



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

CHARACTERISTICS OF THE SURVEY SAMPLE



Country	Mobile staff	Non-mobile staff	Pupils*	Parents*	No of Educ. 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	-

The total empirical survey sample N=5024

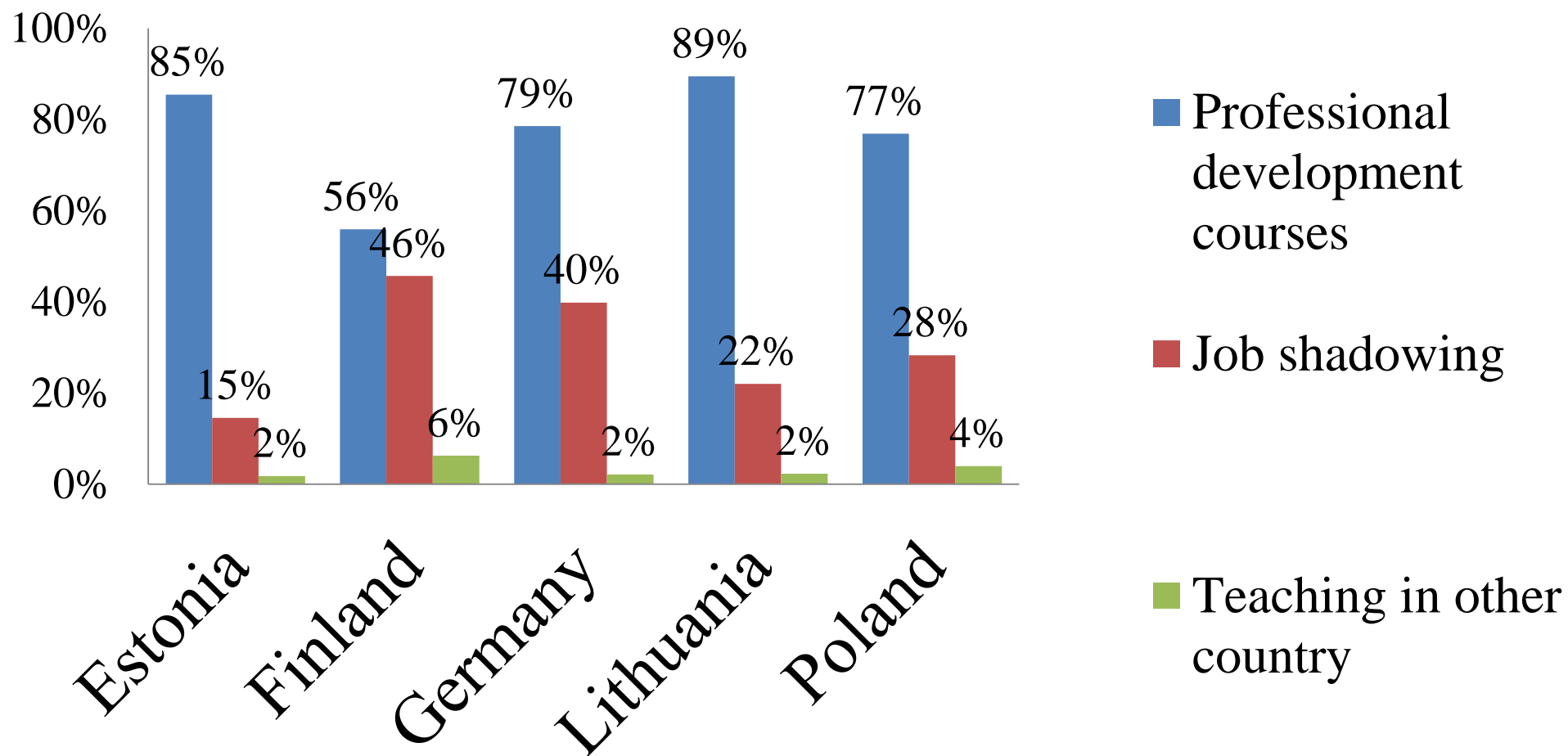
Assessment of National Agency Support project coordinators' point of view



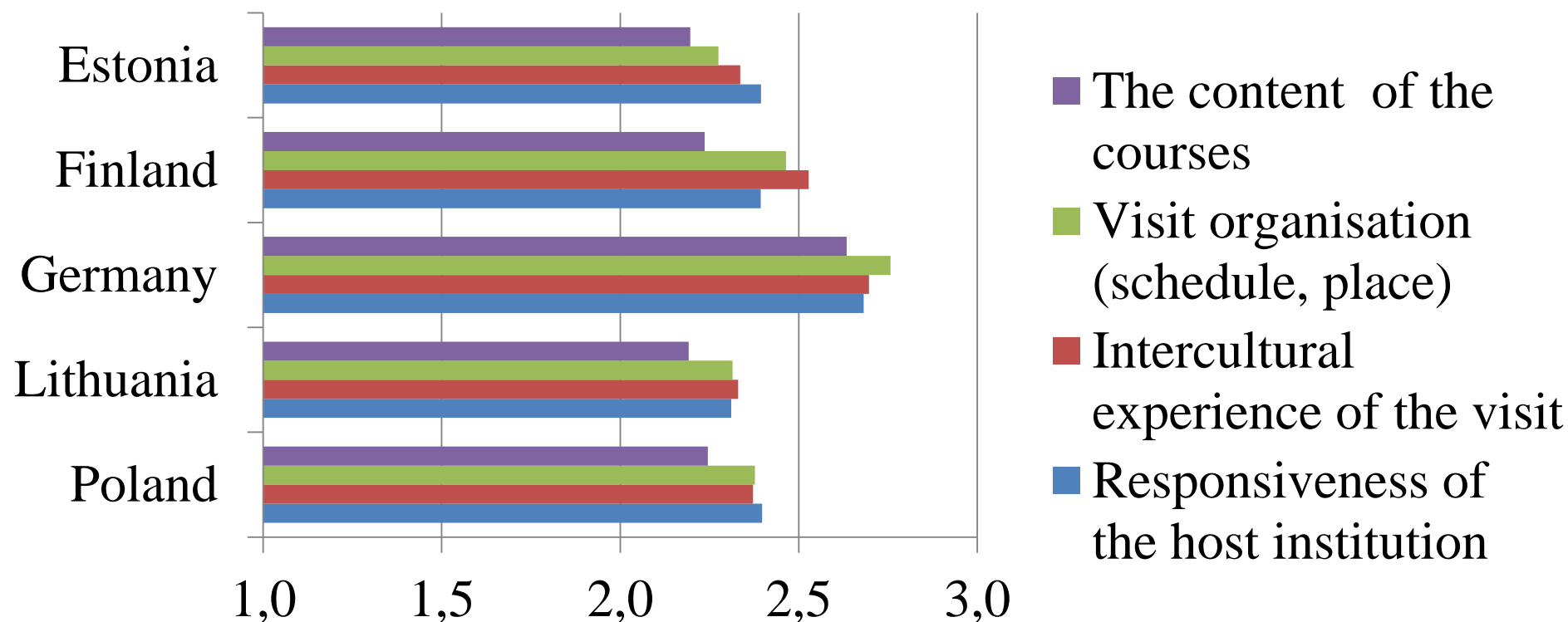
(average on the scale from 1 to 5)

	Estonia (N=15)	Finland (N=25)	Germany (N=120)	Lithuania (N=30)	Poland (N=54)
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

Types of Professional Development Activities Undertaken



Satisfaction with the ERASMUS+ KA1 Professional Development Abroad

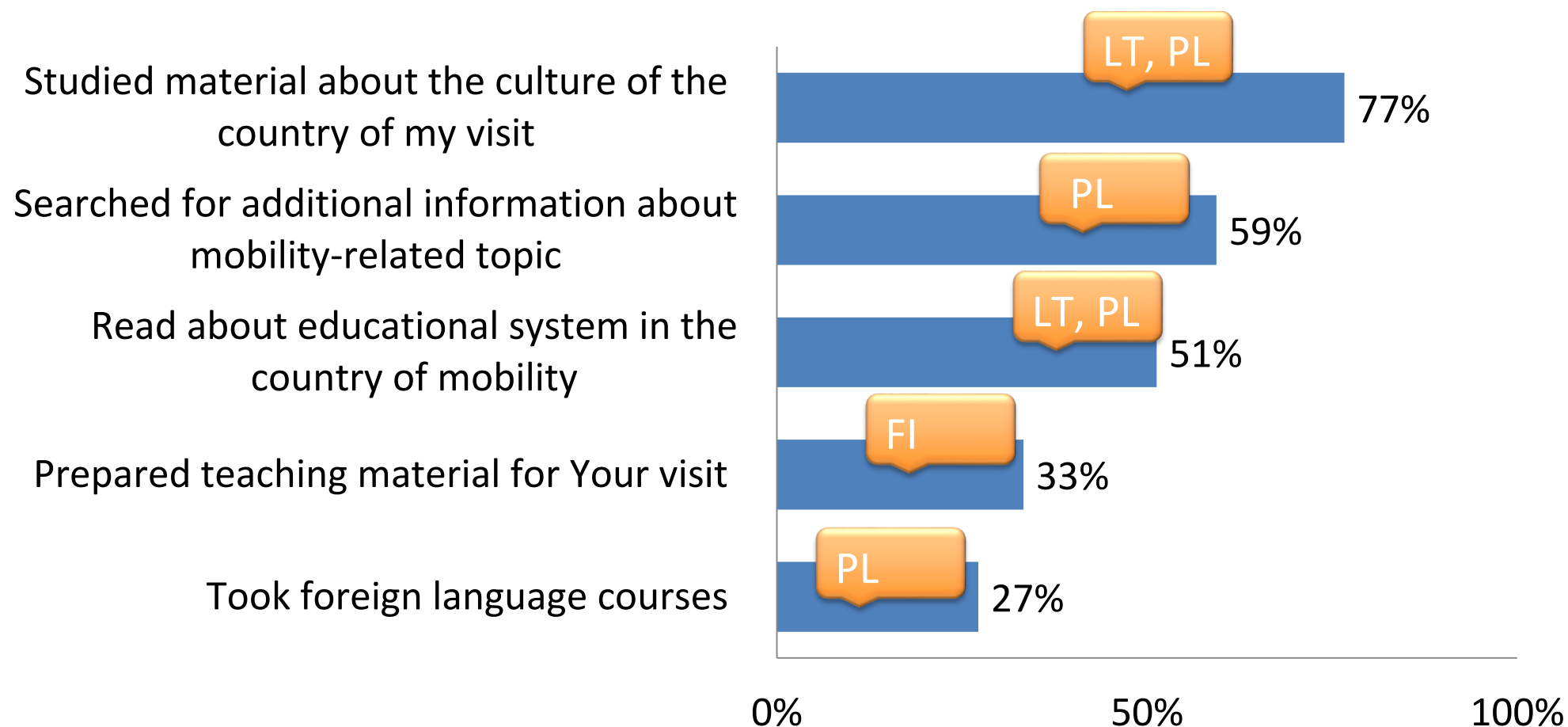


Teachers who participated in the job shadowing or made the combination of job shadowing and teaching activities were more satisfied.

PREPARATION FOR THE VISIT

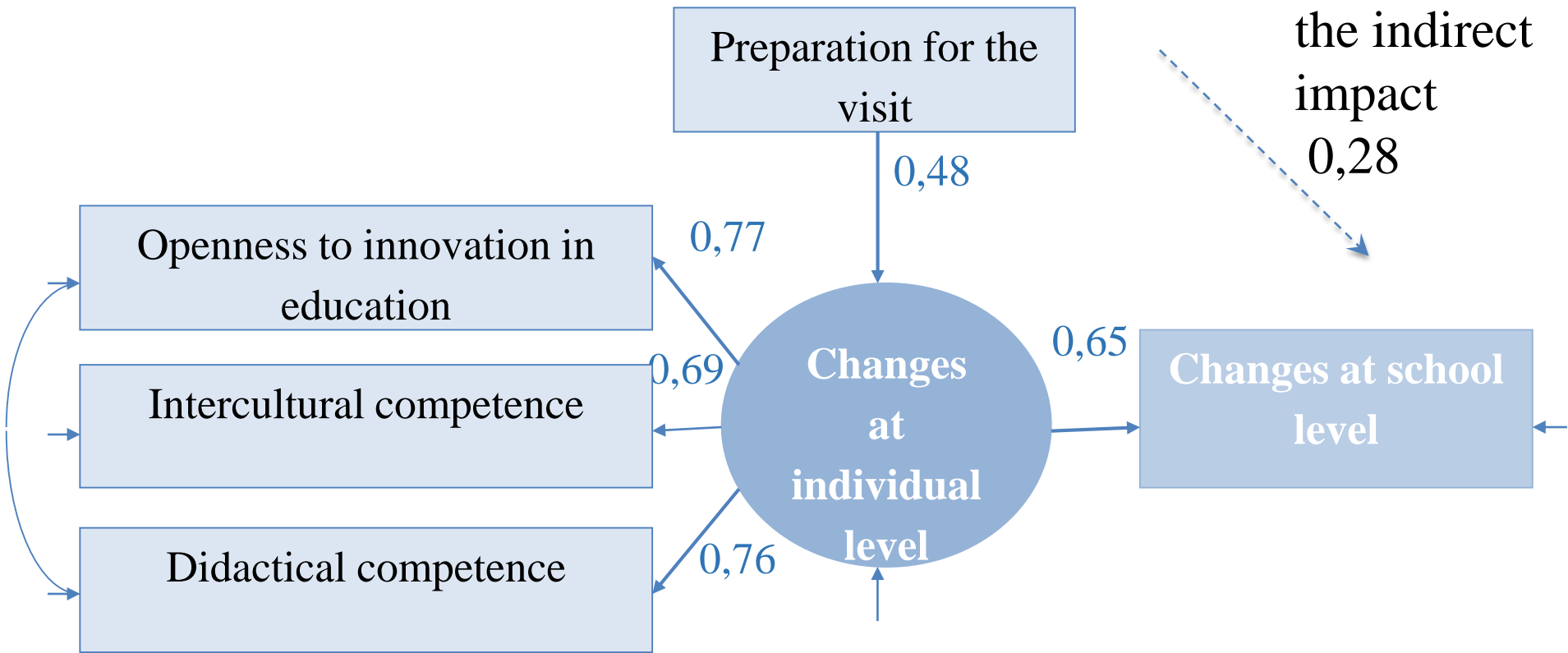


Preparation activities for mobility visits



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.



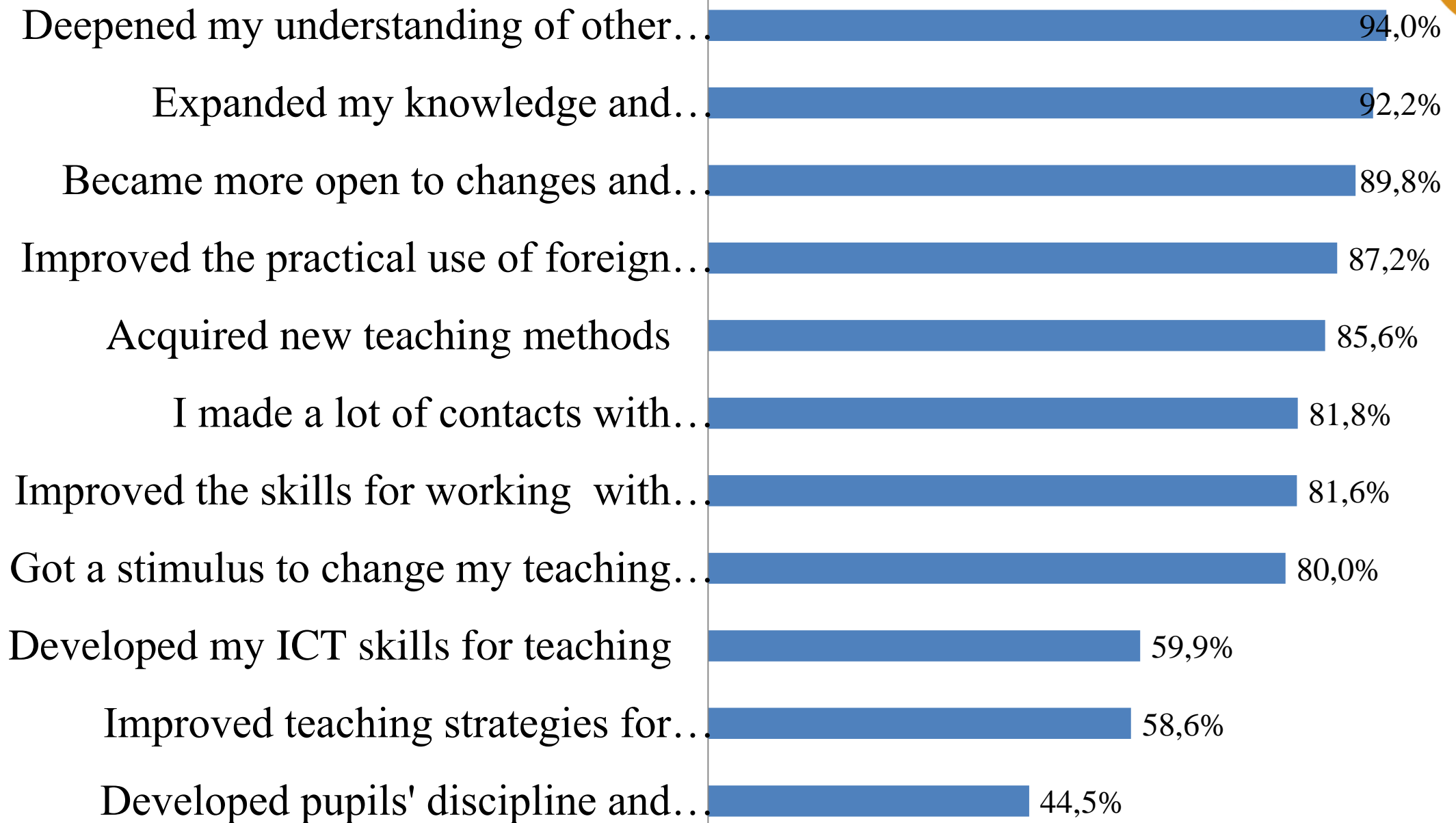
The relatively stronger impact is seen in Estonia and Lithuania. A slightly weaker - in Germany.



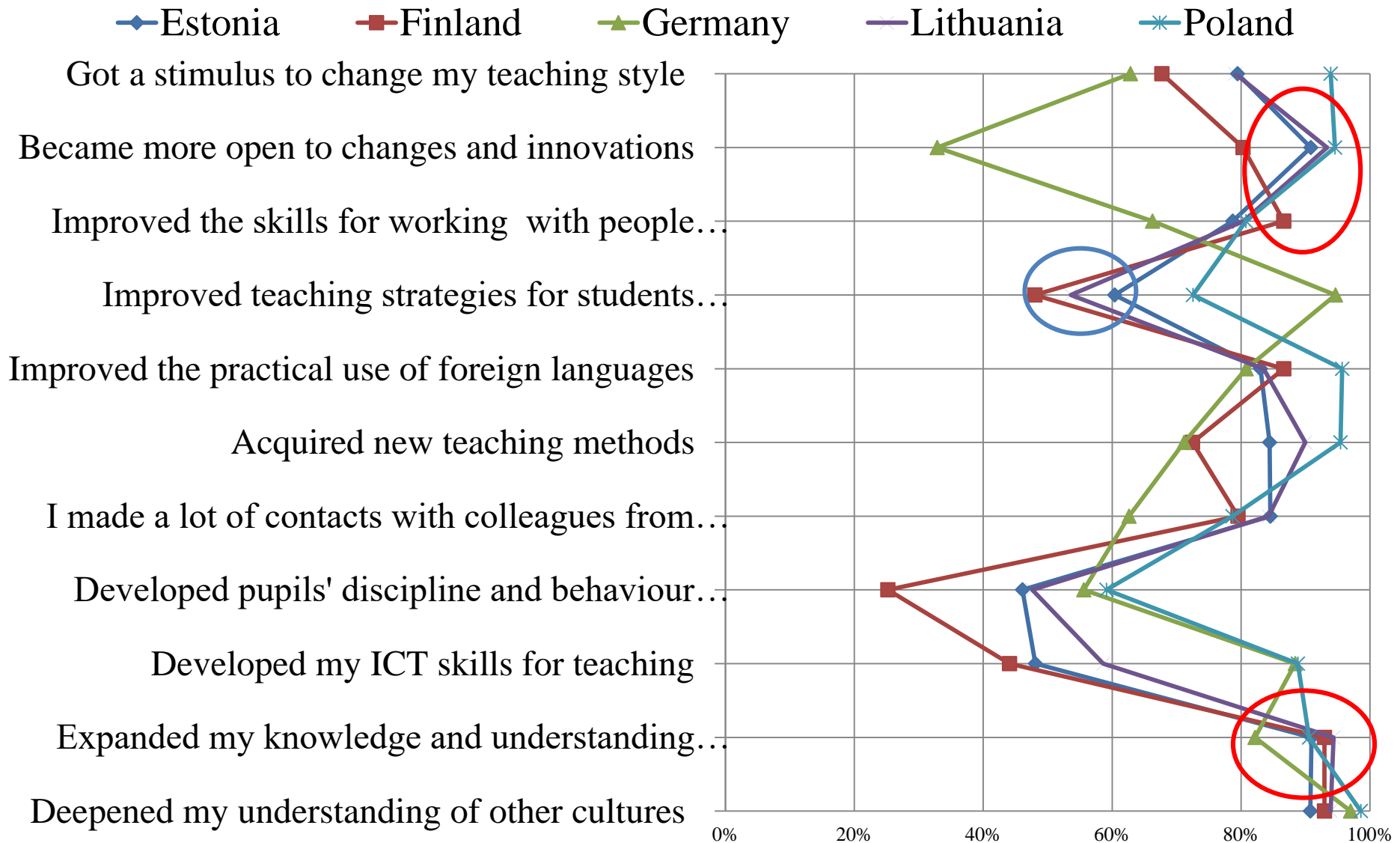
CHANGES OF TEACHERS' PROFESSIONAL COMPETENCIES



Changes in teachers' competencies



Changes in teachers' competencies according to the countries



Application of the developed competencies in one's work



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

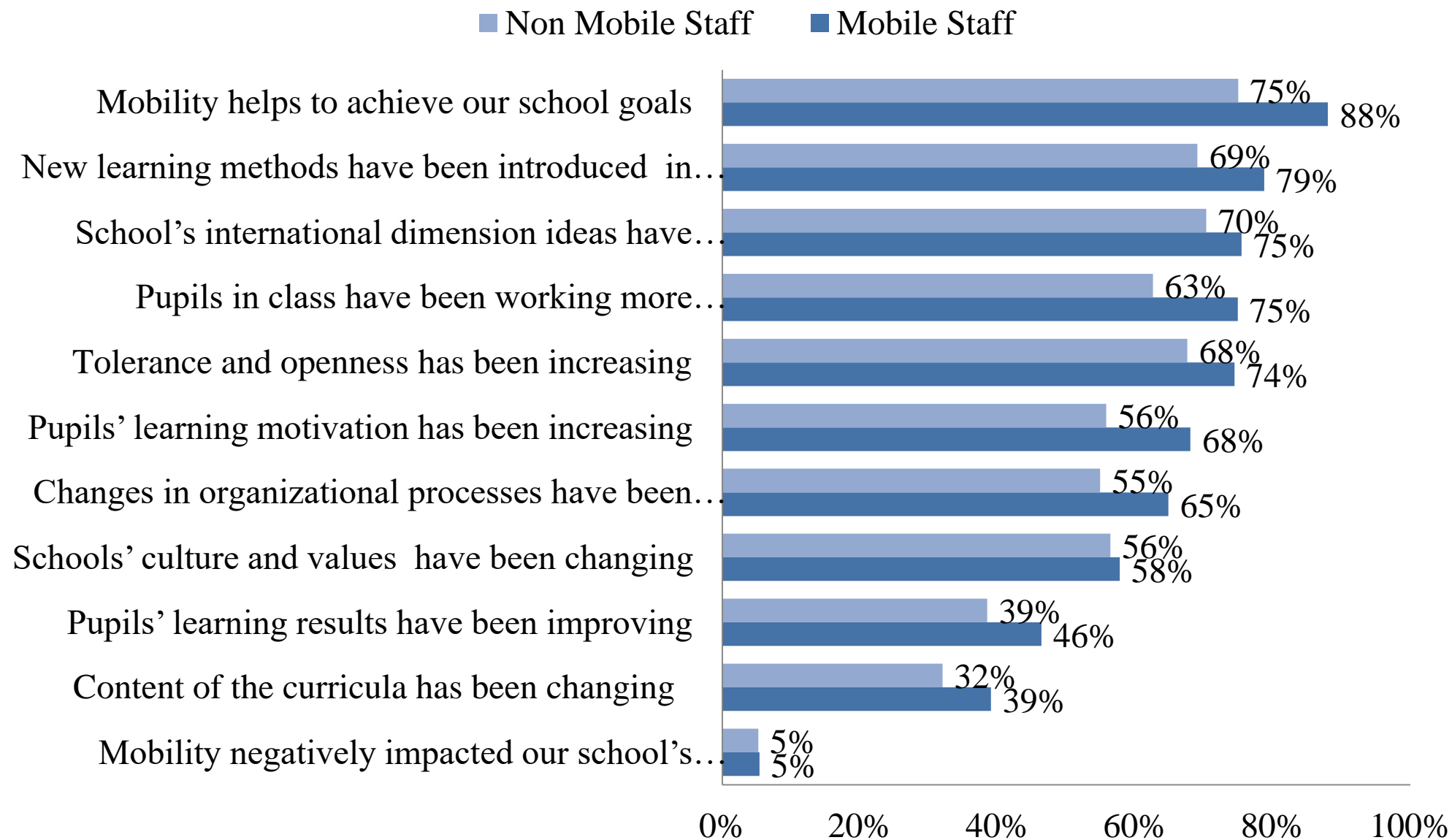
- Intercultural competence is more successfully developed through job shadowing and relatively less successfully during the courses.
- Higher level of didactical competence is gained by combining the courses and job shadowing.



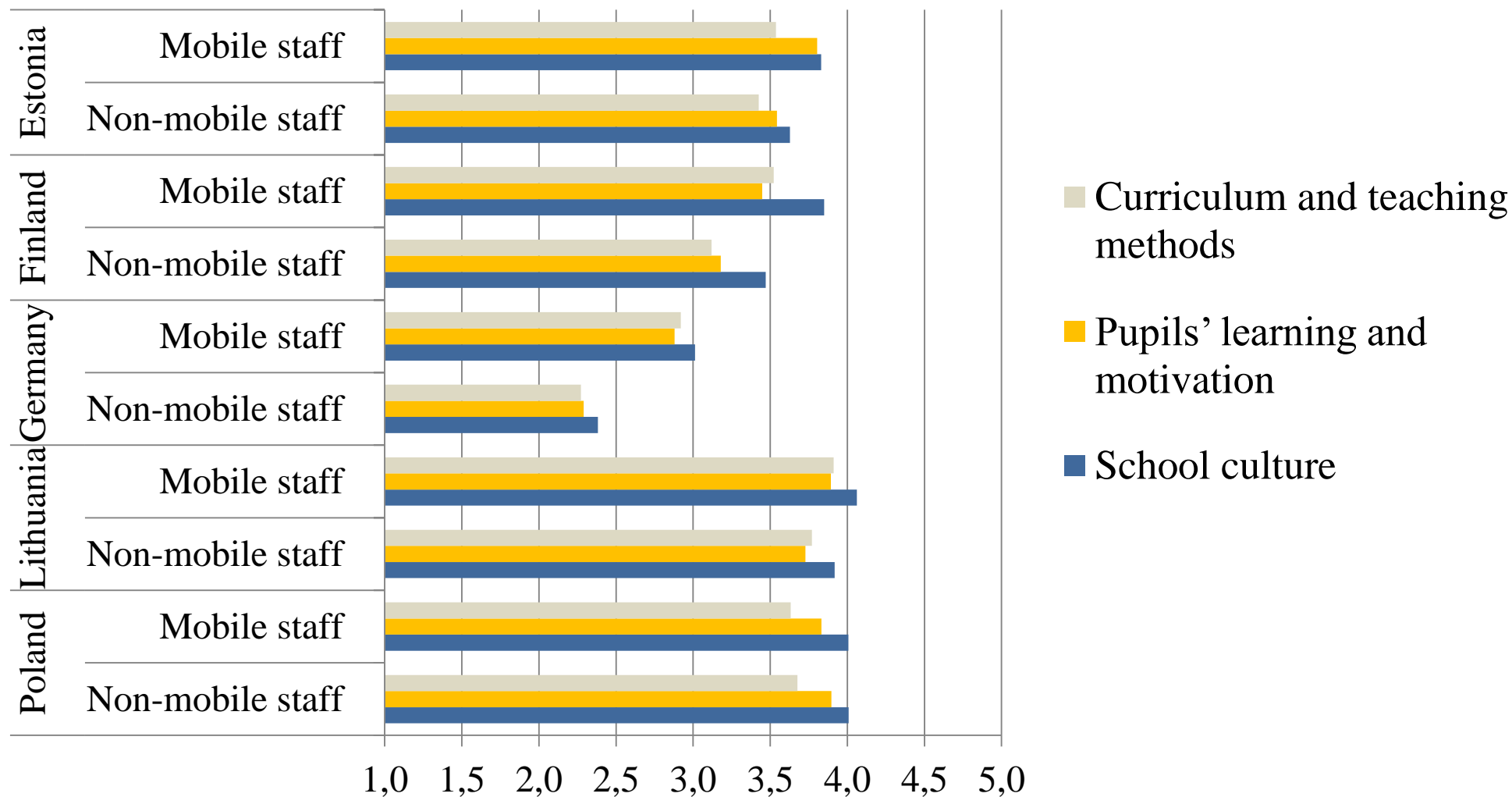
PERCEIVED CHANGES AT SCHOOL LEVEL

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*



Perceptions of mobile and non-mobile staff about the changes taking place at school after ERASMUS+ KA1 mobility

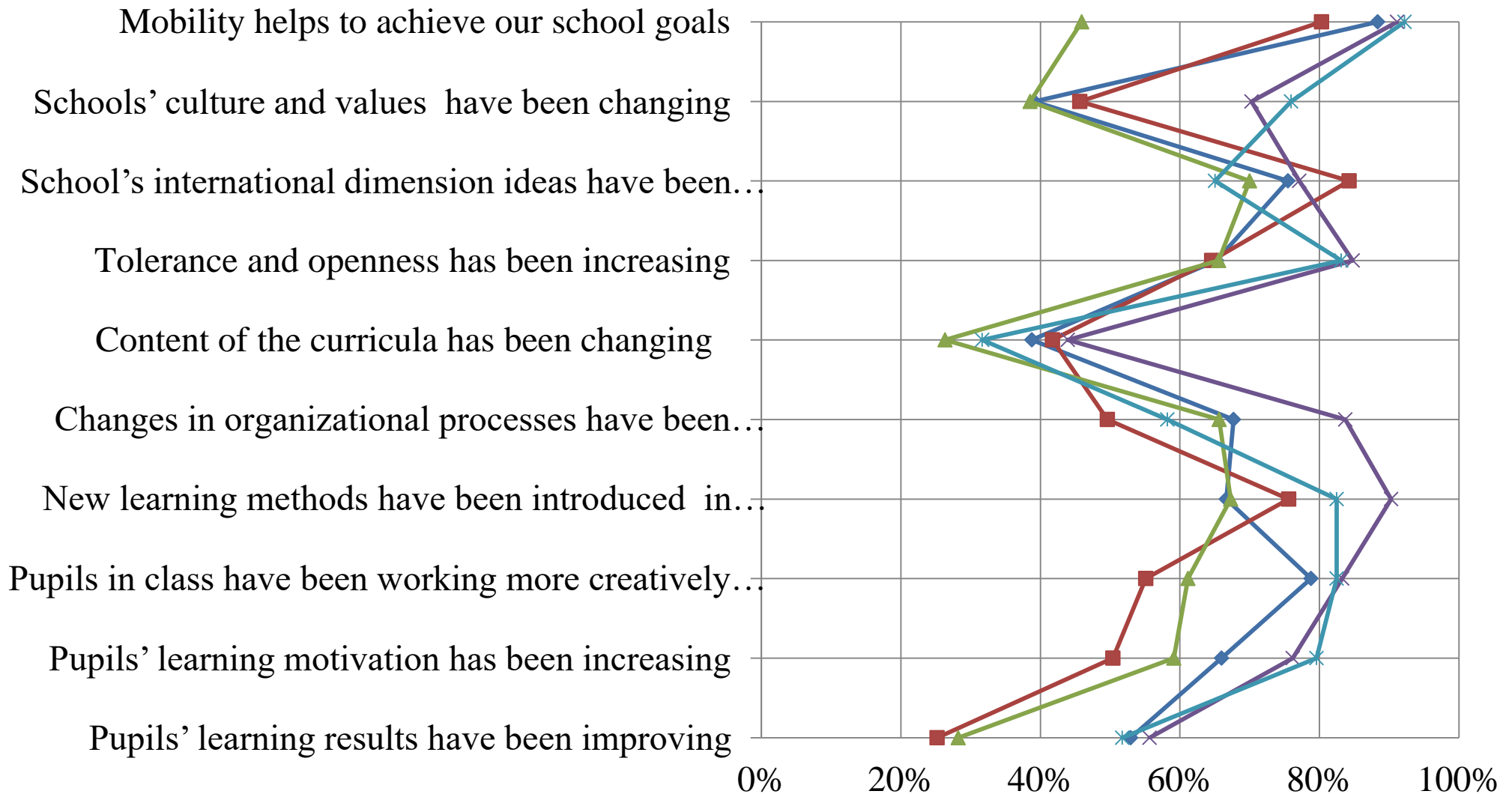


Perceptions of mobile staff about the impact of ERASMUS+ KA1 mobility on school according to countries

Percentages of answers *strongly agree*, *somewhat agree*



◆ Estonia ■ Finland ▲ Germany ✕ Lithuania ✧ Poland



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

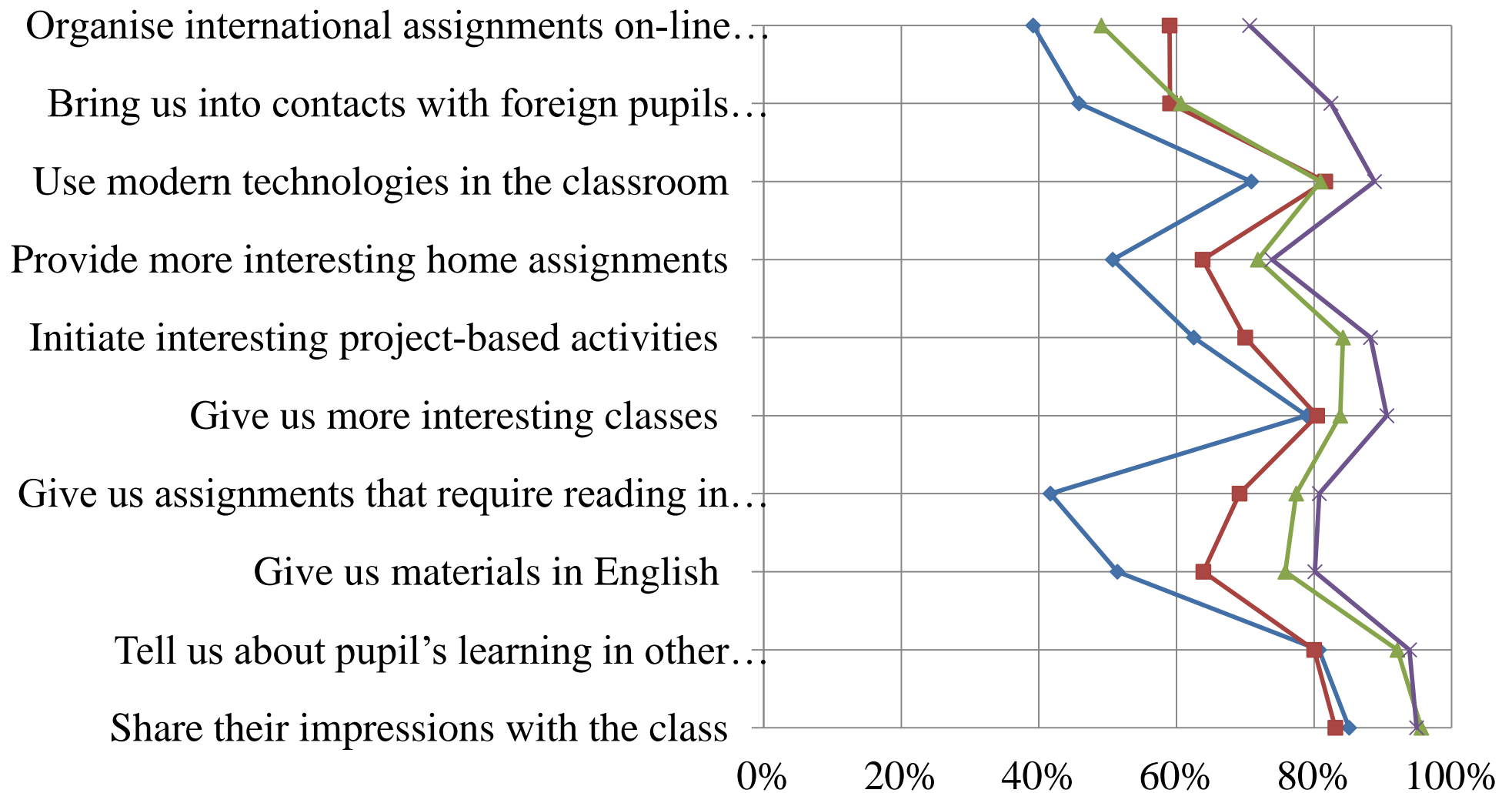
Pupils' survey



ŠVIETIMO
MAINŲ
PARAMOS
FONDAS

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

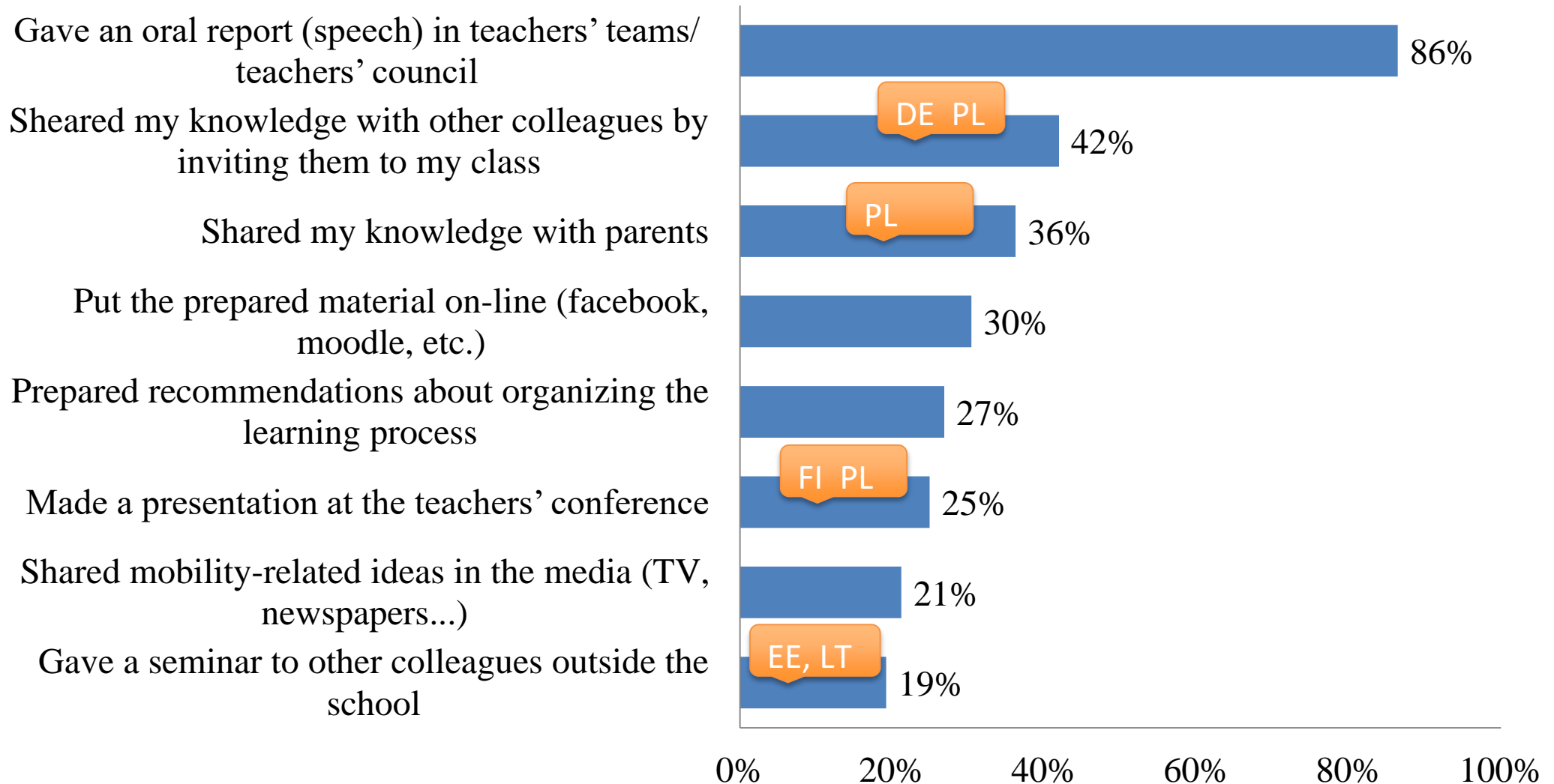
—◆— Estonia —■— Finland —▲— Lithuania —×— Poland



DISSEMINATION AND LEADERSHIP



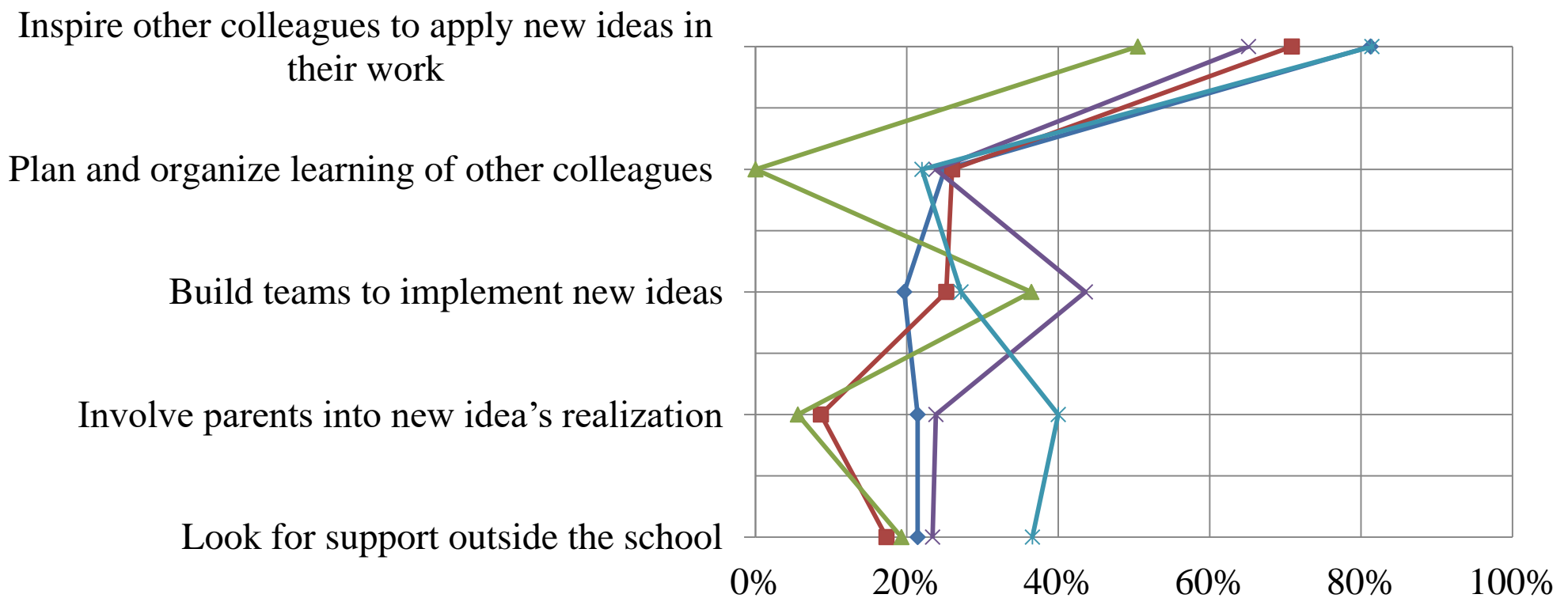
Dissemination and sharing of experience



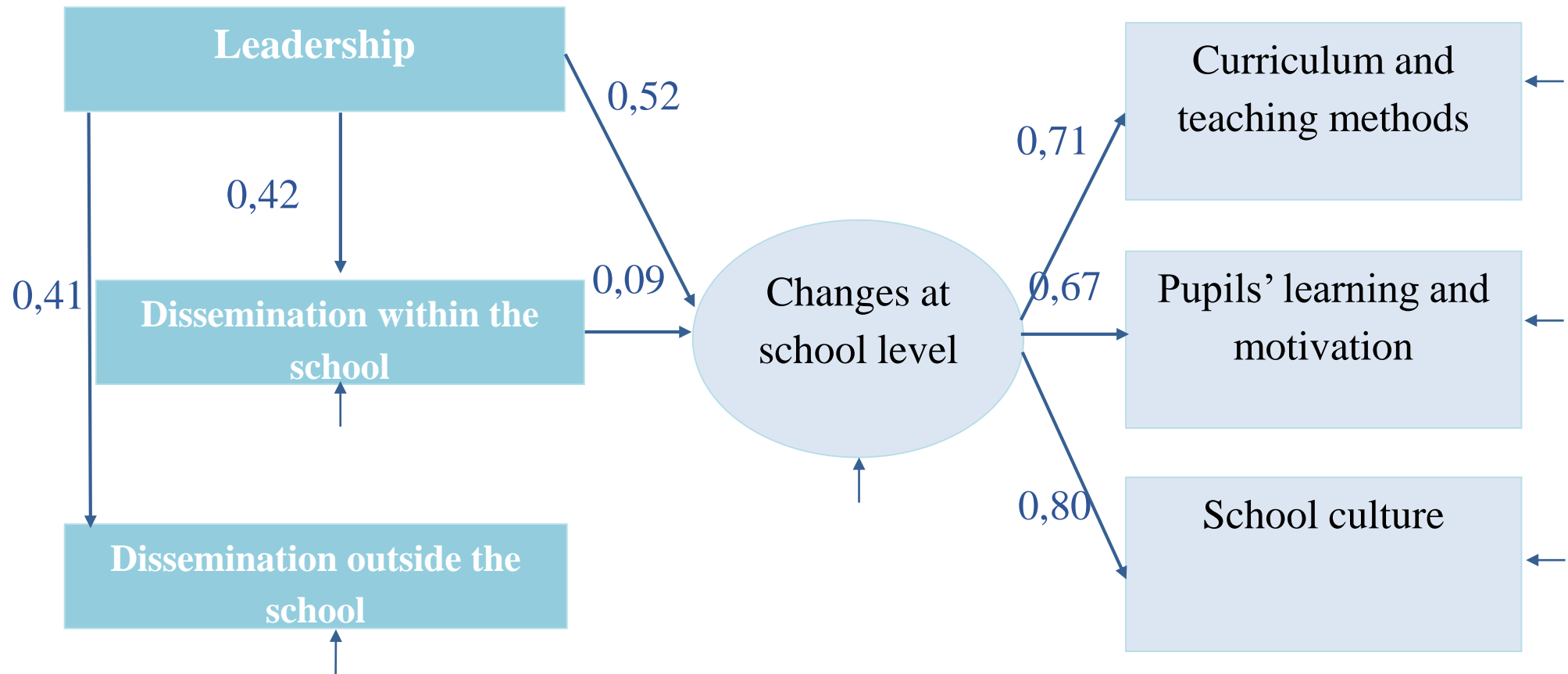
The perceptions about the leadership behaviour after ERASMUS+ KA1 professional development abroad (mobile staff)



◆ Estonia ■ Finland ▲ Germany ✕ Lithuania * 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 ($R^2=0,13$).

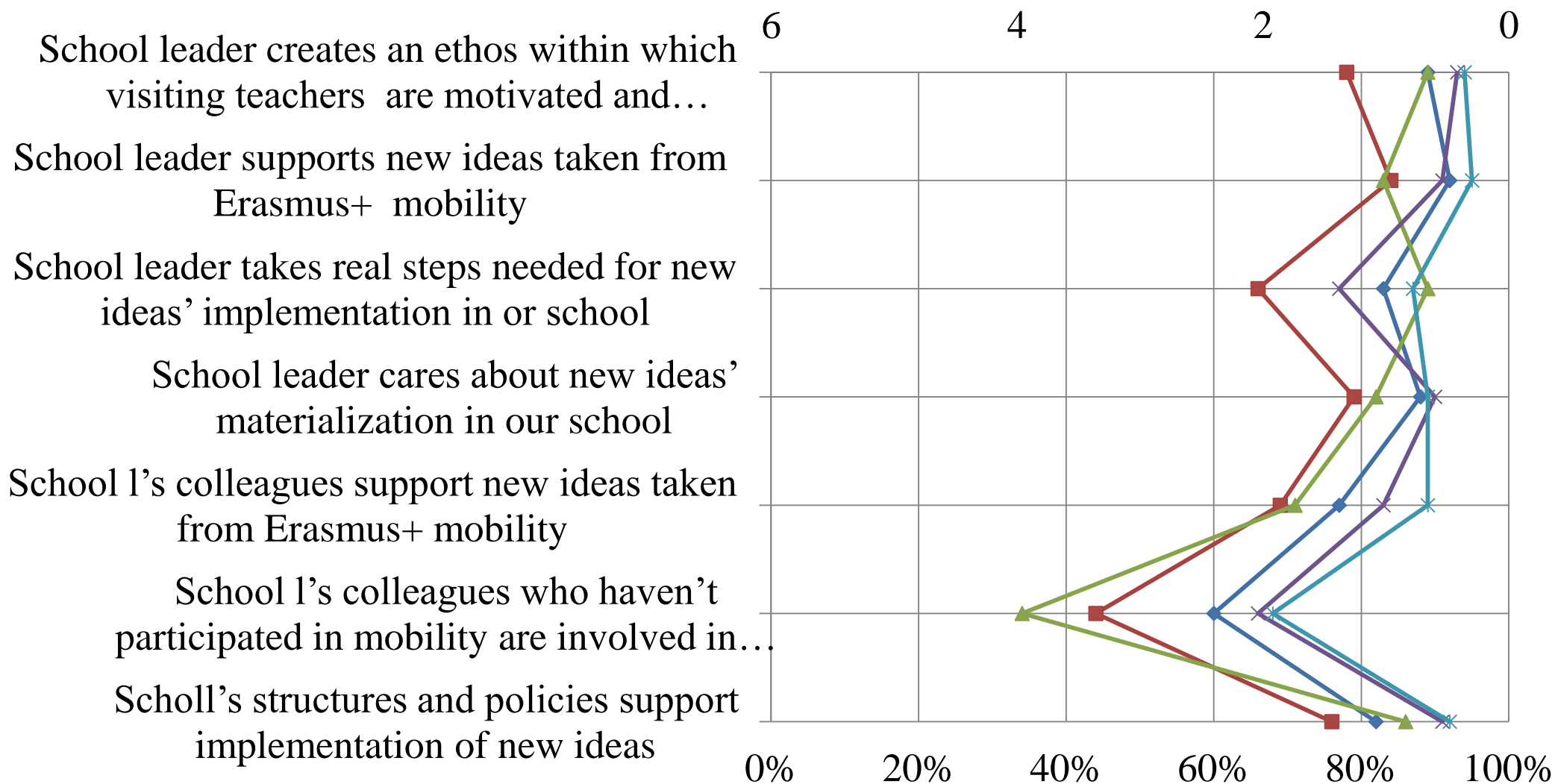
SCHOOL ENVIRONMENT



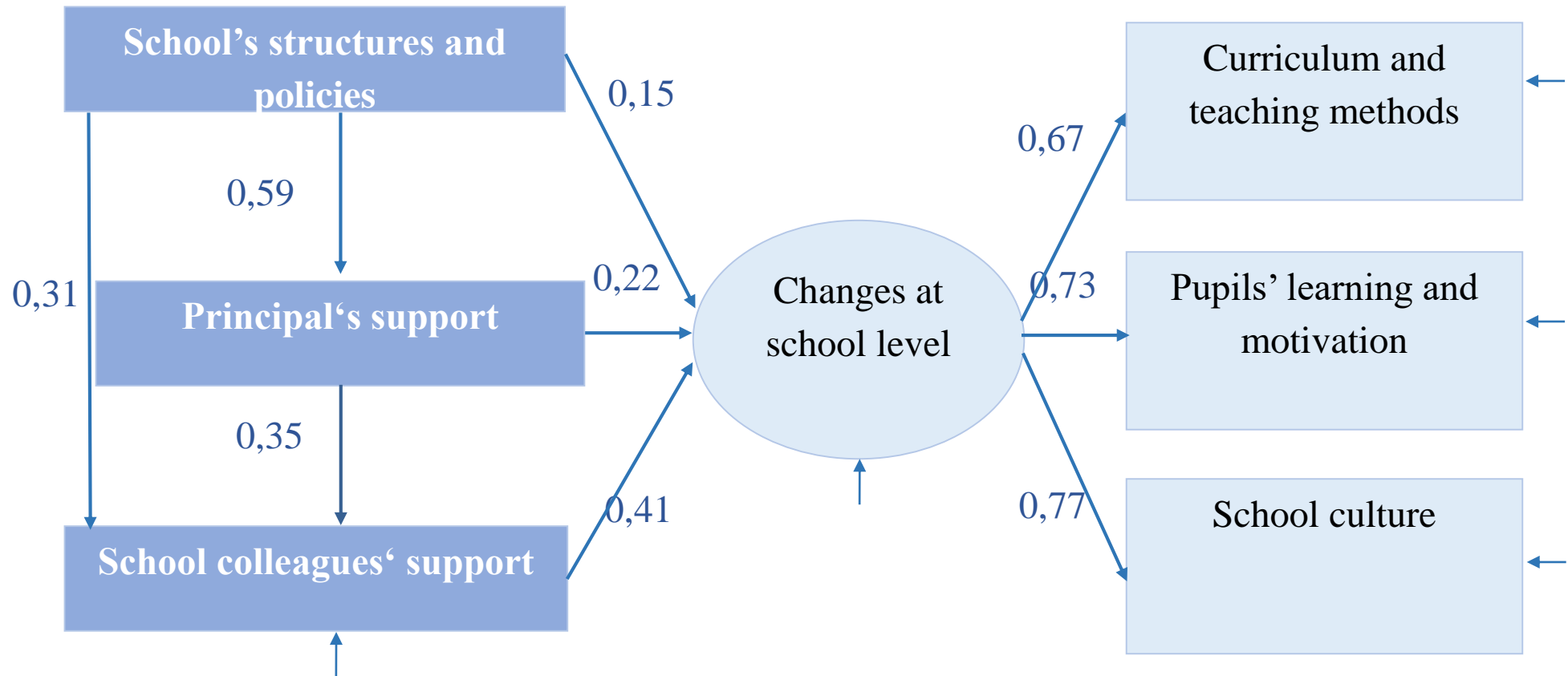
Favourability of the school environment for implementation of ERASMUS+ KA1 ideas



◆ Estonia
 ■ Finland
 ▲ Germany
 ✕ Lithuania
 ✱ Poland

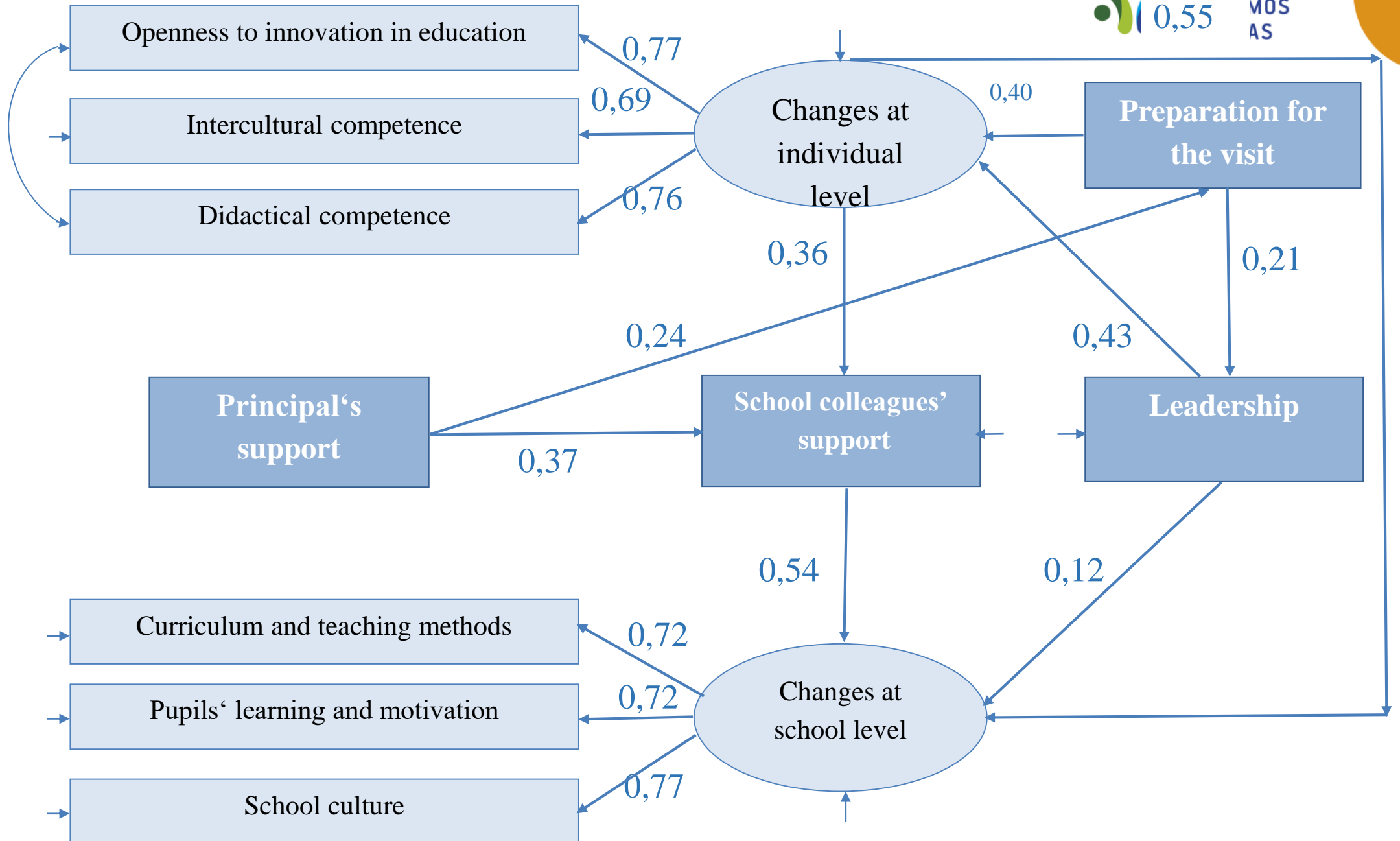


The impact of school environment factors on the changes taking place at school level

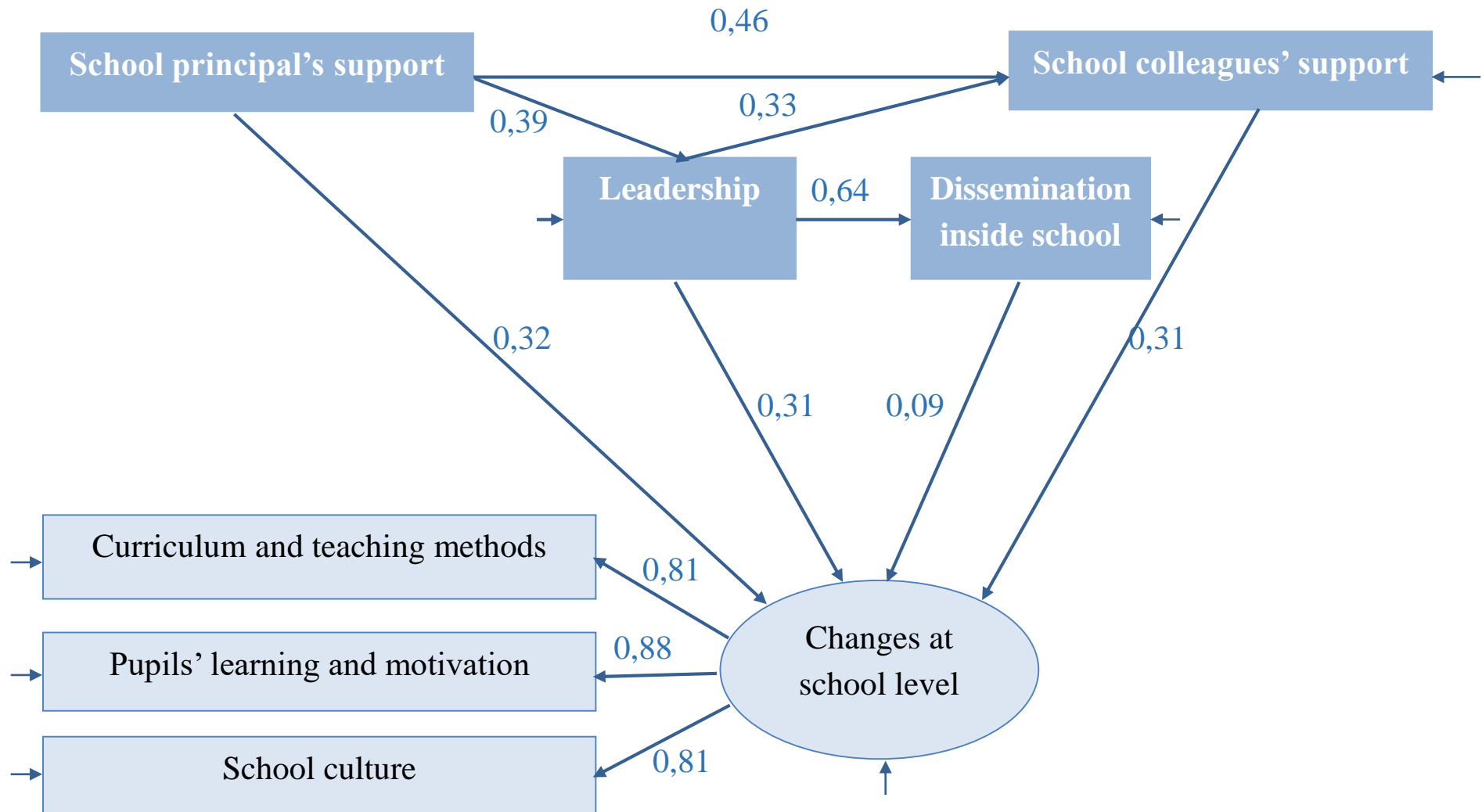


The highest impact rate of school environment factors on the perception of changes at school level was found in Lithuania ($R^2=0,39$), Finland ($R^2=0,34$), Estonia ($R^2=0,36$) the lowest – in Germany ($R^2=0,14$)

Model of the factors influencing changes at school level after ERASMUS+ KA1 mobility (mobile staff)



Model of the factors influencing changes at school level after ERASMUS+ KA1 mobility (non-mobile staff)





RESULTS OF THE QUALITATIVE RESEARCH

CHARACTERISTICS OF THE RESEARCH SAMPLE



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

*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...