

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

HIGHLIGHTS AND CONCLUSIONS

REPORT IN BRIEF

ACKNOWLEDGEMENTS

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Finland

http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/111811_National_Report_Finland_FINAL.pdf

Germany

<https://www.kmk-pad.org/index.php?id=626>

Lithuania

<http://erasmus-plus.lt/uploads/files/2015-12-18i-national-report.pdf>

Poland

http://czytelnia.frse.org.pl/media/frse-raport-nauczyciele-ENG-2017-01-04-a_VZ9jBQM.pdf

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EXECUTIVE SUMMARY

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| Background | <p>This document provides an annotated version of the report “Impact and Sustainability of the ERASMUS+ Programme Key Action 1 Mobility Projects for School Education Staff” which was initiated by the Education Exchanges Support Foundation as a part of the ERASMUS+ Programme (hereafter – ERASMUS+) Transnational Cooperation Activity (TCA).</p> <p>The research was carried out in five EU countries (Estonia, Finland, Germany, Lithuania, and Poland) between January 2015 and June 2016. It assessed the projects funded under the Call for proposals 2014 and some selected projects from the year 2015.</p> |
| ERASMUS+ KA1 Mobility Projects for School Education Staff | <p>The main aim of the ERASMUS+ Key Action 1 (KA1) Mobility Projects for School Education Staff (hereafter – mobility projects) – to develop school staff competencies by offering professional development opportunities abroad. ERASMUS+ KA1 mobility projects support the professional development of school staff through the mobility which can take the forms of structured courses, job shadowing or teaching.</p> |
| Reasons of the research | <p>(1) difficulties for applicants in taking into account the new strategic approach introduced in the ERASMUS+; (2) a significant increase of the grant amount per school as the mobility of teacher teams is supported; (3) introduction of the consortium model from 2015. In order to raise awareness for the new strategic approach and to explore the added value it brings, the research in several countries was carried out.</p> |
| Research aims | <p>(1) to evaluate the impact and recognition of teacher professional development through the ERASMUS+ KA1 mobility of staff in the school community; (2) to estimate the factors that enhance the changes driven by the ERASMUS+ KA1 mobility in school; (3) to evaluate the alignment of ERASMUS+ KA1 mobility with strategic aims of school, identifying good transferable practices in terms of impact and sustainability.</p> <p>It is expected that the findings and recommendations will be of interest to the National Agencies (NAs) of the ERASMUS+, future project applicants, and the European Commission.</p> |
| Theoretical background of the research | <p>The research idea is based on the notions of the ERASMUS+ aims and expected outcomes) and grounded on the following theoretical concepts: <i>teacher professional development, the international dimension of education, leadership for learning, evaluation and recognition of professional development, strategic staff management.</i></p> |
| Research organisation | <p>Contractors (national experts) in each country carried out the research using the same methodology and research instruments. National reports were prepared on the basis of a common template to ensure, to the extent possible, comparability.</p> |

Research methods

Qualitative and quantitative research methods that were employed in this research:

On-line survey for mobile staff¹, non-mobile staff², pupils (15 years and older), parents³.

Focus groups with principals of granted schools, and mobile staff.

Case studies: interview with school (consortium) leaders; focus groups with mobile staff, non-mobile staff; analysis of strategic documents of schools (founders of consortiums). Case selection in this research snapshot is based on the recommendations of National Agencies.

Data analysis methods: descriptive and inferential statistics, path analysis methods, descriptive qualitative analysis.

Characteristics of the research sample

The total on-line survey 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). The total number of educational institutions – 288.

Table 1. Characteristics of the survey research sample

| | Mobile staff | Non-mobile staff | Pupils | Parents | Number of educational institutions |
|------------------|--------------|------------------|--------|---------|------------------------------------|
| Estonia | 112 | 175 | 466 | 222 | 23 |
| Finland | 127 | 123 | 150 | 109 | 56 |
| Germany | 512 | 142 | – | – | 131 |
| Lithuania | 218 | 283 | 549 | 231 | 32 |
| Poland | 350 | 412 | 596 | 429 | 46 |
| Total | 1319 | 1135 | 1761 | 991 | 288 |

The total qualitative research sample (focus groups and interviews) – 93 respondents, 13 case studies (3–4 cases from each country).

Table 2. Characteristics of the qualitative research sample

| Country | Focus groups and interviews (N of staff) | | N of case studies |
|------------------|--|-------------------|-------------------|
| | Mobile staff | School principals | |
| Estonia | 4 | 8 | 3 |
| Finland | 8 | 10 | 3 |
| Lithuania | 24 | 14 | 4 |
| Poland | 25 | * | 3 |
| Total | 93 | | 13 |

*together with teachers

¹ Mobile staff – teachers, school administration, and other school staff who participated in the ERASMUS+ KA1 mobility

² Non-mobile staff – teachers, school administration, and other school staff who did not participate in the ERASMUS+ KA1 mobility

³ Pupils' and parents' survey was not performed in Germany

THE MAIN CONCEPTS OF THE RESEARCH

Impact – a perception of change

Impact is defined as the ERASMUS+ KA1 mobility produced outcomes having the effects on the individual and school levels. Impact is referred to the changes that occur in teacher professional competencies, and within the school as a result of the ERASMUS+ KA1 mobility. The school-staff/community – reported approach (perception of the direction and magnitude of change) is used for measuring change.

The study analyses the impact of the mobility projects for school staff at two levels: *individual level* (impact for teachers) and *school level* (impact for school as an organisation).

Impact for teachers (self-reported changes in teachers' professional competencies)

Openness to innovation in education
Intercultural competencies
Didactical competences

Impact for school (self-reported changes within school)

Changes in pupils' learning and motivation
Changes in curriculum and teaching methods
Changes in school culture (strengthening of the international dimension)

Sustainability is the capacity to continue and keep the project outcomes and use its results beyond the end of the funding period. For the evidence of sustainability of the project-related outcomes, long-term evaluations are necessary. Therefore this research indicates the prerequisites for the sustainability.

Influencing factors

Teachers' activities

Preparation for mobility
Teacher leadership
Dissemination outside and inside school

School environment

School's structures and policies
Principal's support
Colleagues' support

PROJECT FUNDING RESULTS

The number of funded projects under the ERASMUS+ KA1 Mobility Projects for School Education Staff and the percentage of all applications received in the year 2014 is as follows:

Estonia – 36 funded (45 % of all applications)
Finland – 146 funded (83 % of all applications)
Germany – 510 funded (96 % of all applications)
Lithuania – 28 funded (19 % of all applications)
Poland – 135 funded (26 % of all applications)

CONCLUSIONS

General evaluation of the ERASMUS+ KA1 Mobility Projects for School Education Staff

1. **HIGH SATISFACTION WITH PROFESSIONAL DEVELOPMENT. SOME CRITICISM ABOUT THE CONTENT OF MOBILITY.** In all countries, participants are satisfied with organisational issues of the 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.
2. **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.

Benefits and success conditions of the ERASMUS+ KA1 Mobility Projects for School Education Staff

3. **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.
4. **CONTRIBUTION OF THE 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.
5. **THE HIGHEST PERCEIVED CHANGE – SCHOOL CULTURE. THE PERCEIVED CHANGE ON PUPIL LEARNING RESULTS IS LESS EMPHASIZED.** The study has shown that the 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).

6. 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.

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 in teacher professional competencies is most similar in Estonia and Lithuania.

7. 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.

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. 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.

10. 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.
11. 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.
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.

**Recognition of
the ERASMUS+
KA1 mobility
results**

RECOMMENDATIONS

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

For the institutions coordinating the activities of the ERASMUS+ KA1 (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 period, e.g. 1–2 years after the project completion so that there would be sufficient time to implement the changes.
8. 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 on the local/regional environment and create favourable conditions for joining into experience sharing activities.

For municipality-level politicians and administrators of education

**For school
managers and
teachers**

9. 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 the aims reached by the project and school performance indicators, foreseeing support and development of project outcomes).
10. If the language is an obstacle for professional development abroad, schools could use part of the organisational lump-sum for language development skills.
11. Although participants assessed all mobility forms as necessary, it is recommended to choose the combination of different forms of mobility – more theoretical courses aligned with more practical forms, like job shadowing and teaching.
12. The engagement of school principal in all project stages is highly recommended for the ensurance of the effectiveness and sustainability of project results.

THE MAIN HIGHLIGHTS OF THE RESEARCH

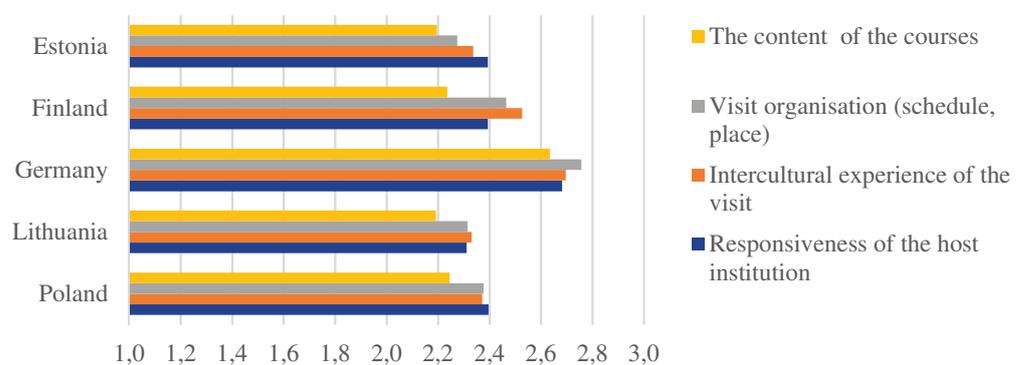
What is the general evaluation of the ERASMUS+ KA1 Mobility Projects for School Education Staff?

High satisfaction with the professional development. Some criticism about the content of mobility

In all countries, participants are satisfied with organisational issues of the ERASMUS+ KA1 mobility (visit organisation, intercultural experience, the responsiveness of the host institutions). The highest satisfaction rate is in Germany. There is some critical feedback concerning the content of the courses:

“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” (mobile teacher, Lithuania).

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



Teachers who participated in the job shadowing or made the combination of job shadowing and teaching activities is more satisfied with the mobility than teachers involved in professional development courses.

High satisfaction with the support of National Agencies, comments on the complexity of the application form

The support of National Agencies is rated highly across all participating countries. Project coordinators highly appreciate NA's timely support in the stages of project preparation and realisation. *The complexity of the application form* is the most challenging issue.

“Our course was a great opportunity to get more experience. Afterwards, I see my own school in some aspects in a much brighter light” (mobile teacher, Germany).

Table 1. 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 the ERASMUS+ KA1 | 4,4 | 4,2 | 4,1 | 4,7 | 4,2 |
| Information about the ERASMUS+ KA1 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 the ERASMUS+ 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 |

“Actually it might be even better that you hire someone to do it. Too complicated!” (project coordinator, Finland).

What impact does the ERASMUS+ KA1 staff mobility have on a teacher?

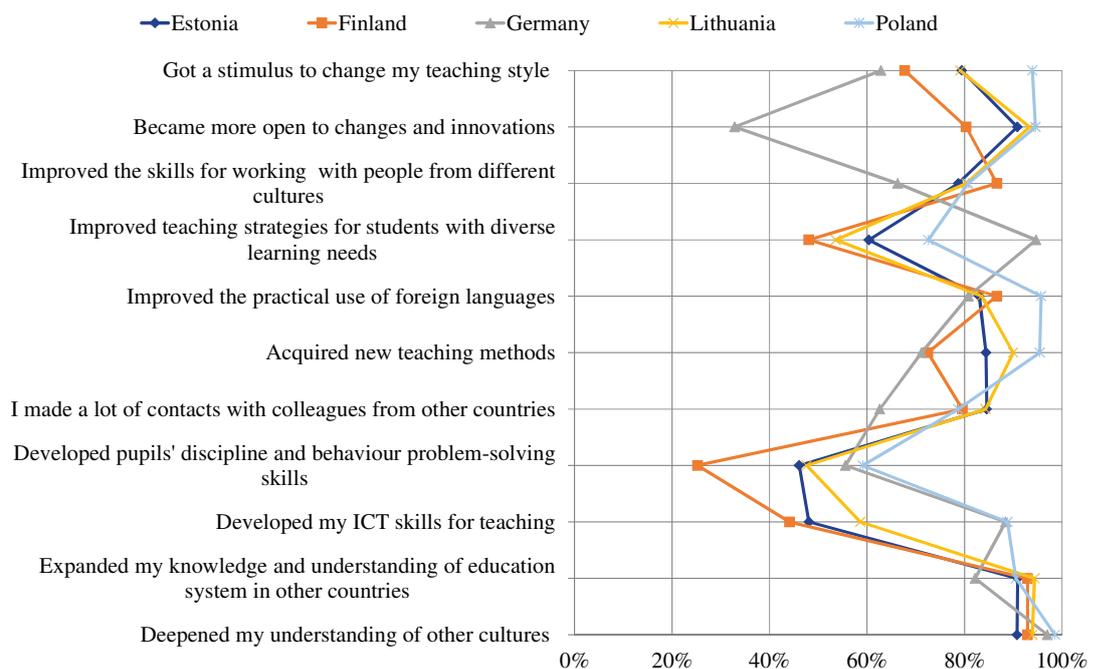
ERASMUS+ KA1 staff mobility increases teachers' openness to teaching innovations

The mobile staff declare the increase in their intercultural, didactical competence, and changes in their openness to education innovations: teachers have set themselves free for changes, got the stimulus to improve their teaching style.

Figure 2. Perceived changes in teachers' competencies after the ERASMUS+ KA1 mobility. Perception of mobile staff

"Mobility projects give the teachers a chance to develop their competencies in various ways, and this affects their morale and energy levels in a positive way. It gives inspiration and new energy for developing one's own teacher identity" (school principal, Finland).

"We again have got authentic insights into the schools of the other countries, we have refreshed the contacts with our European colleagues, and our language skills, of course. Yes, and we have also brought many ideas for lessons and for our school development" (mobile teacher, Germany).



The most significant development is seen in the area of intercultural competence (*Deepened my understanding of other cultures; Expanded my knowledge and understanding of education system in other countries*). The perceived increase in didactical competence (*Acquired new teaching methods, improved teaching strategies for students with diverse learning needs, etc.*) is slightly lower.

“We are learning tolerance and being curious. 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!” (mobile teacher, Poland).

The results indicate slightly different situation about the changes in teachers’ professional competencies in the analysed countries. The various 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 in teacher professional competencies is most similar in Estonia and Lithuania.

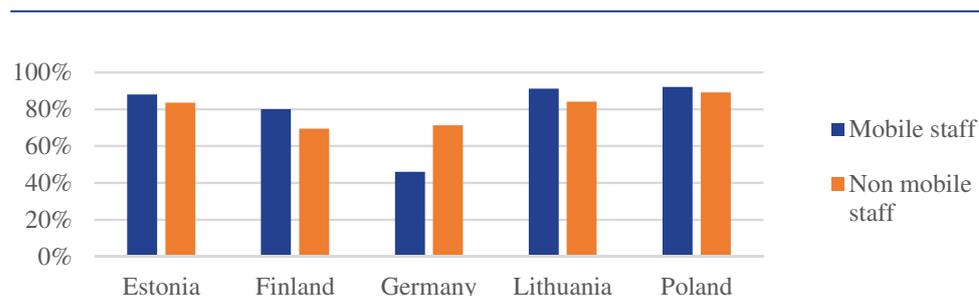
What impact does the ERASMUS+ KA1 staff mobility has on a school?

ERASMUS+ KA1 staff mobility contributes 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’s long term goals is seen in Germany. The teachers who did not participate in the project notice slightly lower coherence between the project’s goals and school’s strategic goals (70 % of them indicate that *mobility helps to achieve school’s goals*).

“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” (mobile teacher, Lithuania).

Figure 3. **Mobility helps to achieve our school goals.** Percentage of answers *strongly agree* and *somewhat agree*



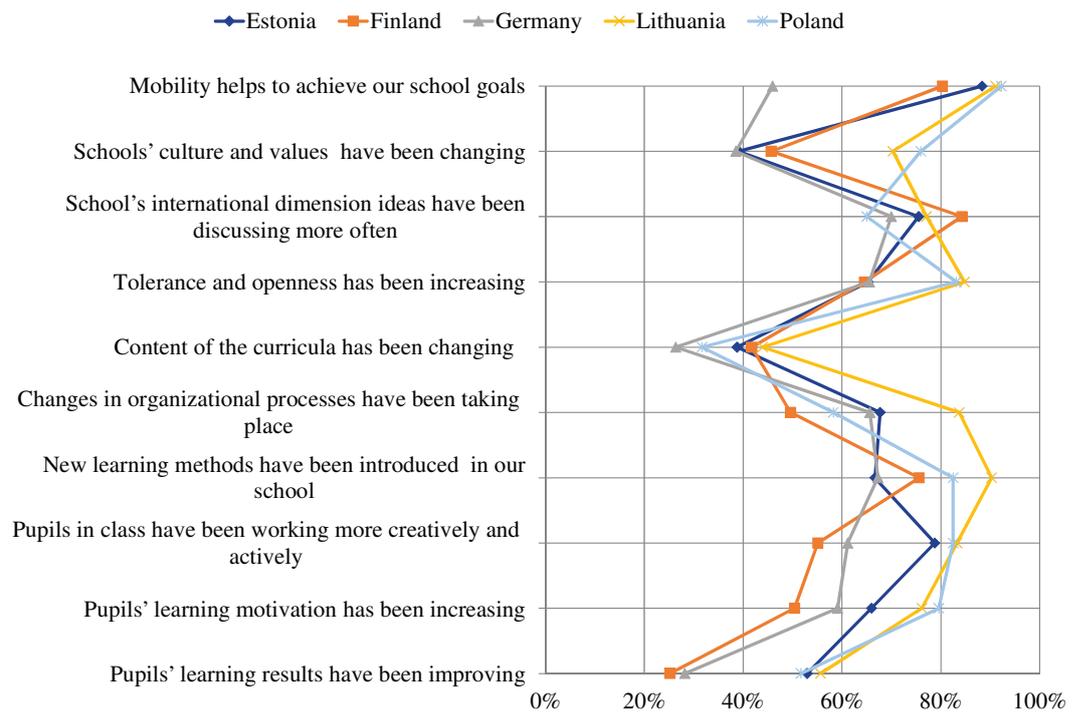
ERASMUS+ KA1 staff mobility changes school culture

ERASMUS+ KA1 mobility facilitates changes in school culture. 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 the school are held, the school community is becoming more open and tolerant.

“The mobility has really increased the internationality in our school” (mobile teacher, Finland).

Mobile and non-mobile staff see less changes in curriculum and teaching methods. The least noticeable are the changes in pupils’ learning results and motivation. However, 46 % of respondents see the higher or lower changes in pupils’ learning results.

Figure 4. Perceptions of mobile staff about the impact of the ERASMUS+ KA1 mobility on school according to countries. Percentages of answers *strongly agree* and *somewhat agree*



Note: Data of Germany cannot be compared with other countries since the school staff was interviewed using a different response scale format.

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 a greater increase of tolerance and openness of school community, also the greater increase of pupils' learning results and motivation. Lithuania also stands out with the relatively high change rate in the area of *trying new forms of organising the educational process* and *applying new methods*. Approximately 50 % of the mobile staff of Lithuania, Poland and Estonia indicate that after the ERASMUS+ KA1 mobility the learning results and motivation of pupils have improved. Reluctance to take a stance on the impact of the mobility on pupil learning results has been particularly strong in Finland because of prevailing continuing assessment of each pupil's work at school.

What factors support teacher professional development and school change?

Job shadowing helps to develop intercultural competence; courses increase didactical competence

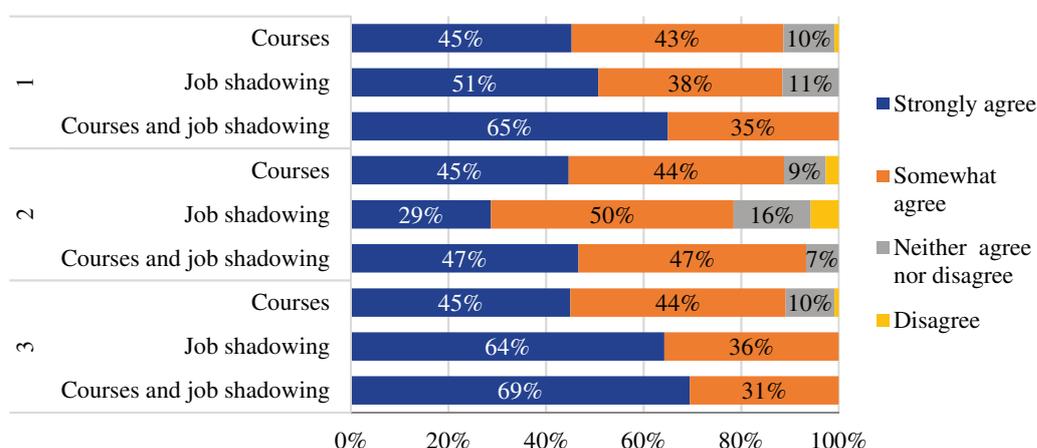
A chosen form of professional development influences changes in teacher competences. The most popular form of professional development in the ERASMUS+ KA1 Call for proposals 2014 was courses (77 %), followed by the job shadowing activities. Teaching abroad was the least popular professional development activity.

Changes in teacher competencies depend on a chosen form of professional training. Intercultural competence (e.g. *Understanding of education systems in other countries, etc.*) is more successfully developed through job shadowing, whereas courses are more suitable for the increase of didactical competence. The greatest rise in all competency areas is achieved by combining the courses and job shadowing.

“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” (mobile teacher, Lithuania).

“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” (mobile teacher, Finland).

Figure 5. The relation between the chosen forms of professional development and the developed competencies



- 1 – Became more open to changes and innovations (Openness to innovation in education scale item)
- 2 – Acquired new teaching methods (Didactical competence scale item)
- 3 – Expanded my knowledge and understanding of education system in other countries (Intercultural competence scale item)

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

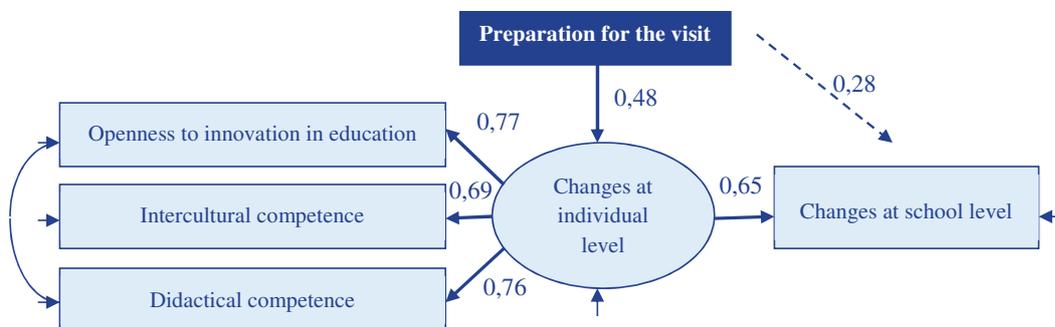
Preparation for the ERASMUS+ KA1 staff mobility affects changes in teacher competencies and perceived changes at school level

The majority of respondents emphasised the importance of preparation in the application development stage (setting mobility aims, sharing responsibilities, involvement of other colleagues, purposeful and thorough selection of courses, as well as in the stage after the grant decision has been made (preparing for the topic of professional development, getting acquainted with the host country and its educational system, etc.).

“When preparing for this project, we tried to choose a topic which would bring something new to the school” (mobile teacher, Poland).

The preparation for a mobility determines a higher level of obtained competencies and higher rates of the perceived changes at school level.

Figure 6. Model of the impact of the preparation for a visit to the perceived changes in teachers’ professional competencies (individual level) and the perceived changes at the school level



Note: Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country. Model fit: $\chi^2(4) = 10,0$; $p = 0,041$; IFI = ,994; TLI = 0,976; CFI = ,994; RMSEA = ,047

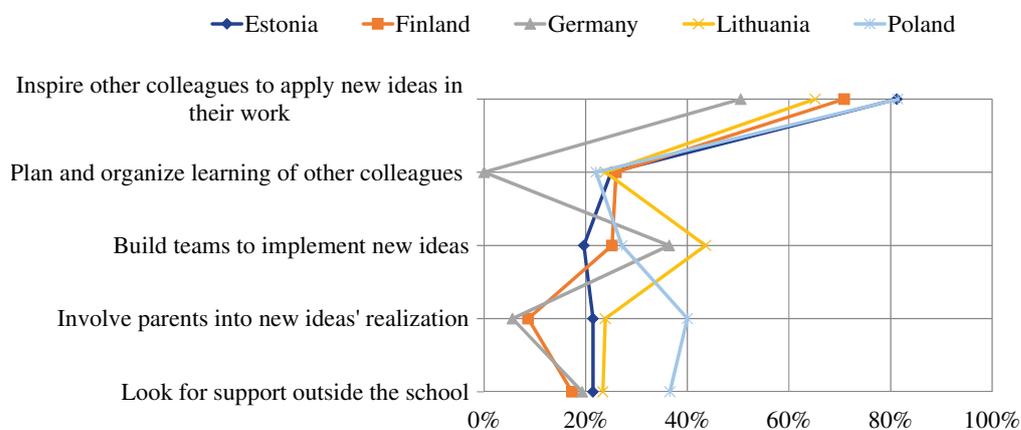
Teacher leadership, complemented and reinforced with dissemination activities, makes a difference in organisational change

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.

Mobile teachers evaluate their leadership activities positively. About 70 % of mobile teachers believe that they *Inspire other colleagues to apply new ideas in their work*; 30 % of them report *Building teams to implement new ideas*, 24 % – *Planning and organising learning of other colleagues*.

Regarding the dominating leadership activities, a different picture emerges among the countries. *Team building* is more frequent in Germany and Lithuania, Polish teachers report more often *Involving parents into new idea’s realisation* and *Looking for support outside the school*.

Figure 7. Leadership activities taken by mobile staff after the ERASMUS+ KA1 professional development abroad

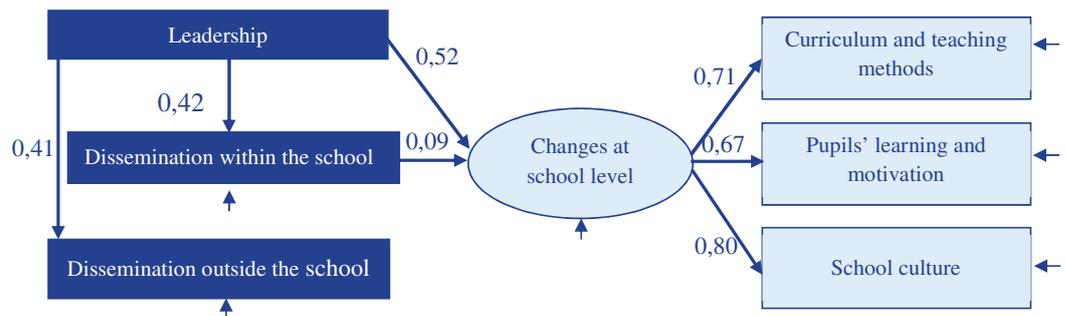


“The teachers who participated in academic mobility are always ready for challenges, to do something” (mobile teacher, Estonia)

“It is great that when we presented the results of our work our fellow teachers started to apply themselves” (mobile teacher, Poland).

Mobile staff leadership has an impact on the school changes. The greater the mobile staff leadership (empowerment and inspiration of other colleagues, purposeful peer involvement into mutual learning), the greater are the organisational changes. The highest correlation is found in Finland ($R^2 = 0,26$), followed by Lithuania ($R^2 = 0,23$), Poland ($R^2 = 0,19$). Relatively lower correlation – in Estonia ($R^2 = 0,07$) and Germany ($R^2 = 0,13$).

Figure 8. Leadership and dissemination as the factors of the perceived changes at the school level. Mobile staff survey data



Note: Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country.
Model fit: $\chi^2(7) = 28,7$; $p = 0,08$; NFI = 0,97; CFI = 0,98; RMSEA = 0,068.

Support from and involvement of other colleagues is the strongest factor driving changes at school

Teacher leadership correlates with dissemination activities carried out within and outside the school. Although dissemination is necessary throughout the project’s life, it is not the sufficient factor to ensure the effective change intervention. With respect to dissemination activities, teacher leadership appears to be essential for the changes at the school level. The model tested with the non-mobile teachers’ survey data reflects the same tendency (importance of teacher leadership).

“The attitude of the school community is positive: colleagues are interested in hearing and learning new things” (school principal, Finland).

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. The school environment is perceived as favourable in all countries. Support from and involvement of other colleagues are the strongest factors making an impact on the perceived changes at the school level.

“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” (school principal, Lithuania).

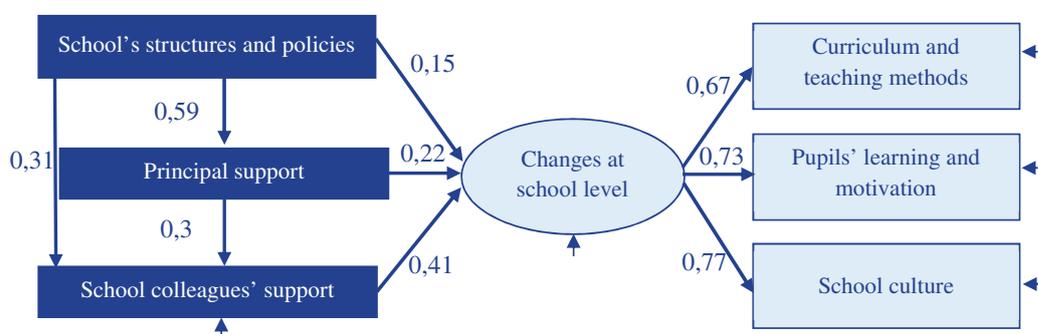
School principal fosters changes by influencing preparation for the mobility, supporting teacher leadership and keeping up colleagues' support

School principal's support is evaluated very positively in all countries. Over 80 % of mobile and non-mobile staff agree that school leader is caring about new ideas' materialisation, supporting new ideas, and is creating a supporting and motivating ethos at school. The school principal's favourable and demanding position 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.

School colleagues' support makes the greatest impact on the overall perception of the *changes at the school level*, followed by the *school principal's support* and *school's structures and policies*. The highest impact rate of school environment factors on the changes at school level occurs in Lithuania, followed by Finland, Estonia the lowest – in Germany.

“Success of academic 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” (school principal, Estonia).

Figure 9. The impact of school environment factors on the perceived changes at school after the ERASMUS+ KA1 staff mobility



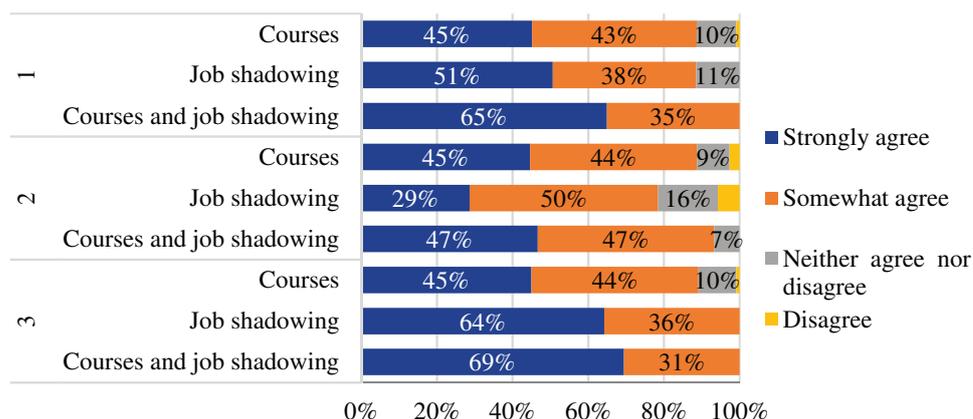
Note: mobile staff survey data. Summarised data from Estonia, Finland, Lithuania and Poland, are represented by attributing equal weight to each country. Model fit: $\chi^2(6) = 11,6$; $p = 0,08$; NFI = 0,99; CFI = 0,99; RMSEA = 0,036.

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.

Perceived changes at school depend on the chosen form of professional development

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. 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 participated in the courses or have combined the courses with job shadowing.

Figure 10. The relation between the chosen form of professional development and the perceived changes at school level after the ERASMUS+ KA1 mobility



1 – Became more open to changes and innovations (Openness to innovation in education scale item)
 2 – Acquired new teaching methods (Didactical competence scale item)
 3 – Expanded my knowledge and understanding of education system in other countries (Intercultural competence scale item)

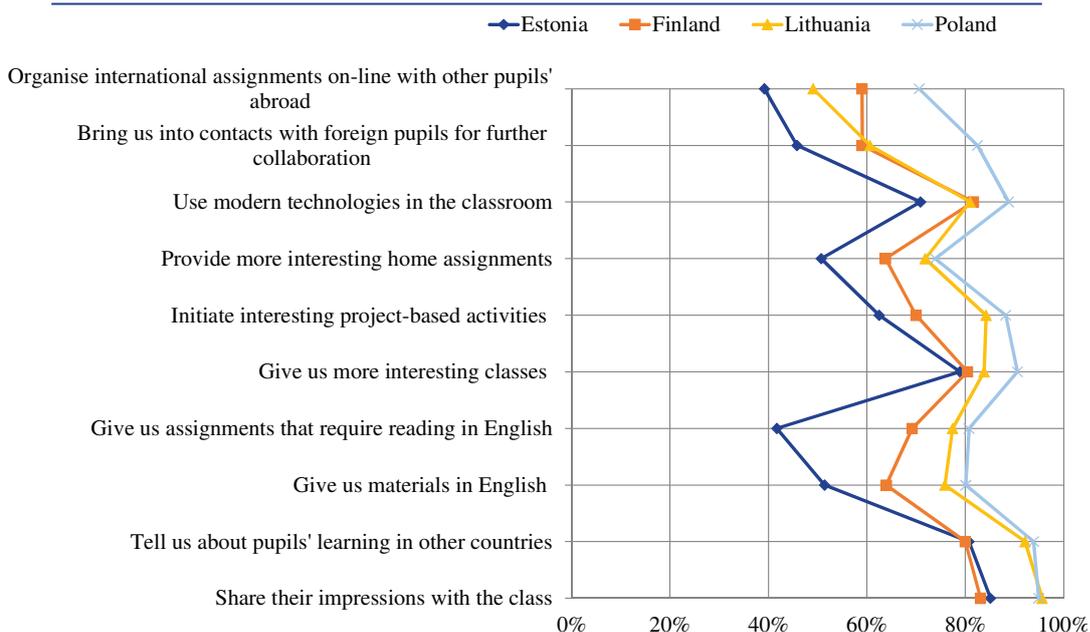
Note: Summarised data from Estonia, Finland, Lithuania and Poland by attributing equal weight to each country.

Do pupils notice any change in the class?

Pupils notice that the lessons became more interesting, the use of modern ICT in class is more frequent

Pupils in Estonia, Finland, Poland, and Lithuania agree that teachers' professional development abroad makes learning more interesting (over 80 %), over 70 % percent report more intensive usage of modern information and communication technologies in class. Teachers most often focus on sharing general information about the visit, pupil's school life abroad.

Figure 11. What is the behaviour of your teachers after they return from the training activities abroad? Pupils' survey data. Percentages of answers *strongly agree* and *somewhat agree*



Note: Pupils' survey was not performed in Germany.

Pupils appreciate teachers with international competencies

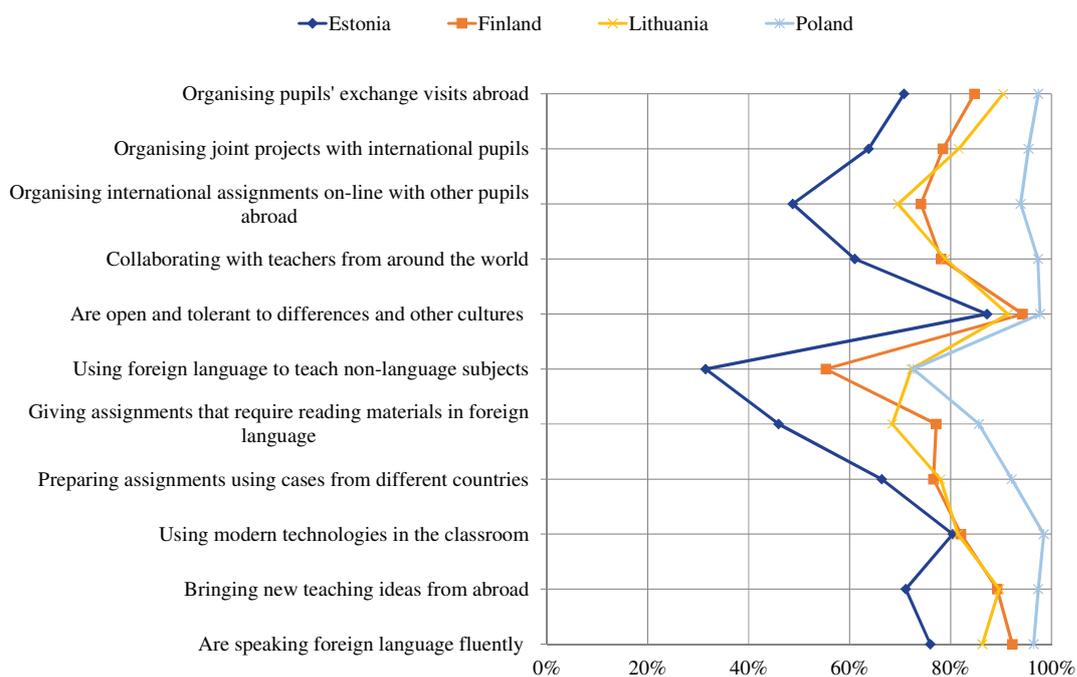
“I think that the school, as a rather important institution in a young person’s life, should be integrated into the globalised society and strive to integrate more subjects in a foreign language, which is important in the present” (student, Lithuania).

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.

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. Pupils perceive the need for internationality in education and treat it as the school’s response to the global labour market challenges.

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). This demand is higher in rural areas and the smaller schools. Higher expectations for the school and teacher internationality is 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 12. Pupils’ expectations for teacher and school internationality. Percentages of answers *strongly agree* and *somewhat agree*



Note: Pupils’ survey was not performed in Germany.

Do colleagues at school notice the changes?

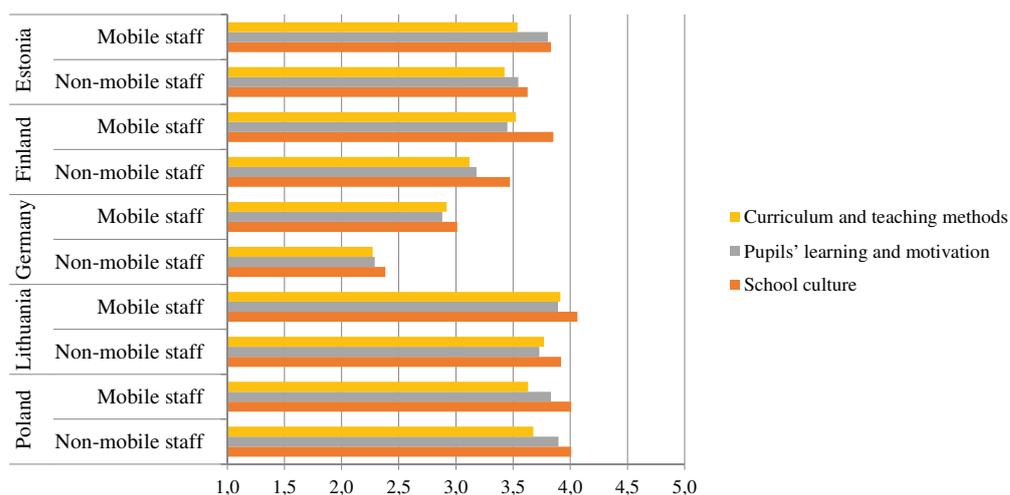
Colleagues recognise the changes of mobile teacher behaviour and changes in school

“Mobilities develop teachers’ leadership qualities, as it is all about shared leadership” (school principal, Finland).

“I have noticed that teachers who have participated in academic mobility change: they have new ideas, their classrooms have new outlooks, and the teachers personally change too” (school principal, Estonia).

The majority (80 %) of teachers, who did not participate in mobility notice the changes of work in a class of their colleagues who have developed their qualification abroad. The leadership of mobile staff is also noticed and recognised by colleagues.

Figure 13. Perception of mobile and non-mobile staff about the changes taking place at school after the ERASMUS+ KA1 mobility (average on the scale from 1 to 5 according to the areas of change)



The recognition of changes taking place in school is also evident even though estimations in the non-mobile colleagues’ group are slightly lower than in the group of mobile teachers (the average difference is 8 %). The relatively higher gap between the estimations is seen in Finland (17 %), the lowest – in Poland (1 %).

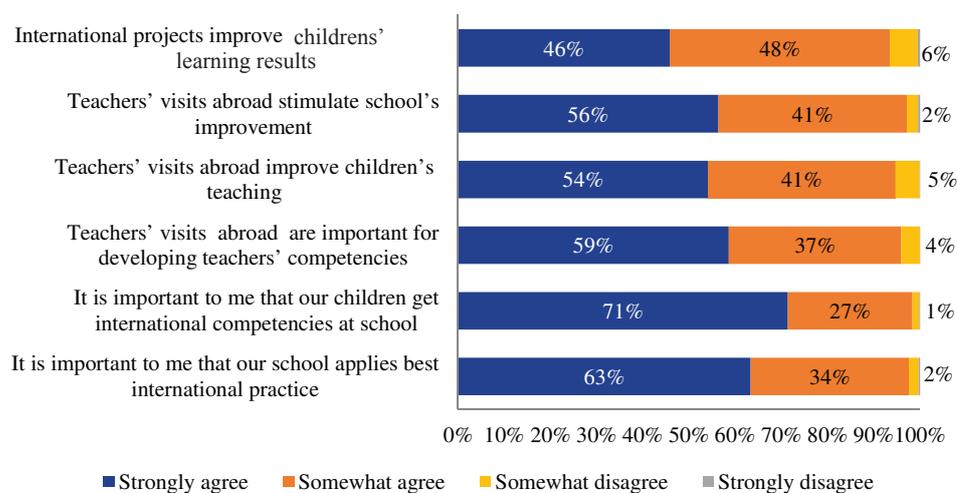
What do parents think about teacher mobility?

Parents appreciate teacher professional development abroad

“Parents start demonstrating respect to the teacher because he learns” (mobile teacher, Lithuania).

Parents’ attitude towards teacher professional development abroad is very positive in all countries. Parents highlight the importance of school education to be based on good international practice, appreciate the development of children multicultural competencies (*strongly agree* and *somewhat agree* more than 95 % in all countries). More than 50 % of respondents in each country *strongly agree* that teacher mobility promotes school improvement, raises teachers’ competencies and believe that teacher professional development abroad is an important factor for teaching improvement. However, parents were uncertain if teacher professional development abroad improves pupils’ learning results.

Figure 14. **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



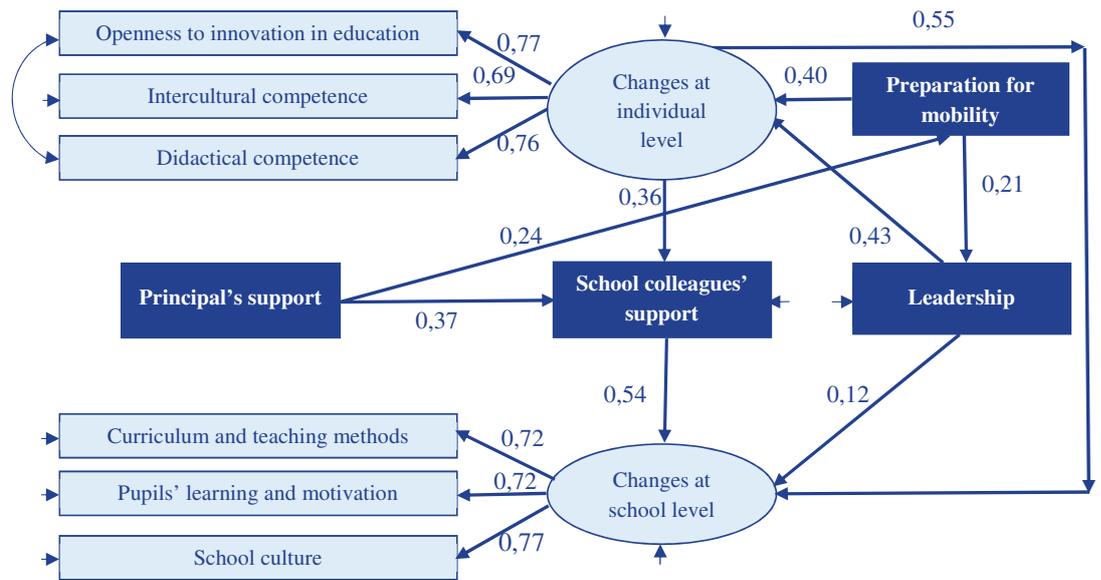
The majority of parents report noticing the realisation of international dimension at school. More than 60 % agree that the school *is providing information to parents about the aims and benefits of teachers' mobility abroad*, and school *is involving parents into school's international activities*.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

What is the trajectory of the ERASMUS+ KA1 mobility impact?

The greatest impact of the ERASMUS+ KA1 staff mobility is the change of school culture which is achieved through the increase of teachers' competences, affected by the colleagues' support teacher leadership

The model regarding the relationships between the factors representing school environment (leader's support, colleagues' support) and the factors representing mobile teachers' behaviour before, during and after the ERASMUS+ KA1 mobility (preparation for mobility, leadership) shows the same pattern of relationships with the data of mobile and non-mobile teacher survey highlighting the importance of teacher professional development, colleagues' support and teacher leadership for the school change.

Figure 15. Model of the factors influencing perceived changes at school level after the ERASMUS+ KA1 mobility



Note: mobile teacher survey data. Summarised data from Estonia, Finland, Lithuania, and Poland by attributing equal weight to each country.
 Model fit: $\chi^2(27) = 147,6$, $p < 0.001$, NFI = 0,94I, CFI = 0,95, RMSEA = 0,08.

The overall study maps the trajectory of the ERASMUS+ KA1 impact and allows to endorse the set of prerequisites for project result sustainability. Teacher professional development abroad encourages organisational change where teacher leadership, colleagues' support driven by the school principal's support, and preparation for mobility are the most important factors for change sustainability.

ESTONIA



Project “Study environment as a factor that shapes the pupil’s personal development: the case of the Vääna Manor School”

VOICE OF SCHOOL COMMUNITY

Clear link between project topics, approach to teaching and strategic goals; well organized and managed dissemination; effective implementation of mobile staff experience by non-mobile staff

School principal: *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.*

Mobile staff: *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. 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.*

Non-mobile staff: *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 colleagues. We do not just only think, but also start testing at once.*

FINLAND



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

VOICE OF SCHOOL COMMUNITY

Active role of the school principal; connection of the mobility to the school's strategic development; time devoted for reflection

School principal: *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. 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. 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.*

Mobile staff: *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. 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.*

Non-mobile staff: *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, but 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.*

LITHUANIA



Project “School cooperation seeking to implement strategic goals in education: Rokiškis District Municipality” (Consortium Case)

VOICE OF DISTRICT COMMUNITY

Cooperation between schools at municipality level; strong position of Education Department (understanding the district needs for education improvement; clear position in implementation, monitoring and dissemination); shared responsibility of knowledge sharing and transfer

Education policy makers and administrators: *Setting up a consortium in a small district is a wise decision. A problem can be approached from a wider perspective and solved. Education Department specialist’s input is huge: she has experience and know-how, had worked with other projects that had brought benefit to schools.*

School principals: *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. 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.*

Mobile staff: *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.*

POLAND



School-preschool unit (Silesian agglomeration)

VOICE OF SCHOOL COMMUNITY

Equalisation of opportunities for city and rural school pupils. Empowerment of teachers to use ICT in different subjects.

School principal: *Evaluation of professional achievements, activities linked to it, courses completed – all that is in our favour and has a positive influence on professional advancement.*

Mobile staff: *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. 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. 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.*

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

HIGHLIGHTS AND CONCLUSIONS

REPORT IN BRIEF