of mobility outcomes

Some of the teachers who have already been to their mobility visit have been showing other colleagues how they have learned to use ICT as an assessment tool. In our municipality we have established something called a "pedagogical afternoon", which is designed as a training and information sharing afternoon for teachers of the same subjects from different schools. Our school's teachers have presented their project outcomes to other teachers in these events and thus disseminated information from the mobilities outside of school. Another way that the information and ideas from mobilities are spread is in the everyday communication in the teachers' offices. Teachers have shared offices with the colleagues from their own subject group, so they disseminate the information to each other. The challenge for the future is to figure out how to spread the information more effectively also from one subject group to another.

Support for teacher professional development activities

I think that the more the teachers want to develop their professional competencies, the better. So if a teacher suggests that they would like to attend a training, at home or abroad, I try to find a way to make it happen. The development discussions between the teachers and the principal are also a good way to find out the teachers' wishes and needs for in-service training and to encourage them to participate. Finnish teachers are very good as it is, but it is very beneficial to sometimes go abroad and see how things are done elsewhere. It is good to see that things can be done differently somewhere else, but still work equally well.

Impact of a mobility project on teachers' career

In Finland the teachers do not really have other career advancement possibilities than to become a retired teacher or a principal… but if one thinks about the employment chances of a teacher who looks for a new job, then I'm sure that these kinds of mobilities give a very good impression to the employer; they show that the teacher is interested in developing their competencies. Also, the teachers who actively participate in the schools' projects can get more responsibility within the school, for example as members of different teams or development groups.

Sustainability of the mobility outcomes

I believe that the outcomes of the mobilities will be very sustainable, because the competences and ideas acquired from the mobilities were linked to an already pre-existing process of changing teaching methods, so there was an actual, existing need for those competences that the mobilities answered to. Another reason why I believe that these new ideas will stick, is that the mobilities started from the teachers' own initiative. When you have decided for yourself that this kind of training is useful and that there is a need for it, it is more likely that it will also be useful. I am fairly sure that the teachers who have started to apply the new teaching methods and have noticed them to be efficient and beneficial will not be going back to the more "old-fashioned" way of teaching anymore.

Mobile staff perception

Benefits of mobility visit to the quality of teachers work

Cooperation with colleagues from other countries was really the best aspect of the course; everyone could share ideas and insights with each other. Participating in a week-long training instead of the usual training sessions that last only one afternoon, gives one a chance to really immerse into learning something new.

You get a much clearer idea about how you can actually do things differently, when you get to try it yourself, because if you only study the theory of something it is certain that the moment you return to work, the theory is forgotten. But if it is possible to tie the new information onto something you already have tried, it is so much easier to bring it with you and start applying it right away. Being generally open-minded and just seeing something new, it certainly doesn't hurt!

Sharing ideas and experiences with colleagues from other countries can also help in realizing the positive aspects in one's own work. This may sound even a bit smug, but I think that Finnish teachers are actually pretty good, so discussing with teachers from other countries makes you realize all the possibilities, the freedom and autonomy that we as Finnish teachers have in our work.

Mobility as a valuable "time-out" to reflect on one's own work

When you have a chance to spend a week somewhere where you can really spend time to reflect on work-related things without the hectic schedule, it is clear that it does improve the quality of your work. It is also really a matter of professional well-being to be able to be somewhere else for a while and reflect on things from a different perspective. Whenever one really takes time to reflect on one's work, it is a great moment for growth and it does affect the quality of the for sure. The teachers tend to be so fully burdened with work and a busy schedule that it does not matter where we were sent for a week, we would be happy to get a break to reflect on things.

Support from the school community and school leaders

We have been able to share and implement the new ideas as much as we have wanted to and been able to. There hasn't been any sort of jealousy among the school community about the mobilities; the colleagues have been very interested and some of them have also been inspired by the mobilities and realised that "Maybe I could go too", and some of them have now applied for international projects as well. There is so much international activity in our school, which everyone who wants to participate also has a chance to do it.

School leader has been extremely supportive, and did all the paperwork and filled out the applications himself. The teachers did not have to do anything else than express their interest and sign up.

Dissemination of ideas and new knowledge

The usual discussions in the teachers' lounge or offices are maybe the most common ways to share ideas. We also had a joint training afternoon a while back, where we discussed ideas and experiences and presented some of the best ideas to others. It would be great to have more time for discussion and sharing of ideas with the colleagues. We also have a networking system with the other upper secondary schools, which allows for the teachers from different schools can share their knowledge and best practices with each other. It seems that the municipality level has really been activated in that ideas should be shared more between schools as well.

When many colleagues have been to these courses and use the same ICT methods, it is easier to apply them in class since the methods are familiar to the students from their other classes as well.

The ICT skills gained from the courses make it possible for teachers to have new and different types of exercises in their classes and activate students who otherwise would perhaps not participate so actively.

Evaluation of teacher professional development forms

Courses are useful, as long as there is a clear focus and need; otherwise, the benefits can stay quite thin. Language competence can also be a problem, especially if one is going to teach in a different country. If one does not understand the language used in the class, it is not so easy to gain as much from the observation as would be possible otherwise.

Problematic aspects of the mobility implementation

The quality of the course is essential for the success of the mobility: even though the leaders of the course did a good job, there had been some lack of information, and many course participants had

brought with them devices that were not compatible with the course providers' own devices. This wasted much time from the courses when these compatibility problems had to be solved and dealt with all the time. There were also some problems with the internet connection and other technical problems. Differences in the language skill level, of course, participants caused some problems, as well as having participants from very different education levels, and thus with very different needs, in the same course.

Non-mobile staff perception

Mobilities and international projects common in the school

International activities are a very important, natural part of the everyday life of our school, it is almost considered to be self-evident that there is some projects going on every school year. Even if it is not in such a big role in my own subject, but it does affect the whole school.

Information about the outcomes of on-going projects does not necessarily reach all teachers

I do not have very much knowledge about the current ERASMUS+ KA1 project in our school. I know very little about who has been where, and what they have done or learned. I would say that it is the big challenge in our school; how to share the new information more widely. It is often left to the active contribution by the mobile teachers. There has been talking about organising possibilities for teachers who have participated in the mobilities to share their acquired knowledge in a more structured way, but then no one has taken responsibility for organising it and it has never been realised. For us who do not participate, the only information about the project is often the first e-mail or message informing the staff about an upcoming project, and if one does not want to be involved with the project, any further information depends on one's interest and activeness. Specifically allocated time for sharing of project experiences does not exist, even though it really would be beneficial. Basically the most likely way of finding out information on the on-going project are the discussions with the mobile colleagues in the common offices, but even that does not necessarily happen. I have asked a while ago if there could be a presentation by the mobile teachers to the rest of us, but it has never happened. I must admit that I don't even know who have participated in the mobilities! The real structures for information sharing are simply not there, and thus the mobile teachers perhaps do not have time to share their experiences or the thought of sharing does not even cross their minds.

Benefits of the mobility for the teachers and school

It is good that one has to think about and justify one's own actions when one sees things done in a different way. When you have to explain to someone how you do something, you have to also think about why *you do things the way you do. I am sure that the project has been successful in the individual level and beneficial for those who have participated in it, but in a community level it does not seem as successful since so many of us knows almost nothing about it. There could be a wider impact on the whole school if there were clearer structures for sharing and disseminating information after the mobility.*

Evaluation of professional development forms

Job shadowing sounds very interesting; to be able to really see how school life and education system works in a different country. To be really there to see everything in practice instead of just reading

or hearing about it. As teachers we rarely get a chance to just observe a class without having to participate. It could really be an eye-opening experience.

Maybe before the possible next project there could be a more open discussion about what kind of mobility training would be the most beneficial for us; whether or not it is a course, or more of a job shadowing-type project.

LITHUANIA

School cooperation seeking to implement strategic goals in education: Rokiškis District Municipality Consortium Case

Consistency between the objectives set out in the strategic documents and the project application form

The objectives set out in the proposal form are in line with one of the priority goals set out in the district strategic plan by 2020 *(to ensure the quality of education services).* Measures seeking to achieve the goal: (1) to develop teacher competence; (2) to promote international mobility; (3) to foster creativity and leadership project implementation in schools.

Project aims were grounded with the self-assessment reports prepared by district schools in 2010-2014, surveys on pupils' achievement, reports prepared by the National Agency for School Evaluation, in the application form: low motivation, of form 5-8 and 9-10 pupils, a decreasing pupils' achievement, need for general and professional competence improvement of teachers working with teenagers aged 10-16. It is important to note that all mobility activities address competence development of teachers teaching that age pupils.

Experience dissemination activities (workshops) had been outlined in the school's application as the needed actions in order to sustain experience gained in ERASMUS+ KA1 mobility; real management decisions had been set out in the project application seeking to monitor and evaluate changes in schools participating in the consortium: teacher, pupil and parent surveys, teaching process observation by visits to the lessons, document analysis (orders, meeting minutes, working group reports).

In the case of Rokiškis district municipality consortium during the research some project activities still were in progress: mobility was not completed, not all planned visits had taken place.

Focus group discussion and interview with school leaders findings

Research sample

2 focus group discussions with: (1) school leaders of consortium members (8 respondents); (2) mobile staff (8 respondents); (3) interview with district municipality mayor and deputy mayor, Education Department head and specialist, project coordinator (5 respondents).

Project implementation peculiarities

(1) Education Department specialist demonstrates a strong position so as to ensure the quality of the education system in the district through project work, mobility programmes. (2) Education

Department specialist has a clear position on monitoring dissemination activities, as well as using school performance evaluation by clearly defined criteria.

Perception of education policy makers and administrators

Project success factors

The consortium put much effort into project proposal preparation so as to the win a project. Education Department specialist's input is huge: she has experience and know-how, had worked with other projects that had brought benefit to schools. The problem that the district municipality has to deal with in the education system has been well-defined in the project application: motivation of form 5-8 pupils. Not all teachers know how to use methods so as to handle the problem.

Advantages of having the consortium in a district

Setting up a consortium in a small district is a wise decision. A problem can be approached from a wider perspective and solved. A consortium allows to take a wider view. It provides a possibility to share mobility experiences not only with your school colleagues but also in the district. One of the drawbacks is that only 2-3 members from school can participate, it is a tough task to select the right charismatic people, to be sure that he will want to share experience, not to sit in corner saying: well, went on a visit… so, what?

School leader's support and recognition

Strategic strengthening of the education system in the district

If a project helps to increase outgoing mobility and reach the national average that will mean success. This project is beneficial to teachers in our district, not many have a chance to go abroad. Now they get a chance to share experiences. We were very surprised that people learned so much. A teacher's from a village school mobility increases prestige, parents' trust, if a teacher travels a school is good. Local government leaders were an inch higher than we, somebody went somewhere. Now teachers get an opportunity to take the lead, see things from another perspective.

Benefits of the consortium to small schools

Higher value is created in a consortium, it's when a number of visits rises, and a wider territory is covered, more dissemination. Many Erasmus projects are too complicated for a small village school. Central project administration is very helpful. We can't afford that somebody would organise accommodation, catering. It wouldn't be fear to ask a teacher of English to organise a trip for 5 persons.

Benefits of networking

It's good to have a consortium, teachers can interact, discuss what they saw. We see a schedule, how experience will be shared with teachers from other schools, that's also competence development. Teachers present an opinion of not one individual but of team members. If half of staff goes on a visit, who will teach? Almost all schools in the district share teachers, if dissemination is organised properly all the district will get enough knowledge.

Mobile staff perception

Value of networking to school and teacher

It's very important that we're from the same district. We feel each other, understand, support and cooperate. That's very good. We don't socialise much, and that's an opportunity to meet other subject teachers and interact with them, find out their opinion. It's not so important to go abroad, firstly you get to know your own people, learn about their problems, pleasures. When we began giving our presentations we understood that we see things differently. It's important to reveal different approaches. It would be difficult for one school to organise dissemination. Interests would be one-sided. Project outcomes would less significant.

Advantages of the consortium

School leaders are happy and encourage to take part, teachers shouldn't shut themselves off. Giving presentations in other schools we improve ourselves and competence. A project is a matter of prestige for school, leadership development. Then parents and pupils change their opinion. The advantage of a consortium is that the teacher doesn't have to do much paperwork, shouldn't bother about formalities, public procurement.

Scope of dissemination at district level

No mistakes were made, everything was well organised. There could have been a little less of dissemination, in school and after school, for the whole month. We're from the district, problematic to reaching the place, find transport, manage time. But that's an insignificant disadvantage. But when schools are satisfied with dissemination, we are too.

POLAND

School-preschool unit

Background information of project

The project was implemented by a small village school providing educational support within Silesian agglomeration. This is an area with high population density and high urbanisation rates. According to information from the Statistical Office in Katowice (2009) the Upper Silesian conurbation is composed of as many as 19 large urban areas occupying a total of 1,468.83 km2 (over 2,000,000 inhabitants). The location proved one of the significant factors that were decisive in joining the Erasmus+ programme, as the school is situated in an area where there is no access to additional activities. Therefore, it is the beneficiary's institution that turns out to be the only establishment enabling its pupils to develop during classes and meeting local needs related to teaching support organised after school.

Consistency between the objectives set out in the strategic documents and the project application form

Fighting exclusion and the equalisation of opportunities of pupils inhabiting the suburbs to make them competitive with pupils from bigger agglomerations were important factors of project implementation. According to the beneficiary, the teaching staff are trying to raise their qualifications

to ensure that their pupils' knowledge and skills are on a par with those of school leavers from large cities.

The main objective of the project activities consisted in increasing the effective use of ICT during classes held at the school with emphasis on subjects other than IT. That was connected with the fact that the school had been previously provided with modern equipment (computers, tablets, notebooks, interactive smartboards etc.). Although the school principal had managed to obtain funds for purchasing specific devices it turned out that the biggest obstacle in their effective use was insufficient knowledge possessed by teachers.

Mobile staff perception

We concluded that it would be great to possess more knowledge how to use our equipment, what to do with it and we said we wanted a project linked to our multimedia. And then the coordinator started looking for a partner, a school with which we could cooperate and that's how it started.

I am of the opinion that the level of my knowledge was low and now my knowledge has improved. Thanks to the project I am no longer afraid of looking for and applying new solutions. Between you and me, I was afraid to press something I was supposed to, ruining the thing as a result, and the equipment was expensive…

The necessity to acquire new knowledge related to operating and using modern equipment and software had also stemmed from general changes in the perception and use of modern technologies by new pupils coming to school.

Younger kids love that, they get to hold mobile phones and use other multimedia equipment more and more early.

Thanks to the project its participants learned to use innovative tools and methods during classes and additional activities. Participation in the course allowed teachers to gain new skills, knowledge and experience in making use of ICT.

Now that we have lots of this equipment and have implemented this project related to digital schools, we know how to do things. Therefore, going somewhere to improve your knowledge is a thing worth doing. Each of us benefitted from the course. We use the equipment more often, we organise different lessons and we have much more satisfaction and so do our pupils. If you have to read something from a book, if you have to learn in the traditional way – these things do not always appeal to them, but when they have to use that equipment and when they are given tasks, their attitude changes a lot. They are more active and that is something important after completing that kind of course.

When in their partner host institution, teachers became familiar with methods and tools used in other European countries. Owing to the participation in the project they were able to prepare for organising additional activities for their pupils to develop their knowledge of ICT, among other things thanks to using new computer programs for image and sound processing, creating avatars for the purposes of education (e.g. for learning foreign languages).

Enriching methods used by teachers by adding skills enabling them to make better use of IT tools when preparing and conducting classes increased pupils' interest in studying.

Kids are very clever and bright, they can operate part of the equipment the moment they come to school, therefore, it is using this equipment during classes that they are fond of and we allow them to do it. We have programmes we can use, there is a lot of free software to download from the Internet.

(...) and therefore, we use this equipment more often, we organise various lessons, be it Polish or History, and we have much more satisfaction and so do our pupils. If you have to read something from a book, if you have to learn in the traditional way – these things do not always appeal to them, but when they have to use that equipment and when they are given tasks, their attitude changes a lot. They are more active.

Using multimedia equipment and new ICT for self-study, for example when doing homework, proved essential for raising the quality of the learning/teaching process.

Kids have already their own mailboxes, email addresses and we exchange messages. If we agree that something will be ready within a month, we send questions or results to others and we are in touch not only at school but also after school.

This is a great advantage that I can conduct classes and use electronic exercise books. You just create your class and within it your pupils can remain in touch and post various information and messages about a topic or write to each other.

Information coming from participants in the case study involving the school leads us to believe that the project results will be durable and will contribute to the development of teacher competences and that they will significantly influence the quality of functioning of the institution. This is proven by participants' declarations concerning further studying and gaining ICT knowledge on one's own.

It is true that ICT skills benefitted the school. I think that there are many more programmes, we only know a few of them and I am sure there is a wealth of them. But we do not know them. And there is free software as mentioned by an instructor during the course and there is a lot of various things, we could go on doing this.

This new knowledge gained by the teaching staff contributed to a bigger openness of the school to the local environment. Teachers have started a cycle of open lessons, to which parents are invited.

As part of internal evaluation, we analysed whether our classes were interesting and whether anything related to ICT was used, whether or not parents had any information that something new was happening at school. So somewhere there, we had some feedback that something was happening.

Meetings with parents, teachers preparing presentations from trips, short films about pupils

-So is all of that used, new technologies?

Yes. This year at the meeting ending the first term there were short videos and our pupils' parents liked them a lot because that form of information transfer is not so boring and monotonous, it is not like reading a report I was there and did that, instead – there is a video.

At the end of April I had an open lesson on patriotism with parents as the third of May was coming up. At the beginning I told the parents that I had been to Malta to do a course where they told me about new programmes. I had prepared a lesson scenario where parents and kids were supposed to do interactive crosswords, complete phrases, the lyrics of the national anthem, all verses. What

project participants said in their interviews confirms that participation in the project has raised the prestige of the institution. Thanks to making a better use of its computer equipment (as the knowledge of mobility participants has grown), the school is now perceived as a place where pupils learn how to use new technologies, which makes it more competitive among other institutions in the whole agglomeration.

Parents from outside of our catchment area want their kids to attend our school. Parents who live within our catchment area do not want to send their children anywhere else, they leave our kids here. This is also the opinion of our lower secondary school students who say "it was great here, classes were super, fantastic equipment and there is nothing like that there, in other schools".

We hear that enrolling a kid in the school is a thing worth doing as interesting things are happening here, the school is better than other schools so we cannot complain of having not enough pupils.

Parents start realising that there is electronic equipment in the school, in each classroom, and that classes are held using multibooks and short videos and when a teacher enters the classroom the laptop gets switched on at once and things start happening, the class is alive. And when they go to lower secondary schools it turns out that things look different there.

Teachers share their knowledge with persons from other institutions, although this is mainly initiated by the other side rather than by beneficiaries.

There was also a teacher working in a different school who wanted to give her the names of all software and the scenarios as she liked the lesson very much and wanted to repeat it in her school. So we gave her all URL addresses of free websites given to us in Malta.

We share knowledge not only here in our environment. Lately I have been phoned by a colleague who is now the coordinator of a project in another school. She is to go to Malta and she phone me to ask some questions – how things looked there, what the programmes were like, she wanted all materials so I gave her my folder that we had been given there.

There are moments when teachers of a given subject meet, for example at a conference or meetings organised by the City Council, they meet school principals to exchange information.

The project also brought other benefits not directly linked to the IT course. The one that should be emphasised is a better command of English influencing not only the professional development of the participants but also improving the teaching potential of the sending home institution, as being able to speak better English allowed teachers to use more materials written in this language. Information gained during the course raised the group's awareness of sources of such material (e.g. open platforms for users of English).

Of course we had concerns at the beginning thinking whether or not we would manage without somebody with fluent English because the coordinator (a teacher of English) was not there for us and it turned out that we did not need the coordinator at all (laughs).

We all managed perfectly well, there was no problem with English and dealing with things. This added benefit proved an important factor motivating people to search for new sources of funding to be obtained for more training courses which is sure to translate into the durability of project results.

We were considering a language course, thinking that maybe we should plan one like that also during school holidays or winter breaks to learn a bit more, more advanced things, to be able to communicate. Those jointly implemented tasks strengthened the team and its integration. The number of teachers employed in the school was small, which was helpful. Work in a small team makes is easier to exploit project results and disseminate newly acquired knowledge.

I think that this is something natural, we are too small a group and that is what motivates us – thinking that there are 11 people counting on me, I cannot fail them, I have to deliver (laughs). And maybe we are that kind of people who see each entrusted task through.

It is also worth adding that this reception of benefits at institutional level also results from the pre-planned concept of the project which was to involve the whole teaching staff in mobility to enable them to fully exploit the results of the project during classes. Easier transfer of knowledge within a small team was also confirmed by another participant who for family reasons (wedding coming up) was unable to participate in the project.

When they returned, did anyone share their knowledge with you?

We are such a small group that when my colleagues were there I kept getting text messages and mails with photos attached and the girls were telling me how things were as I was really interested because this project was different than our previous ones. I am sure it involved more work, individual work, more activities and training where the teachers – unassisted - worked with those from a different country.

The ladies said they had worked on computers with online software and they learned how to set up webpages.

School leader's support and recognition

An interview with school leaders confirmed that participation in mobility projects coordinated by the school was favourable for the process of recognition of newly acquired knowledge, which in some cases may even lead to professional advancement. This was also confirmed by those project participants themselves.

…evaluation of professional achievements, activities linked to it, courses completed – all that is in our favour and has a positive influence on professional advancement.

There are of course those who were climbing the career ladder, for example me. And that was a thing that mattered in reports and in applications.

1. CONCLUSIONS

CONFORMITY WITH ERASMUS+ KA1 PROVISIONS

1. CONTRIBUTION OF ERASMUS+ KA1 MOBILITY TO THE IMPLEMENTATION OF THE SCHOOL STRATEGY. Participants of the study in all countries agree that the project ideas contribute to the implementation of the school strategy. A slightly lower relationship between mobility aims and school long term goals is seen in Germany. The willingness to improve the competitiveness of schools in the local market as the reason for mobility was highlighted in the focus group discussions in Lithuania and Poland.

2. HIGH SATISFACTION WITH PROFESSIONAL DEVELOPMENT. SOME CRITICISM ABOUT THE CONTENT OF MOBILITY. In all countries, participants are satisfied with organisational issues of ERASMUS+ KA1 mobility (the experience of intercultural collaboration, timing, the responsiveness of the course provider etc.). There is some critical feedback concerning the content of the courses. Estonian teachers that participated in job shadowing activities were more satisfied with the mobility than teachers involved in professional development courses. High satisfaction with the intercultural experience was more evident in Finland than in other countries.

3. HIGH SATISFACTION WITH THE SUPPORT FROM NATIONAL AGENCY, COMMENTS ON THE COMPLEXITY OF APPLICATION FORM. The support of National Agencies is rated highly across all participating countries. The majority of project coordinators agree that the funding process is transparent. All countries noticed that the application form is too complicated. However, this issue was more emphasised in Finland and Germany. In Estonia, an opportunity for improvement of future international projects was highlighted when evaluating the support of National Agency.

CONDITIONS OF SUCCESS AND BENEFITS OF ERASMUS+ KA1 STAFF MOBILITY

4. A SIGNIFICANT SUCCESS FACTOR IS A THOROUGH PREPARATION FOR THE MOBILITY. The majority of respondents emphasised the importance of preparation for mobility (setting mobility aims, purposeful and thorough selection of courses, teamwork, staff involvement, sharing responsibilities). Dialogue between teachers and the leading staff during the preparation stage is crucial, because only then the needs of the teachers could be combined with the needs of the school. The preparation for a mobility determines a higher level of obtained competencies and higher rates of the perceived changes at school level. Teachers who put more effort for preparation more often act as leaders, disseminate and implement gained experience.

5. THE INCREASED TEACHER OPENNESS TO TEACHING INNOVATIONS. The project's greatest impact is on the increase of openness to innovation in education and the increase in teachers' knowledge of teaching methods: teachers became more open to changes, got the stimulus to change their teaching style.

   The different patterns of the changes demonstrate that diverse needs for professional development exist in different countries. The change in the ICT skills was most evident in Germany and Poland, the acquisition of new teaching methods – in Lithuania, Estonia, and Poland. The pattern of the

changes (see Figure 8) in teacher professional competencies is most similar in Estonia and Lithuania.

6. THE DEPENDANCE OF CHANGES IN TEACHER COMPETENCIES ON THE FORM OF PROFESSIONAL DEVELOPMENT. The study results confirm that changes in teacher competencies depend on a chosen form of professional training. Job shadowing provides more contribution in developing intercultural competencies, whereas courses are more suitable for the development of didactical competences.

   According to teachers' perception, courses stimulate them to apply new teaching methods more often than job shadowing, change the educational content, and are more related to an increase in pupils' learning results and motivation.

7. THE HIGHEST PERCEIVED CHANGE - SCHOOL CULTURE. THE PERCEIVED CHANGE ON PUPIL LEARNING RESULTS IS LESS EMPHASIZED. The study has shown that ERASMUS+ KA1 mobility contributed to the changes in school. School staff in all countries - those who participated in the mobility and who did not, have noticed that more discussions on the idea of internationality of school are held, the school community is becoming more open and tolerant. This fact is most evident in Lithuania and Poland. The importance of new personal contacts for development of new international projects was evident in all countries.

   The lowest rates in evaluating changes at school level were given to the changes in pupil learning results and motivation. Reluctance to take a stance on the impact of the mobility on pupil learning results has been particularly strong in Finland because of prevailing pupil assessment system (assessment of pupils is based on continuing assessment of each pupil's work at school instead of exams or tests).

8. THE SIGNIFICANCE OF TEACHER LEADERSHIP FOR SUSTAINABILITY OF PROJECT RESULTS. The summarised results of the survey *show* an impact of teacher leadership on perceived changes at the school level. The greater the mobile teacher leadership, the higher are the perceptions of changes at the school level. Leadership manifests through teaching staff initiatives to challenge the existing status quo, empowerment and inspiration of others, purposeful peer involvement into mutual learning, and search of support for the implementation of ideas. For example, in the Estonian case-study, the form of a colleague to colleague training has considerably increased (participants of mobility have become trainers inside and outside the school; also students have become teacher trainers).

9. THE SIGNIFICANCE OF SUPPORTIVE SCHOOL ENVIRONMENT FOR THE PROJECT OUTCOMES. Favourable school environment for implementation of ideas of the ERASMUS+ KA1 staff mobility manifests through the friendliness of schools' structures and policies, support of other colleagues. School environment is perceived as favourable. Support from, and involvement of other, colleagues are the strongest factors making an impact on the perceived changes at school level.

10. THE IMPORTANCE OF SCHOOL PRINCIPAL'S ROLE FOR PROJECT SUSTAINABILITY. In all cases, school principals cared about new ideas' materialisation, supported new ideas, and created a supporting and motivating ethos at school. School principal's focus on the project preparation, his/her influence on teachers to support mobile teachers' activities has an impact on

the sustainability of the mobility results. The school principal's favourable and demanding position directly influence project outcomes: encourages teachers to prepare for a visit properly, supports teacher leadership, and helps to create a favourable attitude towards mobility-related ideas in the eyes of other colleagues.

11. *DISSEMINATION* – AN IMPORTANT BUT NOT A SUFFICIENT FACTOR FOR SUSTAINABILITY OF PROJECT OUTCOMES. The summarised results of the survey *show that although dissemination activities* are the necessary actions throughout the *project's* life, it is not the sufficient factor to ensure the sustainability of changes in the educational process. For sustainability of project results and their greater impact on pupils' progress additionally teachers' professional leadership is necessary.

    Dissemination activities (inside and outside the school) have a minimal direct impact on the changes at school level (except Estonia). In the cases of Lithuania and Poland, it was emphasised that dissemination of project results outside the school have encouraged other schools to apply for grants.

RECOGNITION OF ERASMUS+ KA1 MOBILITY RESULTS

12. CHANGES IN TEACHER BEHAVIOUR ARE NOTICED BY PUPILS. Pupils notice the changes in the teaching process of their teachers who have participated in the mobility abroad. Over 80% of pupils in Estonia, Finland, Poland, and Lithuania declared that lessons of teachers had become more interesting, over 70% percent reported that smart technology was used more often.

13. PUPILS' HIGH EXPECTATIONS FOR TEACHERS' COMPETENCIES IN TERMS OF INTERNATIONALITY. Pupils in all countries note that teacher's ability to use a foreign language fluently, implement good foreign practices and organise international learning is important for them. Such responses from pupils reveal the demand for common European Education Area caused by the common labour market.

14. RECOGNITION OF MOBILE TEACHERS' LEADERSHIP. The leadership of staff who participated in professional development abroad is noticed and recognised by the colleagues.

15. POSITIVE PARENTS'ATTITUDES TOWARDS SCHOOL'S INTERNATIONALITY AND TEACHER PROFESSIONAL DEVELOPMENT ABROAD. Parents' attitudes towards teacher professional development abroad were very positive in all countries. Parents highlight the importance of school education to be based on good international practice. Parents treat teacher professional development abroad as an important factor for improvement of teaching.

6. RECOMMENDATIONS

Seeking for greater impact of teacher professional development on school strategic development and its sustainability it is recommended:

For municipality-level politicians and administrators of education

For administrators of the municipalities where ERASMUS+ KA1 projects were implemented on the consortium model, it is recommended to monitor the impact of the project at the local / regional environment and create favourable conditions for joining into experience sharing activities.

For the institutions coordinating the activities of ERASMUS+ KA1 action (the European Commission and National Agencies)

(1) There should be a space for teachers to provide feedback on the quality of courses (both good and bad practices), which would be continuously co-created, revised and commented on by the participants of mobility. The tool should be freely accessible online. A rating system of course providers should be considered.

(2) In order to increase the impact and sustainability of the projects, schools should be encouraged to put more emphasis on developing pupil-oriented practices and indicators for measuring the impact of the project.

(3) During the process of evaluation of applications the focus on quantity of formal dissemination events should be changed. The priority should be given to more proactive experience sharing forms (professional workshops, labs, and other forms of collaborative working activities) with the aim to more actively involve other colleagues to work together as a learning community with shared responsibility to create learning experiences necessary to achieve the desired outcomes.

(4) Project application form could include the information about preparation activities that have already been implemented in school before submitting the application. This information should be taken into consideration during the assessment of project applications.

(5) The focus of National Agency initiated events, courses, and seminars for the applicants should be not only information oriented but be more focused on the development of strategic thinking and project competency development.

(6) The promotional materials/activities using ICT technologies could be prepared for introducing the programme to wider school audiences (parents, pupils). National Agency is recommended to include teachers and students into the dissemination activities for introducing their personal experiences and inspire others to overcome their hesitations and take the decision to participate in the mobility projects.

(7) If the follow-up studies were to be conducted it is recommended to initiate them after a reasonable time period, e.g. 1-2 years after the project completion so that there would be sufficient time to implement the changes.

For school managers and teachers

(1) The aspects of the impact and sustainability of the ERASMUS+ KA1 project in terms of changes in pupil welfare and learning outcomes as well as school progress should be analysed and assessed as part of school self-assessment (finding the links between aims reached by the project and school performance indicators, foreseeing support and development of project outcomes).

(2) If the language is an obstacle for professional development abroad, schools could use part of the organizational lump-sum for language development skills.

(3) Although participants assessed all mobility forms as necessary, it is recommended to choose the combination of different forms of mobility – more theoretical courses alligned with more practical forms, like job shadowing and teaching.

(4) The engagement of school principal in all project stages is highly recommended for the ensurance of the efectiveness and sustainability of project results.

ANNEXES

ANNEX 1.3-1

QUESTIONNAIRE FOR THE MOBILE STAFF

DEAR COLLEAGUE,

Please take a few minutes to fill out this survey concerning ERASMUS+ KA1 (Staff mobility) benefits to You and Your school.

This research is carried out in the schools that participated in Erasmus + KA1 staff mobility (period: 2014-2016). Countries taking part in the research: Estonia, Finland, Germany, Lithuania, Poland.

SOME QUESTIONS ABOUT YOU AND YOUR SCHOOL:

1. You are:

- School Principal
- Vice Principal/ Assistant Principal/ Teacher Supervisor, Head Teacher
- Teacher
- Other (ex. Psychologist, Project manager, Librarian)

2. Including this year, how many years of teaching experience do You have?

- Less than 5 years
- 5 to 15 years
- 16 to 25 years.
- More than 25 years

3. What age pupils are You teaching? (You may check several options)

- 5 to 10 years old (primary level)
- 11 to 13 years old
- 14 years and older

4. At Your school, what is the total number of students?

- Less than 100
- 100 to 300
- 301 to 500
- More than 500

5. Which of the following definitions best describes the community in which Your school is located?

- A village, hamlet, or rural area (fewer than 3,000 people)
- A small town (3,000 to about 15,000 people)
- A town (15,000 to about 100,000 people)
- A city (100,000 to about 1,000,000 people)
- A large city (with over 1,000,000 people)

SOME QUESTIONS ABOUT ERASMUS+ KA1 PROJECT:

6. Have You had any previous experience of in-service training abroad?

- Yes
- No

7. Are You coordinator of the ERASMUS+ KA1 mobility project?

- Yes
- No

8. Has your school applied for ERASMUS+ KA1 grant together with other schools (consortia)?

- Yes
- No

9. What is Your opinion about the administration of ERASMUS+ programme KA1 action? (This question is only for project coordinators)

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
There is enough information about ERASMUS + KA1 programme					
Information about ERASMUS + KA1 programme is clear					
NAC support is timely when preparing and realizing the project					
NAC support is helpful					
Application form for ERASMUS+ programme KA1 is not complicated					
Funding of projects is transparent					

QUESTIONS ABOUT YOUR PARTICIPATION IN ERASMUS+ KA1 PROJECT

10. What type of activities were You participating in? (You may check several options)

- Professional development courses
- Job shadowing
- Teaching in other country

11. Before the mobility, you (you may check several options):

- Studied material about the culture of the country of my visit
- Read about educational system in the country of mobility
- Took foreign language courses
- Searched for additional information about mobility-related topic
- Prepared teaching material for Your visit
- You did no extra preparation for the visit

12. How well did the ERASMUS+ KA1 mobility visit meet Your needs?

	Exceeded my expectations	Met my expectations	Didn't meet my expectations
The content of the courses	○	○	○
Visit organisation (schedule, place)	○	○	○
Intercultural experience of the visit	○	○	○
Responsiveness of the host institution (understanding of Your needs and quick adjustment)	○	○	○

13. What kind of advantages do You experience from Erasmus + KA1 staff mobility? Please rate the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Deepened my understanding of other cultures	○	○	○	○	○
Expanded my knowledge and understanding of education system in other countries	○	○	○	○	○
Developed my ICT skills for teaching	○	○	○	○	○
Developed pupils' discipline and behaviour problem-solving skills	○	○	○	○	○
I made a lot of contacts with colleagues from other countries	○	○	○	○	○
Acquired new teaching methods	○	○	○	○	○
Improved the practical use of foreign languages	○	○	○	○	○
Improved teaching strategies for students with diverse learning needs	○	○	○	○	○
Improved the skills for working with people from different cultures	○	○	○	○	○
Became more open to changes and innovations	○	○	○	○	○
Got a stimulus to change my teaching style	○	○	○	○	○
Other (write, please).....					

14. How did you share Your knowledge and experience after mobility? (please check all suitable items):

- ○ Gave an oral report (speech) in teachers' teams/ teachers' council
- ○ Sheared my knowledge with other colleagues by inviting them to my class
- ○ Gave a seminar to other colleagues outside the school
- ○ Made a presentation at the teachers' conference

- Prepared new teaching material for my subject
- Prepared recommendations about *organizing* the *learning process*
- Shared my knowledge with parents
- Put the prepared material on-line (facebook, moodle, etc.)
- Shared mobility-related ideas in the media (TV, newspapers...)
- No dissemination has been done

15. How do You implement the ideas taken from staff mobility visits? (Please check all suitable answers):

- Apply new ideas in my work
- Inspire other colleagues to apply new ideas in their work
- Plan and organize learning of other colleagues
- Build teams to implement new ideas
- Involve parents into new idea's realization
- Look for support outside the school
- My initiatives help to foster school's culture and values
- I don't see any possibilities to realize mobility-related ideas in my school

16. What is the situation in Your school regarding ERASMUS+ KA1 staff mobility? Please rate the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
School leader creates an ethos within which visiting teachers are motivated and supported to share their knowledge					
School leader supports new ideas taken from Erasmus+ mobility					
School leader takes real steps needed for new ideas' implementation in or school					
School leader cares about new ideas' materialization in our school					
School l's colleagues support new ideas taken from Erasmus+ mobility					
School l's colleagues who haven't participated in mobility are involved in other activities of the project					
Scholl's structures and policies support implementation of new ideas					
Erasmus mobility is significant in teachers' assessment and further career					

17. After ERASMUS+ staff mobility in our school…

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Changes in organizational processes have been taking place (subject integration, learning outside the school)	○	○	○	○	○
New learning methods have been introduced in our school	○	○	○	○	○
Content of the curricula *has been changing*	○	○	○	○	○
Pupils' learning motivation has been increasing	○	○	○	○	○
Pupils in class have been working more creatively and actively	○	○	○	○	○
Pupils' learning results have been improving	○	○	○	○	○
Tolerance and openness has been increasing	○	○	○	○	○
Schools' culture and values have been changing	○	○	○	○	○
Mobility helps to achieve our school goals	○	○	○	○	○
School's international dimension ideas have been discussing more often	○	○	○	○	○
Mobility negatively impacted our school's procedures	○	○	○	○	○

18. What would you suggest to your colleagues who are going to develop and participate in ERASMUS+ KA1 staff mobility projects?

Thank you for participation ☺

ANNEX 1.3-2

QUESTIONNAIRE FOR THE NON-MOBILE STAFF

DEAR COLLEAGUE,

Please take a few minutes to fill out this survey concerning ERASMUS+ KA1 (Staff mobility) benefits to your school.

This research is carried out in the schools that participated in Erasmus + KA1 staff mobility (period: 2014-2016). Countries taking part in the research: Estonia, Finland, Germany, Lithuania, Poland.

SOME QUESTIONS ABOUT YOU:

1. You are:

- School Principal
- Vice Principal/ Assistant Principal/ Teacher Supervisor, Head Teacher
- Teacher
- Other (ex. Psychologist, Project manager, Librarian)

2. Including this year, how many years of teaching experience do You have?

- Less than 5 years
- 5 to 15 years
- 16 to 25 years
- More than 25 years

3. What age pupils are you teaching? (You may check several options)

- 5 to 10 years old (primary level)
- 11 to 13 years old
- 14 years and older

4. At Your school, what is the total number of pupils?

- Less than 100
- 100 to 300
- 301 to 500
- More than 500

5. Which of the following definitions best describes the community in which Your school is located?

- A village, hamlet, or rural area (fewer than 3,000 people)
- A small town (3,000 to about 15,000 people)
- A town (15,000 to about 100,000 people)
- A city (100,000 to about 1,000,000 people)
- A large city (with over 1,000,000 people)

SOME QUESTIONS ABOUT ERASMUS+ KA1 PROJECT:

6. In my opinion the most useful activity in Erasmus+ KA1 (staff training) is (please choose one answer):

- Professional development courses
- Job shadowing
- Teaching in other country

7. How did Your colleagues who have participated in ERASMUS+ KA1 mobility share their knowledge and experience after mobility? (please check all suitable items):

- Gave an oral report (speech) in teachers' teams/ teachers' council
- Sheared their knowledge with other colleagues by inviting them to their class
- Gave a seminar to other colleagues outside the school
- Made a presentation at the teachers' conference
- Prepared new teaching material for their subject
- Prepared recommendations about *organizing* the *learning process*
- Shared their knowledge with parents
- Put the prepared material on-line (facebook, moodle, etc.)
- Shared mobility-related ideas in the media (TV, newspapers...)
- No dissemination has been done

8. Teachers, who have participated in ERASMUS+ KA1 staff mobility ... (Please check all suitable answers):

- Apply new ideas in their work
- Inspire other colleagues to apply new ideas in their work
- Plan and organize learning of other colleagues
- Build teams to implement new ideas
- Involve parents into new idea's realization
- Look for support outside the school

- Initiate fostering school's culture and values
- Don't implement visit-related knowledge and practices in our school

9. What is the situation in your school regarding ERASMUS+ staff mobility? Please rate the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
School leader creates an ethos within which visiting teachers are motivated and supported to share their knowledge					
School leader supports new ideas taken from Erasmus+ mobility	○	○	○	○	○
School leader takes real steps needed for new ideas' implementation in or school	○	○	○	○	○
School leader cares about new ideas' materialization in our school	○	○	○	○	○
School l's colleagues who haven't participated in mobility support new ideas taken from Erasmus+ KA1	○	○	○	○	○
School l's colleagues who haven't participated in mobility are involved in other activities of the project	○	○	○	○	○
Scholl's structures and policies support implementation of new ideas	○	○	○	○	○
Erasmus mobility is significant in teachers' assessment and further career	○	○	○	○	○

10. After ERASMUS+ staff mobility in our school....

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Changes in organizational processes have been taking place (subject integration, learning outside the school)	○	○	○	○	○
New learning methods have been introduced in our school	○	○	○	○	○
Content of the curricula *has been changing*	○	○	○	○	○
Pupils' learning motivation has been increasing	○	○	○	○	○
Pupils in class have been working more creatively and actively	○	○	○	○	○

Pupils' learning results have been improving	○	○	○	○	○
Tolerance and openness has been increasing	○	○	○	○	○
Schools' culture and values have been changing	○	○	○	○	○
Mobility helps to achieve our school goals	○	○	○	○	○
School's international dimension ideas have been discussing more often	○	○	○	○	○
Mobility negatively impacted our school's procedures	○	○	○	○	○

11. What are your other comments about ERASMUS+ KA1 (staff mobility) project implementation in your school?

Thank you for participation ☺

ANNEX 1.3-3

QUESTIONNAIRE FOR PARENTS

DEAR PARENTS,

Your child's school is participating in the international ERASMUS+ staff mobility project. Please take few minutes to say your opinion about teacher mobility benefits to your child and your child's school.

This research is carried out in the schools that participated in Erasmus + KA1 staff mobility (period: 2014-2016). Countries taking part in the research: Estonia, Finland, Germany, Lithuania, Poland.

SOME QUESTIONS ABOUT YOU:

1. Which of the following definitions best describes the community in which your school is located?

- ○ A village, hamlet, or rural area (fewer than 3,000 people)
- ○ A small town (3,000 to about 15,000 people)
- ○ A town (15,000 to about 100,000 people)
- ○ A city (100,000 to about 1,000,000 people)
- ○ A large city (with over 1,000,000 people)

2. At your school, what is the total number of pupils?

- ○ Less than 100
- ○ 100 to 300
- ○ 301 to 500
- ○ More than 500
- ○ Don't know

3. What is your opinion about the international activities in your child's school?

	Strongly agree	Somewhat agree	Disagree	I don't know
School is providing information to parents about international projects, teacher mobility visits	○	○	○	○
School is providing information to parents about the aims and benefits of teachers' mobility abroad	○	○	○	○
School is involving parents into school's international activities	○	○	○	○

Our school puts great emphasis on international connections	○	○	○	○
Because of teacher's visits abroad education suffers, lessons are missed	○	○	○	○

4. What is your opinion about the benefits of internationalization of your school?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
It is important to me that our school applies best international practice	○	○	○	○
It is important to me that our children get international competencies at school	○	○	○	○
Teachers' visits abroad are important for developing teachers' competencies	○	○	○	○
Teachers' visits abroad improve children's teaching	○	○	○	○
Teachers' visits abroad stimulate school's improvement	○	○	○	○
International projects improve children learning results	○	○	○	○
Teachers' visits abroad is a waste of both time and money	○	○	○	○

5. What are your other comments about your child's school participation in international projects?

Thank you for participation ☺

ANNEX 1.3-4

QUESTIONNAIRE FOR PUPILS

DEAR STUDENT,

Your school is participating in the international ERASMUS+ project. Please take a few minutes to say your opinion about teachers' mobility benefits to you and your school.

This research is carried out in the schools that participated in mobility projects in Estonia, Finland, Germany, Lithuania, Poland (period 2014-2016).

SOME QUESTIONS ABOUT YOU:

1. Which of the following definitions best describes the community in which your school is located?

- A village, hamlet, or rural area (fewer than 3,000 people)
- A small town (3,000 to about 15,000 people)
- A town (15,000 to about 100,000 people)
- A city (100,000 to about 1,000,000 people)
- A large city (with over 1,000,000 people)

2. At your school, what is the total number of pupils?

- Less than 100
- 100 to 300
- 301 to 500
- More than 500
- Don't know

3. Have you ever been abroad with a pupil exchange programme?

- Yes
- No

4. How important is that your school teachers?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Its not relevant to me
Are speaking foreign language fluently	○	○	○	○	○
Bringing new teaching ideas from abroad	○	○	○	○	○
Using modern technologies in the classroom	○	○	○	○	○
Preparing assignments using cases from different countries	○	○	○	○	○
Giving assignments that require reading materials in foreign language	○	○	○	○	○
Using *foreign language* to *teach* non-language subjects	○	○	○	○	○
Are open and tolerant to differences and other cultures	○	○	○	○	○
Collaborating with teachers from around the world	○	○	○	○	○
Organising *international assignments on-line with other pupils abroad*	○	○	○	○	○
Organising joint projects with international pupils	○	○	○	○	○
Organising pupil's exchange visits abroad	○	○	○	○	○

5. What is the behaviour of your teachers after they return from the training activities abroad?

After they return from the visits abroad our teachers...	Strongly agree	Somewhat agree	Disagree	Its not relevant to me
Share their impressions with the class	○	○	○	○
Tell us about pupil's learning in other countries	○	○	○	○
Give us materials in foreign language	○	○	○	○
Give us assignments that require reading in foreign language	○	○	○	○
Give us more interesting classes	○	○	○	○
Initiate interesting project-based activities	○	○	○	○
Provide more interesting home assignments	○	○	○	○
Use modern technologies in the classroom	○	○	○	○

Bring us into contacts with foreign pupils for further collaboration	○	○	○	○
Organise *international assignments on-line with other pupils abroad*	○	○	○	○

6. What comments, suggestions, and wishes concerning your school's international projects do you have?

Thank you for participation ☺

ANNEX 1.3-5

FOCUS GROUP QUESTIONS FOR SCHOOL LEADERS

PROFESSIONAL DEVELOPMENT DIMENSION, CHARACTERISTICS	PURPOSE	QUESTION
CONTENT **European dimension in education.** **Alignment between teacher professional development and the strategy of the school**	To identify the alignment between teacher professional development and the strategic aims of the school	• How does your school community understand the European dimension in education? • How are mobility projects chosen? What role do the teaching staff play in choosing a project theme? • How are mobility projects aligned with the school strategy, other projects? • How do you find, choose, select project partners? What aspects are important? • How are teachers selected for mobility projects? What is the selection procedure? What are the selection criteria? • What project related change has been implemented in class, extra-curricular activities, relations with teachers, pupils, parents, etc. in your school? • Do mobility projects meet head teachers' expectations? How? • What role does/should the Municipal Education Department play in developing and implementing mobility projects? What kind of support should it provide? • Which form of professional development (structured courses, job shadowing schemes, teaching in another country) is most beneficial? Why?
CONTEXT **Support for and recognition of teacher professional development abroad**	To identify support for and recognition of mobility projects	• What is the attitude of the school community towards the teachers who have participated in mobility projects, information dissemination, sharing initiatives? • How is project leadership supported in your school? • How has participation in projects changed teachers' career opportunities? • What are your views on project transferability to other school communities? How is that done/should be done? • What are your views on setting up a consortium of schools for mobility projects? • What are your views on NAC support for developing and implementing

PROFESSIONAL DEVELOPMENT DIMENSION, CHARACTERISTICS	PURPOSE	QUESTION
		mobility projects? What kind of support would you like to get?
SCHOOL COMMUNITY **Change in the school community**	To identify change in the school policy, culture, education process, etc. To identify barriers to change	• What are your views on the project related change in your school? • How important are they for your school? • What are your views on the project related impact on your school? How sustainable is it? • What are your views on the reasons for project success/failure?
TEACHING/LEARNING PROCESS **Change in the teaching/learning process**	To identify a potential relationship between mobility projects and the learning process	• What are your views on the project related impact on pupil motivation and learning outcomes? • What are your views on the project related change in the teaching/learning process in your school? • What are your views on the project related change in pupils' values and attitudes in your school?

ANNEX 1.3-6

FOCUS GROUP QUESTIONS FOR STAFF WHO HAVE PARTICIPATED IN MOBILITY

PROFESIONAL DEVELOPMENT DIMENSION, CHARACTERISTICS	PURPOSE	QUESTION
PROJECT PROCESS **Project outcomes**	To identify satisfaction with project planning, carrying out, implementing	• What is your opinion about the mobility project you have participated? • How are teachers selected? What is the selection procedure? How should that be done? • How is a project theme, content chosen? How should that be done? • What did you like most about the project? Why? • What did you dislike most about the project? Why? • Which form of professional development abroad (structured courses, job shadowing schemes, teaching in another country) is most beneficial? Why?
CONTENT **European dimension in education** **Alignment between teacher professional development abroad and the needs of teachers and the institution**	To identify the alignment between the ERASMUS+KA1 project, the need for teacher professional development and the strategic aims of the school	• How does your school community understand the European dimension in education? • What are the benefits of participating in mobility projects? Are you satisfied with them? Why? • How has participation in mobility projects changed your attitudes and practices? • How are projects aligned with the school strategy, other projects?
CONTEXT **Support for teacher professional development abroad, leadership development**	To identify school support for teacher mobility projects, their recognition; to identify best practices of and barriers to leadership development	• What is the attitude of your school community towards the teachers who have participated in mobility projects, information dissemination, sharing initiatives? • What is the attitude of the head teacher towards the teachers who have participated in mobility projects, their initiatives? How does your school administration help disseminate and implement project related innovations within the school community? • Why do some teachers who have participated in mobility projects want/do not want to share project related knowledge, material? • How has participation in mobility projects changed teachers' career opportunities?

PROFESIONAL DEVELOPMENT DIMENSION, CHARACTERISTICS	PURPOSE	QUESTION
SCHOOL COMMUNITY **Change in the school community**	To identify change in the school policy, culture, education process, etc.	• What are your views on the project related change in your school? How important is change for your school? • What are your views on the reasons for project success/failure? • What are the key principles of making the best use of EU funds for teacher professional development and for the benefit of the school?
TEACHING/LEARNING PROCESS **Change in the teaching/learning process**	To identify the impact of teacher professional development on learning outcomes	• How has the project related knowledge been used to enhance pupil motivation and improve learning outcomes? • What is the project related impact on the performance of the teaching staff?

ANNEX 1.3-7

QUESTIONS FOR IN-DEPTH INTERVIEW WITH THE CONSORTIUM LEADER

- What role does the consortium coordinator play in strengthening the European dimension in education?
- What role does the consortium coordinator play in promoting schools to take part in the Erasmus+KA1 projects, choose a project theme? How is it important to implement the European dimension in education policy of the region?
- What kind of support does/should the NAC provide to the consortium in developing and implementing the Erasmus+KA1 projects?
- How do the Erasmus+KA1 projects contribute to development of participating schools and improvement of the education system in the region?
- How do the Erasmus+KA1 projects contribute to the development of non-participating schools? What role does the consortium coordinator play in dissemination of best practice?
- What are the advantages and disadvantages of the Erasmus+KA1 projects carried out by a consortium and by a single school?

ANNEX 1.3-8

QUESTIONS FOR FOCUS GROUP DISCUSSION WITH REPRESENTATIVES OF THE CONSORTIUM SCHOOLS

QUESTIONS FOR FOCUS GROUP DISCUSSION (7-12 persons, maximum 2 representatives of each consortium school).

TOPIC 1. Organising a mobility project for teacher professional development abroad

- How are teachers selected for mobility projects in your school? How that should be done to make the best use of a mobility project and for the benefit of the school?
- How your activities abroad were organised? How was time used?
- What did you like most? Why?
- What did you dislike most? Why?

TOPIC 2. Application and dissemination of new knowledge and competences

- What are the benefits of your professional development abroad for you? Are you satisfied with the benefits? Why?
- How do the consortium schools cooperate in disseminating new knowledge and competences within each school? How should that be done?
- How do the consortium schools cooperate in applying project related knowledge and competences? How should that be done?
- What aspects of the project outcome have been foreseen for discussion (successfully applied methods, change), dissemination of good practices?

TOPIC 3. Support and leadership

- What is the attitude of your school community and administration towards the teachers who have participated in mobility projects? Is your initiative valued? Do your peers show interest in projects, want to join, get involved?
- What has helped/could help you build peer support for your initiative?
- What are the advantages/disadvantages of consortium project work?

TOPIC 4. Project outcomes and follow-up aimed at school performance and change

- What are your views on post-project school change? How important is it for your school?
- How have project related outcomes and their implementation changed your pupils' learning style, motivation, learning outcomes?
- What are your views on the reasons for project success/failure? How your involvement in consortium project work has helped you overcome difficulties and achieve the intended outcomes?
- What are the key principles of making the best use of EU funds for teacher professional development and for the benefit of the school?

ANNEX 1.3-9

DOCUMENT ANALYSIS OF THE STRATEGIC DOCUMENTS OF THE SCHOOLS

Documents for analysis: Strategic plans of school, Annual activity plans, ERASMUS+KA1 mobility project.

The following questions will help carry out document analysis (the same question will be asked at the interviews):

- How have the objectives of the mobility project been aligned with the school vision, mission, long-term and short-term goals?
- How have the planned project activities been integrated into the school activity plan?
- How have the planned project activities been linked to the planned school activities, implemented or carried out projects?
- How has it been planned to assess the project impact on pupils' learning outcomes and school performance?
- What intended outcomes have been achieved?

ANNEX 1.3-10

QUESTIONS FOR FOCUS GROUPS WITH TEACHERS WHO HAVE NOT PARTICIPATED IN MOBILITY PROJECTS

TOPIC 1. Views on mobility projects

- What are your views on your school mobility project?
- How does your school community understand the European dimension in education?
- What are your views on the project theme? Are the topics and intended outcomes important for your school?
- What are your views on the benefits of participating in mobility projects in general? Which form of professional development abroad (structured courses, job shadowing schemes, teaching in another country) is most beneficial? Why?

TOPIC 2. Dissemination of new knowledge, leadership

- How do the teachers who have participated in mobility projects share new knowledge, involve peers in project implementation? What are the most appropriate forms of knowledge sharing?
- Why do the teachers who have participated in mobility projects want/do not want to share project related knowledge, material?
- What is the attitude of the head teacher towards the teachers who have participated in mobility projects, their initiative? How does your school administration promote interest in novelties, involvement in projects?
- Are the project novelties and outcomes and their implementation discussed by the school community? How is that done?
- Have you noticed that mobility projects have helped your peers develop leadership skills? What skills?

TOPIC 3. Project outcomes and follow-up

- What are your views on post-project school change? How important is that for your school?
- What change have you noticed in your peers' post-project activities? Have you noticed any change in their pupils' activities, motivation, learning outcomes?
- Have you tried to implement your peers' ideas? How did you succeed in doing that? What were the results?
- What are your views on the reasons for project failure / success?

ANNEX 1.3-11

QUESTIONS FOR IN-DEPTH INTERVIEW WITH THE SCHOOL LEADERS

TOPIC 1. Organising a mobility project for teacher professional development abroad

- How does your school community understand the European dimension in education?
- How are mobility project aligned with the school strategy, other project?
- How are mobility project chosen? What role do the teaching staff play in choosing a project theme?
- How do you find, choose, select project partners? What aspects are important?
- What are your views on setting up a consortium of schools for mobility projects?
- How are teachers selected for mobility project? What aspects are important?
- What role does/should the Municipal Education Department play in developing and implementing mobility project? What kind of support should it provide?
- What are your views on NAC support for developing and implementing mobility project? What kind of support would you like to get?

TOPIC 2. Application and dissemination of new knowledge and competences

- What is the attitude of the school community towards the teachers who have participated in mobility project, information dissemination, sharing initiatives?
- What are your views on project transferability to other school communities? How is that done/should be done?

TOPIC 3. Support and leadership

- What is the attitude of the head teacher towards the teachers who have participated in mobility projects, their initiative? How does your school administration promote interest in novelties, involvement in projects?
- How is project leadership supported in your school?
- How has participation in projects changed teachers' career opportunities?

TOPIC 4. Project outcomes and follow-up aimed at school performance and change

- What are your views on the project related change in your school? How important are they for your school? How sustainable is it?
- What project related change has been implemented in class, extra-curricular activities, and pupil’s motivation and learning outcomes?
- What are your views on the reasons for project success/failure?

ANNEX 1.3-12

CONTENT AND RELABILITY OF THE SCALES

Table 1

School environment scales

Scale	Items	PCA results		Alpha	
		L	% of Var.	Mobile staff	Non-mobile staff
School principal's support	School leader supports new ideas taken from Erasmus+ mobility	0,87	46,0	0,87	0,91
	School leader creates an ethos within which visiting teachers are motivated and supported to share their knowledge	0,85			
	School leader cares about new ideas' materialization in our school	0,78			
	School leader takes real steps needed for new ideas' implementation in or school	0,72			
School colleagues' support	School l's colleagues who haven't participated in mobility are involved in other activities of the project	0,89	27,5	0,62	0,74
	School l's colleagues support new ideas taken from Erasmus+ mobility	0,73			
School's structures and policies	Scholl's structures and policies support implementation of new ideas	-	-	-	-

KMO=0,88, Bartlett's Test: $\chi2(15)$ =8685,9, p<0,001. % of Var=73,5

L -Component loading

Table 2

Preparation for the visit scale

Scale	Items	Type of construct	
		Mobile staff	Non-mobile staff
Preparation for the visit	Studied material about the culture of the country of my visit	Formative construct	NA
	Read about educational system in the country of mobility		
	Took foreign language courses		
	Searched for additional information about mobility-related topic		
	Prepared teaching material for Your visit		

NA – not assessed

Table 3

General satisfaction with the ERASMUS+ KA1 visit scale

Scale	Items	PCA results		Alpha	
		L	% of Var.	Mobile staff	Non-mobile staff
General satisfaction	Visit organisation (schedule, place)	0,79	55,9	0,73	NA
	Responsiveness of the host institution (understanding of Your needs and quick adjustment)	0,77			
	The content of the courses	0,72			
	Intercultural experience of the visit	0,71			

KMO=0,76, Bartlett's Test: $\chi2(6)$ =821,5, p<0,001. % of Var=55,9

L -Component loading

NA – not assessed

Table 4

Scales of changes in teacher's professional competencies (individual level)

Scale	Items	PCA results		Alpha	
		L	% of Var.	Mobile staff	Non-mobile staff
Didactical competence	Developed my ICT skills for teaching	0,78	38,0	0,76	NA
	Developed pupils' discipline and behaviour problem-solving skills	0,73			
	Acquired new teaching methods	0,71			
	Improved teaching strategies for students with diverse learning needs	0,69			
Openness to innovation in education	Became more open to changes and innovations	0,90	27,3	0,69	NA
	Got a stimulus to change my teaching style	0,76			
Intercultural competence*	Deepened my understanding of other cultures	0,77	49,8*	0,74	NA
	Improved the skills for working with people from different cultures	0,70			
	Expanded my knowledge and understanding of education system in other countries	0,69			
	Improved the practical use of foreign languages	0,69			
	I made a lot of contacts with colleagues from other countries	0,67			

KMO=0,80, Bartlett's Test: $\chi2(15)$ =1742,2, p<0,001. % of Var=65,3
*KMO=0,78, Bartlett's Test: $\chi2(10)$ =1021,5, p<0,001. % of Var=49,8
L -Component loading
NA – not assessed

Table 5

Dissemination scales

Scale	Items	Construct	
		Mobile staff	Non-mobile staff
Dissemination outside the school	Shared mobility-related ideas in the media (TV, newspapers...)	Formative construct	Formative construct
	Gave a seminar to other colleagues outside the school		
	Put the prepared material on-line (facebook, moodle, etc.)		
	Made a presentation at the teachers' conference		
Dissemination inside the school	Sheared my knowledge with other colleagues by inviting them to my class	Formative construct	Formative construct
	Gave an oral report (speech) in teachers' teams/ teachers' council		

Table 6

Leadership (peer involvement) scale

Scale	Items	PCA results		Alpha	
		L	% of Var.	Mobile staff	Non-mobile staff
Leadership	Build teams to implement new ideas	0,72	36,4	0,56	0,64
	Involve parents into new idea's realization	0,64			
	Plan and organize learning of other colleagues	0,57			
	Look for support outside the school	0,57			
	Inspire other colleagues to apply new ideas in their work	0,50			

KMO=0,70, Bartlett's Test: $\chi 2(10)$ =372,0, p<0,001. % of Var=36,4
L -Component loading

Table 7

Scales of the perceived changes at school level

Scale	Items	PCA results		Alpha	
		L	% of Var.	Mobile staff	Non-mobile staff
Pupils' learning and motivation	Pupils' learning motivation has been increasing	0,80	30,8	0,83	0,88
	Pupils in class have been working more creatively and actively	0,77			
	Pupils' learning results have been improving	0,77			
Curriculum and teaching methods	Content of the curricula has been changing	0,84	23,3	0,75	0,80
	New learning methods have been introduced in our school	0,84			
	Changes in organizational processes have been taking place (subject integration, learning outside the school)	0,68			
School culture	School's international dimension ideas have been discussing more often	0,87	15,1	0,63	0,79
	Schools' culture and values have been changing	0,50			
	Tolerance and openness has been increasing	0,49			
Changes at school level (combined)*	Curriculum and teaching methods	0,86	70,9*	0,79	0,87
	Pupils' learning and motivation	0,84			
	School culture	0,83			

KMO=0,88, Bartlett's Test: $\chi 2(45)$ =3658,0, p<0,001. % of Var=69,2
KMO=0,71, Bartlett's Test: $\chi 2(3)$ =930,2 p<0,001. % of Var=70,9
L -Component loading

Table 8

Properties of Scales

Scale	N of items	Min	Max	Reliability (Alpha)	
				Mobile staff	Non-mobile staff
Principal's support	4	1	5	0,87	0,91
School colleagues' support	2	1	5	0,62	0,74
School's structures and policies	1	1	5	-	-
Preparation for the visit	5	1	0	FC	NA
General satisfaction	4	1	3	0,73	NA
Dissemination inside the school	4	0	1	FC	FC
Dissemination outside the school	2	0	1	FC	FC
Leadership (peer involvement)	5	0	1	0,56	0,64
Didactical competence				0,76	NA
Intercultural competence	5	1	5	0,74	NA
Openness to innovation in education	2	1	5	0,74	NA
Pupils' learning and motivation	3	1	5	0,83	0,88
Curriculum and teaching methods	3	1	5	0,75	0,80
School culture	3	1	5	0,63	0,79
Changes at school level (All)	3	1	5	0,79	0,87

FC – Formative construct.

NA -Not assessed

ANNEX 2.2

OVERALL EVALUATION OF THE ERASMUS+ KA1 MOBILITY PROJECT

Table 1

Impact of preparation for the visit on teacher's professional competences (changes at individual level) Mobile staff data. Results of regression analysis. Independent variable – preparation for the visit *(summarised data from all countries by attributing the equal weight to each country)*

Dependant variables	Beta	t	p	R^2	ANOVA
Openness to innovation in education	0,34	13,1	<0,01	0,12	F (1;1292) =170,7, p<0,001
Intercultural competence	0,37	14,2	<0,01	0,14	F (1;1300) =203,9, p<0,001
Didactical competence	0,29	10,9	<0,01	0,08	F (2,1299) =118,8, p<0,001

Table 2

The impact of preparation for the visit to the perceived changes in professional competencies according to the countries. Mobile staff data. Results of regression analysis (determination coefficient). Preparation for the visit - independent variable

Type of professional competency (dependant variable)	Estonia (N=112)	Poland (N=350)	Finland (N=127)	Germany (N=512)	Lithuania (N=218)
Change in Openness to innovation in education	0,11**	0,08**	0,05*	0,01*	0,12*
Change of Intercultural competence	0,16**	0,12**	0,13**	0,05**	0,17*
Change of Didactical competence	0,11**	0,10**	0,04*	0,02**	0,14*

*p<0,05, **p<0,01

Table 3

The impact of preparation for the visit to the changes taking place at school level. Mobile staff data. Regression analysis. Preparation for the visit - independent variable. *(Summarised data from Estonia, Finland, Lithuania, Poland by attributing the equal weight to each country)*

Type of change	Beta	t	p	R^2	ANOVA
Curriculum and teaching methods	0,25	10,1	<0,01	0,06	F (1;1282)= 81,8, p<0,001
Pupils' learning and motivation	0,27	9,9	<0,01	0,07	F (1;1275)= 98,9, p<0,001
School culture	0,34	13,0	<0,01	0,12	F (1;1149)= 86,1, p<0,001

Table 4

Preparation activities for mobility visits according to staff position. Mobile staff data. ANOVA results. *(Summarised data from all countries by attributing the equal weight to each country)*

Position	Mean	ANOVA
School Principal (N =68)	0,62	F (2;1299)= 5,5
Vice Principal/ Assistant Principal/ Teacher Supervisor, Head Teacher (N =98)	0,53	p= 0,001
Teacher (N =1065)	0,49	η^2= 0,013
Other (ex. Psychologist, Project manager, Librarian) (N =72)	0,51	

Table 5

The impact of preparation for the visit to the changes taking place at school according to the countries. Mobile staff data. Results of regression analysis (determination coefficient). Preparation for the visit - independent variable.

	Estonia (N=112)	**Poland** (N=350)	**Finland** (N=127)	**Germany** (N=512)	**Lithuania** (N=218)	**Total*** **
Pupils' learning and motivation	0,04	0,11**	0,17**	0,07**	0,15**	0,11**
Curriculum and teaching	0,11**	0,12**	0,19**	0,09**	0,12**	0,05**
School culture	0,05*	0,14**	0,24**	0,11**	0,24**	0,14**
Changes at school level	0,08**	0,19**	0,27**	0,13**	0,23**	0,16**

*p<0,05, **p<0,001.
*** Summarized data from Finland, Poland, Estonia and Lithuania are represented by attributing equal weight to each country.

Table 6

General satisfaction with professional development activities according to mobility form. Mobile staff data. ANOVA results *(summarised data from all countries by attributing the equal weight to each country)*

Mobility forms	**Mean**	**ANOVA**
Courses and job shadowing (N =155)	2,53	F (2;124,2)= 23,9
Job shadowing (N =249)	2,53	p<0,001
Courses (N =855)	2,36	η^2= 0,037

ANNEX 2.3

2.2. IMPACT OF ERASMUS+ KA1 MOBILITY ON CHANGES AT INDIVIDUAL LEVEL (CHANGES OF TEACHERS' PROFESSIONAL COMPETENCES)

Table 7

Relationship between the competencies developed and the mobility form selected. Mobile staff data. ANOVA results *(summarised data from all countries by attributing the equal weight to each country)*

Mobility forms		Openness to innovation in education	Intercultural competence	Didactical competence
Courses and job shadowing (N =105)	Mean	-0,16	0,12	0,47
Job shadowing (N =241)	Mean	-0,09	0,29	-0,17
Courses (N =801)	Mean	0,07	-0,12	0,01
ANOVA	F (2,765)	3,9	16,2	16,3
	p	0,02	<0,001	<0,001
	η^2	0,01	0,03	0,03

ANNEX 2.4.

2.4. IMPACT OF ERASMUS+ KA1 MOBILITY ON PERCEIVED CHANGES AT SCHOOL LEVEL

Table 8

Relation between the chosen form of professional development and the perceived changes at school determined by ERASMUS+ KA1 programme. ANOVA test. Mobile teacher's answers *(summarised data from Estonia, Finland, Lithuania, and Poland by attributing the equal weight to each country)*

		Pupils' learning and motivation	Curriculum and teaching methods	School culture
Courses and job shadowing (N =103)	Mean	-,18	-,26	,06
Job shadowing (N =232)	Mean	-,26	,27	-,16
Courses (N =766)	Mean	,10	-,04	,08
ANOVA	F (2; 979)	11,8	7,1	1,1
	p	<0,001	<0,001	<0,001
	η^2	0,024	0,014	0,002

Table 9

Relation between the size of a school and perceived changes at school determined by ERASMUS+ KA1 mobility. ANOVA test. Mobile teacher's answers *(summarised data from Estonia, Finland, Lithuania, and Poland by attributing the equal weight to each country)*

		Pupils' learning and motivation	Curriculum and teaching methods	School culture
Less than 100 (N =83)	Mean	0,25	0,30	0,23
100 to 300 (N =214)	Mean	0,07	0,13	0,00
301 to 500 (N =280)	Mean	0,13	0,05	0,10
More than 500 (N =581)	Mean	-0,12	-0,12	-0,08
ANOVA	F (2,1021)	2,2	5,4	13,9
	p	0,004	<0,001	<0,001
	η^2	0,02	0,01	0,02

ANNEX 2.7.

2.7. THE PRACTICE OF DISSEMINATION AND MOBILE STAFF LEADERSHIP

Table 10

The practice of dissemination and mobile staff leadership according to the size of school across the countries. ANOVA test (mean and eta squared) Mobile teacher's answers

Country	Number of pupils	Dissemination outside school		Dissemination inside school		Leadership	
		Mean	eta squared	Mean	eta squared	Mean	eta squared
Estonia (N=112)	100 to 300	0,26	0,04*	0,54	0,07*	0,42	0,04
	301 to 500	0,20		0,41		0,33	
	More than 500	0,16		0,40		0,30	
Poland (N=350)	100 to 300	0,39	0,02**	0,70	0,04**	0,42	0,01
	301 to 500	0,30		0,77		0,45	
	More than 500	0,38		0,62		0,38	
Finland (N=127)	100 to 300	0,26	0,02	0,48	0,00	0,30	0,00
	301 to 500	0,18		0,53		0,30	
	More than 500	0,20		0,51		0,29	
Germany (N=512)	100 to 300	0,18	0,03**	0,57	0,01	0,29	0,00
	301 to 500	0,11		0,58		0,23	
	More than 500	0,09		0,51		0,29	
Lithuania (N=218)	100 to 300	0,44	0,05**	0,60	0,00	0,34	0,00
	301 to 500	0,35		0,59		0,37	
	More than 500	0,28		0,57		0,36	

*p<0,05, **p<0,001

Table 11

The practice of dissemination and mobile staff leadership according to the mobile teacher position at school.

ANOVA test. Mobile teacher's answers *(summarised data from Estonia, Finland, Lithuania, and Poland by attributing the equal weight to each country)*

		Leadership	Dissemination outside the school	Dissemination inside the school
School Principal	Mean	0,66	0,36	0,61
Vice Principal/ Assistant Principal/ Teacher Supervisor, Head Teacher	Mean	0,48	0,27	0,56
Teacher	Mean	0,35	0,23	0,55
Psychologist, Librarian etc.	Mean	0,40	0,27	0,48
ANOVA	F (3,1013)	42,10	6,40	2,50
	p	<0,001	<0,001	,52
	η^2	0,09	0,02	0,01

Table 12

The impact of leadership on the perceived changes at school level. Results of regression analysis. Independent variable – leadership. Mobile teacher's answers *(summarised data from Estonia, Finland, Lithuania, and Poland by attributing the equal weight to each country)*

Dependant variables	Beta	t	p	R^2	ANOVA
Curriculum and teaching m	0,39	12,5	<0,01	0,15	F (1;1030)=150,1, p<0,001
Pupils' learning and motivation	0,36	12,4	<0,01	0,13	F (1;1025)=137,3, p<0,001
School culture change	0,42	14,9	<0,01	0,18	F (1;1040)=183,1, p<0,001

Table 13

The impact of School environment on the perceived changes at school level. Results of regression analysis. Dependent variable - perceived changes at school level. Independent variables – Principal support, School colleagues' support, School's structures and policies.

State	Principal support (β)	School colleagues' support (β)	School's structures and policies (β)	R^2	ANOVA
Mobile teacher's answers					
Estonia	0,16	0,20	0,29*	0,29	F (3;97)=14,4 p<0,001
Finland	0,24**	0,45**	0,02	0,34	F (3;123)=22,7 p<0,001
Germany	0,09	0,22**	0,14**	0,13	F (3;478)=25,1 p<0,001
Lithuania	0,20	0,45	0,16	0,41	F (3;210)=49,7 p<0,001
Poland	0,09	0,34**	0,19**	0,29	F (3;337)=47,8 p<0,001
Mobile teacher's answers					
Estonia	0,29**	0,51**	0,01	0,36	F (3;163)=60,9 p<0,001
Finland	0,42	0,20	0,03	0,34	F (3;163)=22,5 p<0,001
Lithuania	0,21	0,37	0,27	0,39	F (3;201)=77,2 p<0,001
Poland	0,37**	0,26**	0,15	0,29	F (3;337)=**57,0** p<0,001