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

2017 01 16
THE MAIN CHARACTERISTIC OF RESEARCH DESIGN
Research aim

Evaluate the impact, recognition and sustainability of ERASMUS+ Programme Key Action 1 (KA1) Mobility of Staff in School Education
Research objectives

- Reveal the situation of teacher professional development through the ERASMUS+ staff mobility;
- Evaluate the impact and recognition of teacher professional development in school community (visiting teachers, non-visiting teachers, students, parents, and school leaders);
- Evaluate visiting teacher leadership (leadership for learning);
- Identify school and school leader’s involvement and support of visit-related ideas to be implemented and sustained;
- Estimate the alignment of ERASMUS+ mobility aims with the school’s strategic goals;
- Identify good practices of the KA1 in terms of impact and sustainability so, that these practices could be transferred to foster educational quality, openness and internationalization of other schools.
Background of the Research

ES policy:
ERASMUS + programme objectives

Concepts:
Teacher Professional Development
International dimension of Education, Leadership for Learning
Evaluation and Recognition of Professional Development
Strategic Staff Management
Research Strategy

• The research is based on the **mixed research approach** that combines *qualitative* and *quantitative* research methods and techniques.

• **Qualitative research methods:**
  – focus groups
  – in-depth interviews
  – document analysis

• **Quantitative research method**
  – survey
Research methods

- **Document analysis for case study** (the analysis of Institutional European Development Plan and Application form) – to evaluate the alignment of project aims with the School’s European Development Plan.

- **Survey** (mobile teachers, non-mobile teachers, pupils, parents) – to measure the impact and recognition of ERASMUS+ staff mobility in school’s community.

- **Focus group** (school leaders) – to discover forms of institutional support, alignment of staff training activities with institutional strategy and European Development Plan, impact and recognition of ERASMUS+ staff mobility.

- **Case study** (interviews, focus groups, document analysis) – to identify success factors of ERASMUS+ staff mobility recognition and sustainability.
RESULTS OF THE SURVEY
<table>
<thead>
<tr>
<th>Country</th>
<th>Mobile staff</th>
<th>Non-mobile staff</th>
<th>Pupils*</th>
<th>Parents*</th>
<th>No of Educ. Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>112</td>
<td>175</td>
<td>466</td>
<td>222</td>
<td>23</td>
</tr>
<tr>
<td>Finland</td>
<td>127</td>
<td>123</td>
<td>150</td>
<td>109</td>
<td>56</td>
</tr>
<tr>
<td>Germany</td>
<td>512</td>
<td>142</td>
<td>-</td>
<td>-</td>
<td>131</td>
</tr>
<tr>
<td>Lithuania</td>
<td>218</td>
<td>283</td>
<td>549</td>
<td>231</td>
<td>32</td>
</tr>
<tr>
<td>Poland</td>
<td>350</td>
<td>412</td>
<td>596</td>
<td>429</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>1319</td>
<td>1135</td>
<td>1761</td>
<td>991</td>
<td>-</td>
</tr>
</tbody>
</table>

The total empirical survey sample N=5024
## Assessment of National Agency Support

project coordinators' point of view

(average on the scale from 1 to 5)

<table>
<thead>
<tr>
<th>NA support is helpful</th>
<th>Estonia (N=15)</th>
<th>Finland (N=25)</th>
<th>Germany (N=120)</th>
<th>Lithuania (N=30)</th>
<th>Poland (N=54)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4,5</td>
<td>4,3</td>
<td>4,7</td>
<td>4,8</td>
<td>4,4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application form for ERASMUS+ programme KA1 is not complicated</th>
<th>Estonia (N=15)</th>
<th>Finland (N=25)</th>
<th>Germany (N=120)</th>
<th>Lithuania (N=30)</th>
<th>Poland (N=54)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,8</td>
<td>2,7</td>
<td>2,6</td>
<td>4,1</td>
<td>3,6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding of projects is transparent</th>
<th>Estonia (N=15)</th>
<th>Finland (N=25)</th>
<th>Germany (N=120)</th>
<th>Lithuania (N=30)</th>
<th>Poland (N=54)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4,3</td>
<td>4,1</td>
<td>3,9</td>
<td>4,6</td>
<td>4,2</td>
</tr>
</tbody>
</table>
Types of Professional Development Activities Undertaken

- Professional development courses
- Job shadowing
- Teaching in other country
Teachers who participated in the job shadowing or made the combination of job shadowing and teaching activities were more satisfied.
PREPARATION FOR THE VISIT
Preparation activities for mobility visits

- Studied material about the culture of the country of my visit: 77%
- Searched for additional information about mobility-related topic: 59%
- Read about educational system in the country of mobility: 51%
- Prepared teaching material for Your visit: 33%
- Took foreign language courses: 27%

School Principals/ Vice Principals/Teachers Supervisors reported giving higher attention to the preparation than other groups of respondents.
The impact of the preparation for a visit to the changes in teachers’ professional competencies and to the changes at the school level.

The relatively stronger impact is seen in Estonia and Lithuania. A slightly weaker - in Germany.
CHANGES OF TEACHERS’ PROFESSIONAL COMPETENCIES
Changes in teachers' competencies

- Deepened my understanding of other... 94,0%
- Expanded my knowledge and... 92,2%
- Became more open to changes and... 89,8%
- Improved the practical use of foreign... 87,2%
- Acquired new teaching methods 85,6%
- I made a lot of contacts with... 81,8%
- Improved the skills for working with... 81,6%
- Got a stimulus to change my teaching... 80,0%
- Developed my ICT skills for teaching 59,9%
- Improved teaching strategies for... 58,6%
- Developed pupils' discipline and... 44,5%
Changes in teachers' competencies according to the countries

- Estonia
- Finland
- Germany
- Lithuania
- Poland

- Got a stimulus to change my teaching style
- Became more open to changes and innovations
- Improved the skills for working with people
- Improved teaching strategies for students
- Improved the practical use of foreign languages
- Acquired new teaching methods
- I made a lot of contacts with colleagues from
- Developed pupils' discipline and behaviour
- Developed my ICT skills for teaching
- Expanded my knowledge and understanding
- Deepened my understanding of other cultures
Application of the developed competencies in one’s work

- Intercultural competence is more successfully developed through job shadowing and relatively less successfully during the courses.
- Higher level of didactical competence is gained by combining the courses and job shadowing.
PERCEIVED CHANGES AT SCHOOL LEVEL
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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Non Mobile Staff</th>
<th>Mobile Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility helps to achieve our school goals</td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>New learning methods have been introduced</td>
<td></td>
<td>69%</td>
</tr>
<tr>
<td>School’s international dimension ideas have changed</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Pupils in class have been working more</td>
<td></td>
<td>63%</td>
</tr>
<tr>
<td>Tolerance and openness has been increasing</td>
<td></td>
<td>68%</td>
</tr>
<tr>
<td>Pupils’ learning motivation has been increasing</td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>Changes in organizational processes have been changed</td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>Schools’ culture and values have been changing</td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>Pupils’ learning results have been improving</td>
<td></td>
<td>39%</td>
</tr>
<tr>
<td>Content of the curricula has been changing</td>
<td></td>
<td>32%</td>
</tr>
<tr>
<td>Mobility negatively impacted our school’s</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Perceptions of mobile and non-mobile staff about the changes taking place at school after ERASMUS+ KA1 mobility

<table>
<thead>
<tr>
<th>Country</th>
<th>Mobile Staff</th>
<th>Non-Mobile Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lithuania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poland</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Curriculum and teaching methods
- Pupils’ learning and motivation
- School culture
Perceptions of mobile staff about the impact of ERASMUS+ KA1 mobility on school according to countries

Percentages of answers *strongly agree, somewhat agree*

- Estonia
- Finland
- Germany
- Lithuania
- Poland

- Mobility helps to achieve our school goals
- Schools’ culture and values have been changing
- School’s international dimension ideas have been changing
- Tolerance and openness has been increasing
- Content of the curricula has been changing
- Changes in organizational processes have been changing
- New learning methods have been introduced in
- Pupils in class have been working more creatively
- Pupils’ learning motivation has been increasing
- Pupils’ learning results have been improving
What is the behaviour of your teachers after they return from the training activities abroad?

Pupils’ survey

Percentages of answers “strongly agree“ and „somewhat agree“.

- Organise international assignments on-line
- Bring us into contacts with foreign pupils
- Use modern technologies in the classroom
- Provide more interesting home assignments
- Initiate interesting project-based activities
- Give us more interesting classes
- Give us assignments that require reading in...
- Give us materials in English
- Tell us about pupil’s learning in other...
- Share their impressions with the class

Estonia
Finland
Lithuania
Poland
DISSEMINATION AND LEADERSHIP
Dissemination and sharing of experience

- Gave an oral report (speech) in teachers’ teams/teachers’ council: 86%
- Shared my knowledge with other colleagues by inviting them to my class: 42%
- Shared my knowledge with parents: 36%
- Put the prepared material on-line (facebook, moodle, etc.): 30%
- Prepared recommendations about organizing the learning process: 27%
- Made a presentation at the teachers’ conference: 25%
- Shared mobility-related ideas in the media (TV, newspapers...): 21%
- Gave a seminar to other colleagues outside the school: 19%
The perceptions about the leadership behaviour after ERASMUS+ KA1 professional development abroad (mobile staff)

- 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

Graph showing the percentage from Estonia, Finland, Germany, Lithuania, and Poland.
Leadership and dissemination as the factors of the perceived changes at the school level

The highest impact was found in Finland ($R^2=0.26$), followed by Lithuania ($R^2=0.23$), Poland ($R^2=0.19$).

Relatively lower impact - in Estonia ($R^2=0.07$) and Germany ($R^2=0.13$).
SCHOOL ENVIRONMENT
Favourability of the school environment for implementation of ERASMUS+ KA1 ideas

School leader creates an ethos within which visiting teachers are motivated and...

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...

School’s structures and policies support implementation of new ideas
The highest impact rate of school environment factors on the perception of 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 ($R^2=0.14$)
Model of the factors influencing changes at school level after ERASMUS+ KA1 mobility (mobile staff)

- Openness to innovation in education
- Intercultural competence
- Didactical competence
- Principal's support
- Curriculum and teaching methods
- Pupils' learning and motivation
- School culture
- Changes at individual level
- Preparation for the visit
- Changes at school level
- School colleagues' support
- Leadership

Factors and their relationships: 0.77, 0.40, 0.36, 0.24, 0.37, 0.72, 0.77, 0.43, 0.12.
Model of the factors influencing changes at school level after ERASMUS+ KA1 mobility (non-mobile staff)

Changes at school level
- School principal’s support
- School colleagues’ support
- Leadership
- Dissemination inside school
- Curriculum and teaching methods
- Pupils’ learning and motivation
- School culture

Factors:
- School culture: 0.81
- Pupils’ learning and motivation: 0.88
- School culture: 0.81
- Leadership: 0.39
- Leadership: 0.33
- Dissemination inside school: 0.64
- School colleagues’ support: 0.33
- School colleagues’ support: 0.46
- Curriculum and teaching methods: 0.81
- Dissemination inside school: 0.31
RESULTS OF THE QUALITATIVE RESEARCH
## CHARACTERISTICS OF THE RESEARCH SAMPLE

<table>
<thead>
<tr>
<th>Country</th>
<th>Focus groups and interviews (staff)</th>
<th>N of case studies (Mobile staff Non-mobile staff School School principals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>Mobile staff 4, School principals 8</td>
<td>3</td>
</tr>
<tr>
<td>Finland</td>
<td>Mobile staff 8, School principals 10</td>
<td>3</td>
</tr>
<tr>
<td>Lithuania</td>
<td>Mobile staff 24, School principals 14</td>
<td>4</td>
</tr>
<tr>
<td>Poland</td>
<td>Mobile staff 25, School principals *</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Mobile staff 93, School principals *</td>
<td>13 cases</td>
</tr>
</tbody>
</table>

*together with teachers
The Main Insights from the Focus Group Discussions

• Importance of school principal's role.
• Team work for implementation of project results.
• Increased teacher respect and recognition.
• Foreign language challenge.
• Issues of mobility content quality management.
The Main Findings of Focus Groups with School Leaders

• Necessity to ensure compatibility of ERASMUS+ KA1 mobility aims with the school’s strategic development vision.

• ERASMUS+ KA1 strengthens school’s position in the market.

• ERASMUS+ KA1 staff mobility - an instrument for increasing teacher professionalism.

• Some time and preparation is needed for more participative teacher professional development forms.
Main Research Insights of the Case Studies

• 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.

• COLLABORATIVE AND COLLEGIAL PRACTICES. The collegial activities on the project-related topics inspire teacher professional reflection, promote the initiation of teacher professional communities.
QUESTIONS...