



Erasmus+



Impact Study

of the Erasmus+ Programme

**KA1 Mobility Projects for
SCHOOL EDUCATION STAFF**

2014-2017



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SCHOOL EDUCATION STAFF**

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Executive Summary

Erasmus+ Key Action 1 KA1 (Mobility Projects for School Education Staff) provides funding for mobility projects involving three types of activities of school staff to be undertaken abroad: teaching assignments, structured courses and training events, and job shadowing activities.

The objective of this study is to present a systematic evaluation of the impact of Erasmus+ KA1 mobility projects on the Greek education system. The Erasmus+ Guide defines 'impact' as 'the effect which the implemented activity and its results have on people, practices, organisations and systems. Desired impact is one of the criteria used for the evaluation of Erasmus+ KA1 applications, and prospective participants have to clearly demonstrate and document in their application that they have a relevant strategy. In agreement with the definition and the importance of the concept and relevant practices, the study assesses the impact of KA1 mobility projects on school education staff, first at the individual level of each participant; second on their school units and the school community; third on education stakeholders and the local community, as a result of dissemination and communication activities; and fourth at national / education system level.

The impact analysis study employs a mixed-method research approach involving the collection of both quantitative and qualitative data, from the following sources:

- (a)** Participant Reports, i.e. the electronic survey emailed by the European Commission to each individual participant following the completion of their activity.
- (b)** Final Reports, i.e. comprehensive evaluations of the completed projects, submitted by participants' schools.
- (c)** Individual, semi-structured interviews with mobility participants and non-participant beneficiary school staff, i.e. participant and non-participant teachers and school directors.
- (d)** A Focus Group discussion with beneficiaries (teachers and school directors from almost all types and levels of schooling), Erasmus+ promoters working in Regional Directorates of Education, and members of the National Authority and National Agency of Erasmus+.

The total number of the Erasmus+ KA1 beneficiaries forming the population of the research was 352 teachers and school directors who participated in KA1 mobility projects from 2014 to 2017. The data used for the purposes of the research come from a sample of 60 participant schools, which were selected according to criteria of geographical (regional) representation, type of school, level of education, thematic / subject area of the awarded project and year of mobility.

The participants' questionnaires and reports were made available to the research team by the Greek National Agency (State Scholarships Foundation/SSF/IKY). The National Agency provided valuable support to the research team in the form of providing logistic support, facilitating the communication with schools and, ultimately, enabling the research team to visit the sampled beneficiary schools to conduct face to face interviews. The National Agency's contribution to the recruiting of the focus group participants was also instrumental.

For the purposes of the statistical analysis of the collected questionnaires and the quantitative analysis of the final evaluation reports the research team used the SPSS (version 26) statistical package. Additionally, the content analysis method was used for the analysis of the data emanating from the interviews and the focus group discussion conducted with the teachers, aided by the use of the NVIVO 8 computer program.

Special care was exercised by the research team to ensure the appropriateness of the adopted practices concerning ethical issues, access, consent, confidentiality, sensitivity or power relations in every phase of the research.

The following four key themes emerged from the analysis of data from Questionnaires, School Reports, Individual Interviews with beneficiaries and non-participants and the Focus Group Discussion, relating to the impact of the KA1 mobility projects, namely: (a) the participants' personal development (b) the participants' professional development and school practices (c) the participants' school units and their stakeholder groups (d) other local schools and wider community. A further thematic category that emerged from the analysis concerns the difficulties experienced throughout the projects, the ways obstacles were overcome and the respondents' suggestions for improving the Programme.

Participant teachers and school directors were unanimous in their positive appraisal of the KA-1 projects stressing various valuable experiences they had gained through their participation. They also stated their satisfaction about the responsiveness of host organizations, the organizational structures of the schools visited, the learning experience, the social interaction, the preparation and general organization of the mobility as well as the relevant support received by the Hellenic National Agency before and after the mobility. Their positive experience reassured their intention to re-apply for KA1 mobility or join other European/international projects and increased other colleagues' desire to participate.

All participants felt that the KA1 mobility scheme had offered them opportunities to become familiarized with different educational systems, to establish strong relations and exchange ideas with colleagues from abroad and, to get acquainted with innovative approaches of teaching and learning practices which are not "common" in Greek education. But, most significantly, mobility projects motivated participants for self-improvement, stimulating them to improve their knowledge and skills, especially in foreign languages and ICTs, develop their creativity and perceptions towards innovation in education, revise their teaching strategies, gain useful experience in project management, and acquire a lifelong learning attitude.

Almost half of the beneficiaries stated that KA1 mobility has improved their professionalism, and their ability to cooperate within their schools. Many argued that KA1 training seminars were the most systematic types of activities they had participated in recent years, which can lead to professional development.

The analysis of the participants' questionnaires and the reports of beneficiary schools shows that the thematic areas of the awarded projects and activities for the 2014-2017 period lie within a variety of topics. Emergent educational issues such as inclusion and equity, disability and special educational needs, addressing school dropouts and school failure, open and distance learning, lifelong learning, European citizenship awareness, creativity and culture, international cooperation, international relations, development cooperation, entrepreneurial education, minority education and intercultural education, represent in total approximately half of the awarded projects. Topics concerning curriculum innovations, educational methods and development of training courses, ICTs in education/digital literacy, institutional quality improvement and pedagogical and instructional issues account for almost two-thirds of the projects.

The increased interest on issues related to pedagogy, teaching methodologies and innovative educational approaches and practices, is indicative of (a) the teachers' need to update/upgrade their knowledge and acquire the necessary skills for incorporating innovative approaches in their practice and, (b) their willingness to respond effectively to an increasingly diverse classroom population and ensure all students' participation, inclusion and creativity through well-designed instructional practices. KA1 mobility experiences reportedly help to bridge the gap between theory and practice. "Job shadowing" is referred to as the most productive activity towards practice-oriented professional development; however, it is the most demanding type of KA1 mobility because, apart from teachers' full commitment, it requires extra administrative school arrangements.

Many participants stated that the projects had helped them to establish strong relationships with their partner institutions and to cooperate with foreign colleagues. Most importantly, however, a very high percentage of teachers reported that their institutions' attitude towards mobility had changed considerably. As they explained, their institutions have become more positive towards European mobility projects and more teachers are motivated to participate. Involvement in KA1 mobility schemes has a positive impact on schools' familiarity with EU funding mechanisms and on their attitude towards mobility schemes, not only for participating in but also for hosting relevant activities.

Participants and non-participants reported a positive impact on communication and relationships within the school community (i.e. between school directors, teachers, students) and the creation of a positive school atmosphere. Interviews revealed that the impact on non-participants varied, but depending on their personal attitude and the efforts of participants, it could lead to active involvement, strengthening dissemination and sustainability of Mobility outcomes. This, according to participant and non-participant educators, has developed the ability of their school to address effectively a number of pressing pedagogical issues (i.e. school bullying, classroom management, school dropouts, delinquency and/or violence phenomena, inappropriate use of the internet, teacher-student and teacher-parents' relationships). Mobility projects have been of particular significance for the improvement of the educational experiences of students with special needs and students at risk of experiencing learning difficulties. Students of upper secondary vocational schools have also benefited enormously due to the development of counseling and empowerment skills of participant teachers.

The crucial role of school directors in initiating and preparing KA1 mobility and the dissemination and sustainability of results was stated repeatedly, also because school heads bear much of the bureaucratic burden of the endeavour. A substantial number of responses had to do with the scheme's impact on parents, whose attitude towards mobility was either accommodative or hindering, depending on their expectations about the mobility effectiveness for the students.

The positive impact on school communities, extends to local educational stakeholders and communities. Beneficiaries used a wide spectrum of initiatives and means to communicate their accomplishments to local society and to disseminate the mobility results. Often, they became "success stories" and their schools were projected as "best practices". Nevertheless, significant differences can be observed concerning the time and effort they devoted to increase the dissemination, sustainability and impact of their project both within their school and for the benefit of the wider educational community. One frequently mentioned result has been that mobility projects had raised local society and school community awareness towards vulnerable groups (i.e. at risk social groups, cultural and religious minorities), thus combating prejudice and stereotyping and embracing a philosophy of well-documented innovation and change.

Besides the positive impact on their personal and professional development and on their schools and local communities, participants also reported a number of challenging issues and problems that impede Mobility projects and /or undermine their impact and scope.

The most often mentioned difficulties concerned the bureaucratic arrangements involved. Surprisingly, participants from different schools reported varying bureaucratic procedures and effective responses from regional education authorities, indicating that not all education authorities work under the same standards. The rigid curriculum and the difficulties in replacing teachers who go on a KA1 mobility was another frequently mentioned obstacle especially for upper secondary schools' teachers of core subjects and special need teachers. Stability of teaching staff and school leadership is essential for mobility to yield results for the school, while frequent changes (i.e. due to the large number of substitute teachers) pose an additional difficulty, especially for small and remote schools. Sometimes teacher assemblies at schools were not favourable or helpful or expressed

no interest for mobility projects. Beneficiaries face difficulties in disseminating and sustaining mobility outcomes both within their school and to neighbouring schools and local community.

Participants also reported problems with host organisations, whose training programs were of low quality, had visible shortcomings in the planning and implementation process or did not correspond to their expectations. This is related to insufficiencies in the process of quality assurance for host organisations.

From the above, it can be safely argued that the KA1 mobility projects had a positive impact on their beneficiaries, their school communities and stakeholders and, when dissemination activities were in place, on local educational communities.

The study showed that mobility schemes can be at the forefront of in-service training and continuous professional development, relevant to the needs of teachers, especially when they choose training programs that are effective in meeting those needs. Mobility-related activities could serve as good practices and examples of training initiatives and should receive the appropriate attention and appraisal by Greek education authorities. Special attention should be paid to stimulating involvement of rural, remote and small schools, which are in greater need for mobility related improvement, since their staff has limited opportunities to participate in educational or training activities, compared to their peers from urban or bigger schools. Also student involvement has to be clearly visible and adequately secured in the mobility application.

The role of administrative educational authorities is crucial for mitigating difficulties and obstacles to mobility, for leveraging experience from KA1 Mobility as “best practice” to supplement State-wide initiatives for Professional Development of teachers and for establishing procedures of appraisal of KA1 Mobility participants, and certification of their professional development.

The impact on mobility-related professional development is maximized when host organisations offer high quality, state-of-the-art, well organized, active learning training seminars and targeted, well-prepared school visits, rendering essential the establishment of a Europe-wide framework of quality assurance for mobility providers.

Schools could benefit greatly from internationalization and Europeanisation, from networking and collaboration with foreign schools and peers. Mobility was reported to increase job satisfaction and wellbeing and to boost the interest of participants to bring innovation and change in their established school practices. Appraisal and recognition of training activities and, following a careful quality assurance process, conditional certification of professional development activities accomplished during mobility and dissemination, would motivate more teachers to participate, thus contributing to the opening-up of schools to the world and bringing in new experiences which renew daily schooling for teachers and students.

Περίληψη στα Ελληνικά

Η Βασική Δράση 1 του Προγράμματος Erasmus+ (Erasmus+ KA1 / ΒΔ1) έχει ως αντικείμενο την ενίσχυση της κινητικότητας των ατόμων που είτε εργάζονται στους τομείς της εκπαίδευσης, της νεολαίας και των οργανώσεων της κοινωνίας των πολιτών, είτε σπουδάζουν ή είναι μαθητευόμενοι, ασκούμενοι, νέοι. Στον τομέα της κινητικότητας του εκπαιδευτικού προσωπικού της σχολικής εκπαίδευσης, η Δράση υποστηρίζει Σχέδια Κινητικότητας που αφορούν τρία είδη δραστηριοτήτων:

- A.** Την ανάθεση καθηκόντων διδασκαλίας, δηλαδή δραστηριοτήτων που δίνουν τη δυνατότητα στο εκπαιδευτικό ή άλλο προσωπικό της σχολικής εκπαίδευσης να διδάξει σε συνεργαζόμενο σχολείο σε μια άλλη χώρα που παίρνει μέρος σε Πρόγραμμα Erasmus+
- B.** Την παρακολούθηση δομημένων προγραμμάτων μαθημάτων ή εκδηλώσεων κατάρτισης σε μια άλλη χώρα, υποστηρίζοντας κατ' αυτόν τον τρόπο την επαγγελματική ανάπτυξη των εκπαιδευτικού και λοιπού προσωπικού και των διευθυντών των σχολικών μονάδων
- Γ.** Την παρακολούθηση εργασίας (job shadowing), μέσω της οποίας δίνεται η ευκαιρία στους διευθυντές σχολικών μονάδων και στο προσωπικό της σχολικής εκπαίδευσης να περάσουν μια περίοδο στο εξωτερικό σε ένα σχολείο «εταίρο» ή σε κάποιον οργανισμό, ο οποίος δραστηριοποιείται στο πεδίο της σχολικής εκπαίδευσης.

Στόχος αυτής της μελέτης είναι να παρουσιάσει μια συστηματική αξιολόγηση του αντικτύπου που είχαν στην ελληνική εκπαίδευση τα Σχέδια που υλοποιήθηκαν στο πλαίσιο της Δράσης Erasmus+ ΒΔ1 από το 2014 έως το 2017. Στον Οδηγό του Προγράμματος Erasmus+, ο αντίκτυπος ορίζεται ως «η επιρροή που έχουν η ίδια η δραστηριότητα και τα αποτελέσματά της σε άτομα, πρακτικές, οργανισμούς και συστήματα» (Erasmus+, Οδηγός προγράμματος 2020, σ. 350). Ο αντίκτυπος, σε συνδυασμό με την διάδοση των αποτελεσμάτων, αποτελεί ένα από τα κύρια κριτήρια αξιολόγησης των Σχεδίων που υποβάλλονται στην ΒΔ1, και οι αιτούντες θα πρέπει να τεκμηριώσουν τον δυνητικό αντίκτυπο της της προτεινόμενης δραστηριότητας στα άτομα και τον οργανισμό που εκπροσωπούν καθώς και στο ευρύτερο εκπαιδευτικό και κοινωνικό πλαίσιο.

Σε αντιστοιχία με όσα προβλέπονται στον ορισμό που παρατέθηκε και λαμβάνοντας υπόψη τη σημασία που έχει η μεγιστοποίηση της διάχυσης των αποτελεσμάτων για να μπορεί να χαρακτηριστεί επιτυχημένο ένα Σχέδιο κινητικότητας, η μελέτη επεδίωξε την αξιολόγηση του αντικτύπου των εξεταζόμενων Σχεδίων της ΒΔ1 σε τέσσερα επίπεδα: Πρώτον, στο ατομικό επίπεδο κάθε συμμετέχοντος, σε ότι αφορά τόσο την επαγγελματική όσο και την προσωπική του ανάπτυξη και βελτίωση, δεύτερον, στο επίπεδο της σχολικής μονάδας και της σχολικής κοινότητας των δικαιούχων, τρίτον, στο επίπεδο των συμμετεχόντων / εταίρων της εκπαιδευτικής διαδικασίας στο τοπικό πλαίσιο, κυρίως σε ό,τι αφορά στην επίδραση των δραστηριοτήτων διάχυσης και επικοινωνίας των αποτελεσμάτων του Σχεδίου και τέταρτον, στο επίπεδο του εκπαιδευτικού συστήματος.

Για τη μελέτη αντικτύπου χρησιμοποιήθηκε μια μικτή ερευνητική προσέγγιση, η οποία αφορούσε την συλλογή, επεξεργασία και ανάλυση τόσο ποσοτικών όσο και ποιοτικών δεδομένων, από τις παρακάτω πηγές:

- (α)** Εκθέσεις Συμμετεχόντων, που προέρχονται από τις απαντήσεις τους μετά την ολοκλήρωση της δραστηριότητας στην οποία συμμετείχαν, σε Ερωτηματολόγιο που έχει διαμορφωθεί από την Ευρωπαϊκή Επιτροπή.
- (β)** Τελικές Εκθέσεις, που υποβάλλονται από τα Σχολεία των δικαιούχων.
- (γ)** Ατομικές ημι-δομημένες συνεντεύξεις εκπαιδευτικού προσωπικού και διευθυντών, συμμετεχόντων, αλλά και μη-συμμετεχόντων στην κινητικότητα από τα σχολεία του δείγματος της έρευνας.

- (6)** Ομάδα εστίασης (focus group) στην οποία συμμετείχαν δικαιούχοι Σχεδίων κινητικότητας (εκπαιδευτικοί και διευθυντές που υπηρετούν σε όλες τις βαθμίδες της εκπαίδευσης και σε διαφορετικούς τύπους σχολείων), προωθητές Erasmus+ που εργάζονται σε Διευθύνσεις Εκπαίδευσης, αξιολογητές Σχεδίων, μέλη της Εθνικής Αρχής (Υπουργείο Παιδείας) και της Εθνικής Μονάδας (Ι.Κ.Υ.).

Ο συνολικός αριθμός των δικαιούχων της ΒΔ1 που αποτέλεσαν τον πληθυσμό της έρευνας ήταν 352 εκπαιδευτικοί και διευθυντές σχολείων που πήραν μέρος σε δράσεις που υλοποιήθηκαν από το 2014 έως το 2017. Για τους σκοπούς της έρευνας χρησιμοποιήθηκαν δεδομένα από ένα δείγμα 60 σχολείων, τα οποία επιλέχθηκαν με κριτήρια γεωγραφικής αντιπροσώπευσης, τύπου σχολείου, βαθμίδας εκπαίδευσης, έτους έγκρισης, καθώς και θεματικής του εγκεκριμένου Σχεδίου.

Τα Ερωτηματολόγια και οι Εκθέσεις παραχωρήθηκαν για τους σκοπούς της έρευνας από την Εθνική Μονάδα (Ι.Κ.Υ.), η οποία παρείχε πολύτιμη στήριξη στην ερευνητική ομάδα, αφενός σε ό,τι αφορούσε την επικοινωνία με τα σχολεία του δείγματος για τη διεξαγωγή των συνεντεύξεων και αφετέρου στην οργάνωση και διεξαγωγή της Ομάδας Εστίασης.

Για τη στατιστική ανάλυση των δεδομένων των Ερωτηματολογίων και των Τελικών Εκθέσεων των δικαιούχων χρησιμοποιήθηκε το πρόγραμμα SPSS (v.26). Στις συνεντεύξεις συμμετεχόντων και μη-συμμετεχόντων και στη συζήτηση της Ομάδας Εστίασης έγινε ανάλυση περιεχομένου με τη βοήθεια του προγράμματος NVIVO (v.8).

Η ερευνητική ομάδα έδωσε ιδιαίτερη προσοχή στις πρακτικές διερεύνησης, ώστε να διασφαλίζεται η πρόβλεψη διαπραγμάτευση ηθικών ζητημάτων και η χρήση ευαίσθητων δεδομένων προσωπικού χαρακτήρα, η πρόσβαση στα δεδομένα της έρευνας, η εμπιστευτικότητα και οι πιθανές επιπτώσεις σχέσεων εξουσίας σε κάθε φάση της έρευνας.

Από την ανάλυση των δεδομένων που προήλθαν από όλες τις πηγές που αναφέρθηκαν παραπάνω, αναδύθηκαν ζητήματα που αφορούσαν και τα τέσσερα επίπεδα του δυναμικού αντικτύπου των Σχεδίων κινητικότητας. Για τις ανάγκες της ανάλυσης, ανα-κατηγοριοποιήθηκαν γύρω από τέσσερις άξονες: (α) αντίκτυπος στην προσωπική βελτίωση των συμμετεχόντων, (β) αντίκτυπος στην επαγγελματική ανάπτυξη και τις σχολικές/ εκπαιδευτικές πρακτικές των συμμετεχόντων, (γ) αντίκτυπος στις σχολικές μονάδες και τη σχολική κοινότητα των συμμετεχόντων και (δ) αντίκτυπος στα υπόλοιπα σχολεία της περιοχής και την ευρύτερη κοινότητα. Από την ανάλυση προέκυψε μία ακόμα θεματική κατηγορία, η οποία αφορούσε τις δυσκολίες που αντιμετώπισαν οι συμμετέχοντες, τους τρόπους υπέρβασής τους, καθώς και υποδείξεις / προτάσεις για την βελτίωση εφαρμογής της ΒΔ1.

Από όλα τα τεκμήρια που εξετάστηκαν αναδύεται η ομόφωνα θετική άποψη των συμμετεχόντων εκπαιδευτικών και διευθυντών σχολικών μονάδων για τη ΒΔ1. Ιδιαίτερα εμφανής ήταν η αναφορά τους στις πολύτιμες εμπειρίες που απέκτησαν μέσω της συμμετοχής τους. Σε υψηλά ποσοστά εξέφρασαν επίσης την ικανοποίησή τους από τους φορείς / οργανισμούς / σχολικές μονάδες υποδοχής σε ό,τι αφορά την προετοιμασία και την οργάνωση των δραστηριοτήτων, από τις οργανωτικές δομές των σχολικών μονάδων που επισκέφθηκαν, από τις μαθησιακές εμπειρίες και την κοινωνική αλληλεπίδραση κατά τη διάρκεια της Δράσης, καθώς και για την υποστήριξη της Εθνικής Μονάδας, τόσο πριν όσο και μετά την ολοκλήρωση της κινητικότητας. Οι θετικές εμπειρίες που αποκόμισαν αντικατοπτρίζονται αφενός στη διάθεση που οι τέως συμμετέχοντες εξέφρασαν να επανυποβάλλουν αίτηση συμμετοχής στη ΒΔ1 ή/ και στη ΒΔ2 του Προγράμματος Erasmus+ (Στρατηγικές συμπράξεις στον τομέα της σχολικής εκπαίδευσης), καθώς και σε άλλα Ευρωπαϊκά και διεθνή προγράμματα δράσης στην εκπαίδευση, και αφετέρου στην αυξημένη διάθεση των συναδέλφων τους στη σχολική μονάδα ή σε συσχετιζόμενα και γειτονικά σχολεία να συμμετάσχουν σε Σχέδια κινητικότητας.

Όλοι οι συμμετέχοντες αισθάνονται ότι τα Σχέδια κινητικότητας τους έδωσαν την ευκαιρία να γνωρίσουν ή /και να εξοικειωθούν με διαφορετικά εκπαιδευτικά συστήματα· να δημιουργήσουν ισχυρούς δεσμούς και να ανταλλάξουν ιδέες με συναδέλφους τους από άλλες χώρες, να γνωρίσουν και να εξοικειωθούν με καινοτομικές προ-

σεγγίσεις και πρακτικές διδασκαλίας και μάθησης, οι οποίες δεν είναι συνηθισμένες ή δεν εφαρμόζονται ευρέως στην ελληνική εκπαίδευση. Είναι πάρα πολύ σημαντικό ότι, όπως δηλώνουν οι συμμετέχοντες, τα Σχέδια κινητικότητας αποτέλεσαν κίνητρο αυτό-βελτίωσης, ωθώντας τους να αποκτήσουν ή να βελτιώσουν γνώσεις και δεξιότητες σε διάφορους τομείς. Οι περισσότεροι αναφέρουν έναν ή περισσότερους από τους παρακάτω: ξένες γλώσσες και νέες τεχνολογίες, ανάπτυξη δημιουργικότητας, αναμόρφωση των διδακτικών στρατηγικών, εμπειρίες διαχείρισης προγραμμάτων. Μάλιστα, σύμφωνα με τα δεδομένα που συνελέγησαν, είναι ιδιαίτερα θετικό ότι οι καινοτόμες αλλαγές που συντελέστηκαν αποδείχτηκαν ανθεκτικές στο χρόνο. Χαρακτηριστικά παραδείγματα αποτελούν η ενσωμάτωση των ΤΠΕ στη μαθησιακή διαδικασία, η υιοθέτηση αλληλεπιδραστικών στρατηγικών διδασκαλίας και η συνεργασία με συναδέλφους από το εξωτερικό μέσω της διατήρησης ενός δικτύου επικοινωνίας. Επιπλέον, οι συμμετέχοντες εκπαιδευτικοί τόνισαν την ενίσχυση της θετικής προδιάθεσης απέναντι στη δια βίου μάθηση και τις καινοτομίες στην εκπαίδευση.

Περίπου οι μισοί συμμετέχοντες δηλώνουν ότι οι δραστηριότητες κινητικότητας συνέβαλαν στην ενίσχυση του επαγγελματισμού τους και της ικανότητάς τους να συνεργάζονται στα σχολεία τους. Πολλοί υποστηρίζουν ότι τα δομημένα προγράμματα μαθημάτων και οι εκδηλώσεις κατάρτισης που παρακολούθησαν στο πλαίσιο της κινητικότητας αποτέλεσαν την πιο συστηματική δραστηριότητα επιμόρφωσης και επαγγελματικής ανάπτυξης στην οποία συμμετείχαν τα τελευταία χρόνια. Ειδικότερα, σύμφωνα με τα δεδομένα που συνελέγησαν, επισημάνθηκε ότι ο συγκερασμός θεωρητικών γνώσεων και πρακτικών επαγγελματικών εμπειριών αποτέλεσε το βασικό πλεονέκτημα των προγραμμάτων κατάρτισης.

Η ανάλυση των Ερωτηματολογίων των συμμετεχόντων και των Εκθέσεων των σχολικών μονάδων δείχνει ότι τα Σχέδια και οι δραστηριότητες που υποστηρίχθηκαν από τη ΒΔ1 κατά την περίοδο 2014-2017 αφορούσαν ένα ευρύ φάσμα θεματικών. Περίπου τα μισά από τα Σχέδια που εγκρίθηκαν αφορούσαν εκπαιδευτικές καινοτομίες που σχετίζονταν με τα προγράμματα σπουδών, παιδαγωγικά και διδακτικά ζητήματα, εκπαιδευτικές μεθόδους και ανάπτυξη επιμορφωτικών δράσεων, τις Τεχνολογίες Πληροφορικής Επικοινωνίας στην εκπαίδευση και τον ψηφιακό εγγραμματοισμό καθώς και την συνολική βελτίωση της ποιότητας της σχολικής εκπαίδευσης.

Τα άλλα μισά εγκεκριμένα Σχέδια αφορούσαν κατά κύριο λόγο ζητήματα που απασχολούν την σχολική καθημερινότητα στις νέες κοινωνικές συνθήκες και στην διαμορφούμενη σύγχρονη εκπαιδευτική πραγματικότητα, στην Ελλάδα, αλλά και διεθνώς. Τέτοια θέματα είναι:

- A. Ζητήματα που αφορούν την ισότητα και τη δίκαιη εκπαιδευτική μεταχείριση όλων των μαθητών, όπως ζητήματα συμπεριληπτικής / ενιαίας εκπαίδευσης, ειδικών εκπαιδευτικών αναγκών και αναπηριών, αντιμετώπιση της σχολικής διαρροής και της σχολικής αποτυχίας, ζητήματα εκπαίδευσης μειονοτήτων και διαπολιτισμικής εκπαίδευσης.**
- B. Ζητήματα που αφορούν την εξ αποστάσεως εκπαίδευση και τη δια βίου μάθηση μέσω της χρήσης λειτουργικών περιβαλλόντων τηλεεκπαίδευσης και επικοινωνίας**
- Γ. Ζητήματα που αφορούν την ανάπτυξη της πολιτειότητας, τη δημιουργικότητα και την πολιτισμική ευαισθητοποίηση, τη διεθνή συνεργασία και τις σχέσεις με σχολεία του εξωτερικού κυρίως με στόχο τη συνεργασία για την βελτίωση του σχολείου, καθώς και η εκπαίδευση στην επιχειρηματικότητα.**

Από τα παραπάνω προκύπτει το αυξημένο ενδιαφέρον των συμμετεχόντων στη ΒΔ1 για ζητήματα που σχετίζονται με την παιδαγωγική, τη διδακτική μεθοδολογία, τις καινοτόμες εκπαιδευτικές προσεγγίσεις και πρακτικές και τη βελτίωση της παρεχόμενης εκπαίδευσης και της λειτουργίας του σχολείου. Το ενδιαφέρον αυτό είναι ενδεικτικό των αναγκών και των επιθυμιών των εκπαιδευτικών και των σχολικών μονάδων που συμμετείχαν. Δείχνει, πρώτον, την ανάγκη των εκπαιδευτικών να επικαιροποιήσουν και να αναβαθμίσουν τις γνώσεις τους και να αποκτήσουν τις απαραίτητες δεξιότητες για την ένταξη καινοτόμων προσεγγίσεων στην καθημερινή πρακτική τους. Δεύτερον, αντικατοπτρίζει την ισχυρή θέλησή τους να ανταποκριθούν αποτελεσματικά στις ανάγκες ενός μαθη-

τικού πληθυσμού με διαφοροποιημένες εκπαιδευτικές ανάγκες, όπως είναι ο σημερινός, και να διασφαλίσουν την συμμετοχή, τη συμπερίληψη και την ανάπτυξη της δημιουργικότητας των μαθητών μέσω καλοσχεδιασμένων διδακτικών πρακτικών. Τρίτον, αντικατοπτρίζει την επιτακτική ανάγκη για την ενίσχυση της εξωστρέφειας των σχολείων και την ενδυνάμωση της συνεργασίας τους με άλλα σχολεία, οργανισμούς (π.χ. ΜΚΟ) και την τοπική κοινότητα.

Όπως χαρακτηριστικά ανέφεραν αρκετοί εκπαιδευτικοί, οι εμπειρίες που απέκτησαν κατά την υλοποίηση του Σχεδίου κινητικότητας τους βοήθησαν να γεφυρώσουν το χάσμα ανάμεσα στη θεωρία και την πράξη. Θεωρούν την παρακολούθηση εργασίας ως την πιο παραγωγική και πρακτικά προσανατολισμένη δραστηριότητα επαγγελματικής ανάπτυξης, στην οποία συμμετείχαν. Βέβαια, όπως σημειώνουν, είναι ταυτόχρονα μια πολύ απαιτητική δραστηριότητα, η οποία απαιτεί την πλήρη δέσμευση του συμμετέχοντος αλλά και επιπλέον ρυθμίσεις από την πλευρά της εκπαιδευτικής διοίκησης, λόγω του απαιτούμενου χρόνου απουσίας από την οικεία σχολική μονάδα.

Πολλοί από τους συμμετέχοντες τόνισαν το γεγονός ότι η συμμετοχή τους στις δραστηριότητες κινητικότητας τους βοήθησε να δημιουργήσουν ισχυρούς δεσμούς με τους εταίρους των Σχεδίων και να συνεργαστούν εκτεταμένα με συναδέλφους τους από άλλες χώρες. Όμως πολύ σημαντικό είναι το γεγονός ότι ένα πολύ υψηλό ποσοστό των συμμετεχόντων ανέφερε ότι άλλαξε σε σημαντικό βαθμό η συνολική στάση των εκπαιδευτικών δομών στις οποίες υπηρετούν απέναντι στο ζήτημα της κινητικότητας. Όπως εξηγούν, οι μονάδες τους έγιναν πολύ θετικότερες απέναντι στα Ευρωπαϊκά προγράμματα κινητικότητας και πολύ περισσότεροι εκπαιδευτικοί παρακινήθηκαν να συμμετέχουν. Ταυτόχρονα, η ενασχόληση των σχολικών μονάδων με τα Σχέδια κινητικότητας της ΒΔ1 είχε θετικό αντίκτυπο και σε ότι αφορά την εξοικειώσή τους με τους μηχανισμούς χρηματοδότησης των Ευρωπαϊκών προγραμμάτων και την οργάνωση των δραστηριοτήτων κινητικότητας και διάχυσης. Κατ' αυτόν τον τρόπο, πολλές σχολικές μονάδες, πέρα από την ενίσχυση της επιθυμίας για συμμετοχή, εξέφρασαν και τη διάθεση να φιλοξενήσουν δραστηριότητες κινητικότητας ως φορείς υποδοχής.

Σημαντικό ποσοστό των συμμετεχόντων αλλά και των μη-συμμετεχόντων ανέφεραν τον θετικό αντίκτυπο των Σχεδίων στη σχολική κοινότητα (δηλαδή στις σχέσεις ανάμεσα στο διευθυντή/ τη διευθύντρια, τους εκπαιδευτικούς, τους μαθητές, και τους γονείς) και τη συμβολή των δραστηριοτήτων που σχετίζονταν με την κινητικότητα στη δημιουργία θετικού κλίματος στο σχολείο. Βέβαια, από τις συνεντεύξεις έγινε κατανοητό ότι ο αντίκτυπος στους μη-συμμετέχοντες διέφερε, όντας συνάρτηση της προσωπικής τους στάσης απέναντι στο Σχέδιο αλλά και της προσπάθειας των συμμετεχόντων να επικοινωνήσουν τις δραστηριότητές τους. Όμως σε πολλές περιπτώσεις αναφέρθηκε η ενεργητική εμπλοκή και των μη-συμμετεχόντων, γεγονός που συνέβαλε ουσιαστικά στη διάχυση και τη βιωσιμότητα των αποτελεσμάτων του Σχεδίου. Όπου συνέβη αυτό, τόσο οι συμμετέχοντες όσο και οι μη-συμμετέχοντες τόνισαν ότι βελτίωσε την ικανότητα της σχολικής μονάδας να διαπραγματευτεί αποτελεσματικά τα παιδαγωγικά / εκπαιδευτικά ζητήματα που αποτέλεσαν την αφετηρία για τη διαμόρφωση της αίτησης κινητικότητας, όπως, π.χ. προβλήματα σχολικής βίας, διαχείρισης τάξης, σχολικής διαρροής, η ορθή χρήση του ίντερνετ, ή οι σχέσεις μεταξύ εκπαιδευτικών και μαθητών και μεταξύ εκπαιδευτικών και γονέων.

Τα Σχέδια κινητικότητας συνέβαλαν σημαντικά στη βελτίωση της εκπαιδευτικής εμπειρίας μαθητών που ανήκουν σε ευάλωτες ομάδες. Συγκεκριμένα, αναφέρθηκε η θετική ενίσχυση της σχολικής εμπειρίας των μαθητών με ειδικές εκπαιδευτικές ανάγκες καθώς και όσων αντιμετώπιζαν μαθησιακές δυσκολίες. Επίσης αναφέρθηκε η ωφέλεια των Σχεδίων για τους μαθητές της Δευτεροβάθμιας Επαγγελματικής Εκπαίδευσης, ιδιαίτερα σε ό,τι αφορούσε την ενίσχυση της δεξιάς των συμμετεχόντων εκπαιδευτικών να δρουν συμβουλευτικά και υποστηρικτικά σε παιδιά που αντιμετώπιζαν δυσκολίες προσαρμογής λόγω μαθησιακών προβλημάτων, γλωσσικής ικανότητας ή γενικότερων κοινωνικών ζητημάτων.

Από τις συνεντεύξεις και τη συζήτηση στην ομάδα εστίασης αναδεικνύεται ο κομβικός και κρίσιμος ρόλος των διευθυντών και διευθυντριών των σχολείων, τόσο κατά την εκκίνηση της διαδικασίας της αίτησης και κατά την προετοιμασία των δραστηριοτήτων κινητικότητας όσο και κατά την φάση διάδοσης, διάχυσης και διατήρησης της

βιωσιμότητας των αποτελεσμάτων εντός και εκτός της σχολικής μονάδας. Ο ρόλος αυτός καθίσταται ακόμα σημαντικότερος από το γεγονός ότι η διεύθυνση του σχολείου σηκώνει το μεγαλύτερο βάρος της γραφειοκρατίας του εγχειρήματος. Ωστόσο, σε αρκετές περιπτώσεις τονίστηκε η σημασία δημιουργίας μιας υποστηρικτικής ομάδας εκπαιδευτικών με εμπειρία συμμετοχής σε προγράμματα κινητικότητας με στόχο την αποτελεσματική διεύθυνση αρκετών τεχνικών ή διαδικαστικών θεμάτων που προκύπταν κατά τη διάρκεια υλοποίησης των σχεδίων.

Πολλοί δικαιούχοι αναφέρθηκαν στις αντιδράσεις και στην επίδραση του Σχεδίου που υλοποίησαν στους γονείς. Συγκεκριμένα, αναφέρθηκε ότι η στάση των γονέων απέναντι στη συμμετοχή των εκπαιδευτικών στην κινητικότητα διέφερε. Ήταν σε κάποιες περιπτώσεις υποστηρικτική και σε κάποιες άλλες παρακλυτική, ανάλογα με τις προσδοκίες που είχαν αναφορικά με τις επιπτώσεις της κινητικότητας στους μαθητές, δηλαδή αν θεωρούσαν ότι θα βοηθήσει την μαθησιακή διαδικασία ή ότι θα είναι αιτία να καθούν περίοδοι διδασκαλίας.

Το θετικό κλίμα που, όπως αναφέρθηκε παραπάνω, δημιούργησε στις περισσότερες περιπτώσεις η υλοποίηση Σχεδίων της ΒΔ1 στη σχολική κοινότητα, επεκτάθηκε, σύμφωνα με όσα υποστήριξαν οι εκπαιδευτικοί και διευθυντές και διευθύντριες των σχολείων που συμμετείχαν, και στους υπόλοιπους εκπαιδευτικούς εταίρους της τοπικής κοινότητας (γονείς, άλλους εκπαιδευτικούς φορείς, δημοτικές αρχές, άλλες τοπικές ενώσεις και οργανώσεις). Αυτό κατέστη δυνατό και μέσα από τις διαδικασίες διάδοσης των αποτελεσμάτων των Σχεδίων. Όπως προκύπτει από τις Εκθέσεις των δικαιούχων, αλλά και από τα ερωτηματολόγια και τις συνεντεύξεις, χρησιμοποιήθηκε ένα ευρύ φάσμα μέσων και δράσεων για την επικοινωνία και τη διάδοση των αποτελεσμάτων των Σχεδίων και των εμπειριών και δεξιοτήτων που αποκτήθηκαν μέσω της κινητικότητας. Σε πολλές περιπτώσεις οι συμμετέχοντες αποτέλεσαν «παραδείγματα επιτυχίας» για τους συναδέλφους τους και οι δραστηριότητες των σχολείων που συμμετείχαν προβλήθηκαν ως «βέλτιστες πρακτικές». Παρόλα αυτά, μπορεί κανείς να παρατηρήσει ότι υπάρχουν ουσιαστικές διαφοροποιήσεις ανάμεσα στα σχολεία και τους συμμετέχοντες, αναφορικά με τον χρόνο που αφιέρωσαν και την προσπάθεια που κατέβαλαν για να μεγιστοποιήσουν τη διάδοση, τη βιωσιμότητα και τον αντίκτυπο των αποτελεσμάτων των Σχεδίων, τόσο εντός της σχολικής μονάδας, όσο και έξω από αυτήν, ώστε να επωφεληθεί η ευρύτερη εκπαιδευτική και τοπική κοινότητα.

Ένα από τα αποτελέσματα που αναφέρθηκαν περισσότερο συχνά από τους συμμετέχοντες ήταν ότι τα Σχέδια κινητικότητας συνέβαλαν στην αυξημένη ευαισθητοποίηση της σχολικής κοινότητας και της τοπικής κοινωνίας απέναντι στις ευάλωτες ομάδες, όπως οι ομάδες που βρίσκονται αντιμέτωπες με κοινωνικο-οικονομικούς κινδύνους (π.χ. φτώχεια) και οι μειονοτικές ομάδες ή οι πρόσφυγες. Βοήθησαν με αυτόν τον τρόπο να καταπολεμηθούν οι προκαταλήψεις και τα στερεότυπα και να υιοθετηθούν περισσότερο δεκτικές και υποστηρικτικές αντιλήψεις για αυτές τις ομάδες βασισμένες σε επιστημονικά δεδομένα, καθώς και στην γενικότερη προαγωγή ενός κλίματος καινοτομίας.

Εκτός από τον θετικό αντίκτυπο στην προσωπική τους βελτίωση και την επαγγελματική ανάπτυξη καθώς και στη σχολική μονάδα και την τοπική κοινότητα, οι συμμετέχοντες ανέδειξαν και μια σειρά από προκλήσεις και προβλήματα που δυσχεραίνουν την κινητικότητα και την υλοποίηση των Σχεδίων και υπονομεύουν τον αντίκτυπο και το εύρος τους.

Οι δυσκολίες που αναφέρουν συχνότερα, τόσο οι συμμετέχοντες όσο και οι διευθυντές των σχολείων – δικαιούχων, αφορούν τις γραφειοκρατικές διευθετήσεις που απαιτούνται για την υλοποίηση των Σχεδίων κινητικότητας και περιλαμβάνουν τους απαραίτητους διαγωνισμούς προμήθειας (π.χ. αεροπορικών εισιτηρίων) ή τις άδειες και την αντικατάσταση των συμμετεχόντων. Όμως, αποτελεί έκπληξη ότι δικαιούχοι από διαφορετικές περιοχές ανέφεραν διαφοροποιήσεις στις γραφειοκρατικές διαδικασίες και στην αποτελεσματικότητα της ανταπόκρισης των Διευθύνσεων Εκπαίδευσης, γεγονός που καταδεικνύει ότι δεν δουλεύουν όλες οι εκπαιδευτικές αρχές ακολουθώντας τα ίδια πρότυπα διαδικασιών, παρά τις συγκεκριμένες οδηγίες της Εθνικής Μονάδας και της Εθνικής Αρχής.

Το δύσκαμπτο και φορτωμένο πρόγραμμα σπουδών σε συνδυασμό με τις δυσκολίες στην αναπλήρωση των εκπαιδευτικών που μετακινούνται στο πλαίσιο της ΒΔ1 είναι ένα ακόμη εμπόδιο που αναφέρεται συχνά, ιδιαίτερα σε ό,τι αφορά την κινητικότητα εκπαιδευτικών κύριων (ή πανελλαδικά εξεταζόμενων) μαθημάτων του Λυκείου καθώς και τη συμμετοχή του Ειδικού Εκπαιδευτικού Προσωπικού και των εκπαιδευτικών που εργάζονται σε δομές ειδικής αγωγής.

Η σταθερότητα του εκπαιδευτικού προσωπικού και της διεύθυνσης μιας σχολικής μονάδας είναι ουσιώδης για τη διάδοση, τη βιωσιμότητα και τελικά την επίτευξη των προσδοκώμενων αποτελεσμάτων και του αντικτύπου του Σχεδίου κινητικότητας. Αντίθετα, οι συχνές αλλαγές προσωπικού (που οφείλεται κυρίως στην ύπαρξη μεγάλου ποσοστού αναπληρωτών εκπαιδευτικών σε ορισμένες μονάδες), δημιουργούν επιπρόσθετες δυσκολίες, ιδιαίτερα στις μικρές (π.χ. ολιγοθέσια) και τις απομακρυσμένες σχολικές μονάδες.

Σε ορισμένες περιπτώσεις οι σύλλογοι του διδακτικού προσωπικού δεν διάκινται ευνοϊκά, δεν λειτουργούν υποβοηθητικά ή ακόμη και αδιαφορούν αναφορικά με τη συμμετοχή σε Σχέδιο ΒΔ1. Αυτό προφανώς δυσκολεύει την διαδικασία από τη φάση της αίτησης ακόμα, αλλά, στις περιπτώσεις που τελικά επιτυγχάνεται η έγκριση του Σχεδίου, επιβαρύνει και δυσχεραίνει τις προσπάθειες διάδοσης και βιωσιμότητας των αποτελεσμάτων, εντός και εκτός του σχολείου.

Οι συμμετέχοντες ανέφεραν επίσης προβλήματα που ανέκυψαν με τους οργανισμούς υποδοχής. Σε ορισμένες περιπτώσεις έλαβαν μέρος σε προγράμματα επιμόρφωσης χαμηλής ποιότητας, τα οποία είχαν ορατές ελλείψεις και αδυναμίες, τόσο στον σχεδιασμό όσο και στην εφαρμογή, είτε σε προγράμματα επιμόρφωσης που δεν ανταποκρινόταν στις προσδοκίες τους, με βάση τα όσα υποσχόταν ο οργανωτής. Θεωρούν ότι αυτά τα προβλήματα σχετίζονται με ανεπάρκειες και ελλείψεις που εμφανίζει ο μηχανισμός διασφάλισης ποιότητας που αξιολογεί τους οργανισμούς υποδοχής.

Με βάση τα παραπάνω, μπορεί να υποστηριχθεί με βεβαιότητα ότι τα Σχέδια κινητικότητας της ΒΔ1 είχαν θετικό αντίκτυπο στους συμμετέχοντες – δικαιούχους, στις σχολικές μονάδες (κυρίως στους μαθητές αλλά και στους γονείς). Στις περιπτώσεις που υλοποιήθηκαν συστηματικά οι δραστηριότητες διάδοσης, τα Σχέδια είχαν θετικό αντίκτυπο και στην τοπική εκπαιδευτική κοινότητα.

Η μελέτη έδειξε ότι τα Σχέδια κινητικότητας μπορούν να είναι στην πρώτη γραμμή των δραστηριοτήτων επιμόρφωσης και συνεχούς επαγγελματικής ανάπτυξης των εκπαιδευτικών, να καλύπτουν τις ανάγκες τους και να ανταποκρίνονται στη διάθεσή τους να βρουν λύση στα εκπαιδευτικά προβλήματα που αντιμετωπίζουν. Αυτό συμβαίνει κυρίως όταν επιλέγουν να συμμετέχουν σε Σχέδια και δραστηριότητες που έχουν συνάφεια με την καθημερινή εκπαιδευτική τους πρακτική και τις ανάγκες που προκύπτουν. Οι αποτελεσματικές δραστηριότητες που σχετίζονται με την κινητικότητα μπορούν να αποτελέσουν παραδείγματα επιμορφωτικών πρωτοβουλιών και καλών πρακτικών που αξίζει να προσεχθούν και να αξιοποιηθούν από τις εκπαιδευτικές αρχές. Ιδιαίτερη σημασία πρέπει να δοθεί στην παρότρυνση των μικρών, απομακρυσμένων, σχολείων της επαρχίας να αιτηθούν τη συμμετοχή τους, καθώς για αυτά η κινητικότητα θα αποτελέσει ακόμα μεγαλύτερο κίνητρο και διαδικασία βελτίωσης, αφού το εκπαιδευτικό προσωπικό τους έχει περιορισμένες ευκαιρίες συμμετοχής σε εκπαιδευτικές και επιμορφωτικές δραστηριότητες, σε σύγκριση με τους συναδέλφους τους που υπηρετούν σε σχολεία αστικών κέντρων.

Σε όλες τις περιπτώσεις, όπως τονίστηκε από τους συμμετέχοντες, ιδιαίτερα τους περισσότερο έμπειρους, η ανάμειξη και η ωφέλεια των μαθητών θα πρέπει να είναι εμφανής και ουσιαστική στο Σχέδιο κινητικότητας και να διασφαλίζεται από τα αρχικά στάδια της αίτησης.

Ο ρόλος των διοικητικών αρχών της εκπαίδευσης είναι αποφασιστικός, ιδιαίτερα σε ό,τι αφορά την άμβλυση των δυσκολιών και των εμποδίων στην κινητικότητα, την αξιοποίηση των εμπειριών ως «βέλτιστων πρακτικών» στο πλαίσιο της ενίσχυσης των ευρύτερων επιμορφωτικών δράσεων. Είναι επίσης καίριος αναφορικά με την

διαμόρφωση διαδικασιών αναγνώρισης των επιτευγμάτων των συμμετεχόντων στη ΒΔ1 και την συνακόλουθη αξιολόγηση και πιστοποίηση των δραστηριοτήτων επιμόρφωσης στις οποίες συμμετείχαν στο εξωτερικό.

Ο αντίκτυπος που έχει η επαγγελματική ανάπτυξη που πραγματοποιείται κατά την υλοποίηση ενός Σχεδίου κινητικότητας της ΒΔ1 μεγιστοποιείται όταν οι οργανισμοί υποδοχής παρέχουν υψηλής ποιότητας, σύγχρονες (state-of-the-art), οργανωμένες, διαδικασίες επιμόρφωσης που προάγουν την ενεργητική μάθηση και καλά προετοιμασμένες επισκέψεις σε εκπαιδευτικούς οργανισμούς. Τα παραπάνω καθιστούν επιτακτική την ανάγκη εγκαθίδρυσης ενός Ευρωπαϊκού πλαισίου διασφάλισης ποιότητας για τους παρόχους προγραμμάτων κινητικότητας.

Τα σχολεία μπορούν να επωφεληθούν τα μέγιστα από τη διεθνοποίηση και τον εξευρωπαϊσμό, από τη δικτύωση και τη συνεργασία με ξένα σχολεία και εκπαιδευτικούς. Η κινητικότητα, υποστήριξαν σχεδόν ομόφωνα οι συμμετέχοντες, αυξάνει την ικανοποίηση από το εκπαιδευτικό επάγγελμα, ενισχύει την ευημερία στη σχολική ζωή, και ωθεί τους συμμετέχοντες να εισάγουν την καινοτομία και την αλλαγή σε κατεστημένες εκπαιδευτικές πρακτικές. Η αποτίμηση και αναγνώριση των δραστηριοτήτων επιμόρφωσης, καθώς και η υπό όρους πιστοποίηση των δραστηριοτήτων επαγγελματικής ανάπτυξης στις οποίες έλαβαν μέρος οι συμμετέχοντες στην κινητικότητα, βέβαια μετά από μια συστηματική διαδικασία διασφάλισης της ποιότητας αυτών των δραστηριοτήτων, θα συμβάλει στην κινητροδότηση των εκπαιδευτικών να συμμετάσχουν σε Σχέδια κινητικότητας. Με βάση όσα διαπιστώθηκαν στο πλαίσιο αυτής της μελέτης, η συμμετοχή στην κινητικότητα θα συμβάλει στο άνοιγμα των σχολείων στον κόσμο και θα φέρει νέες εμπειρίες, οι οποίες θα ανανεώσουν την σχολική ζωή των εκπαιδευτικών και των μαθητών.



ΕΙΣΑΓΩΓΙΚΟ ΣΗΜΕΙΩΜΑ

Στο πλαίσιο του Προγράμματος Erasmus+/ Βασική Δράση 1 τα σχολεία έχουν τη δυνατότητα να επιμορφώσουν το εκπαιδευτικό προσωπικό τους στο εξωτερικό μέσα από τη συμμετοχή σε σεμινάρια ή/και παρακολούθηση της διδασκαλίας συναδέλφων τους σε άλλες χώρες.

Η μετεξέλιξη της κινητικότητας εκπαιδευτικών σε σχέση με την προηγούμενη γενιά προγραμμάτων συνδέεται άμεσα με τη θεώρηση της σχολικής Μονάδας ως «οργανισμού που μαθαίνει», καθώς τα σχολεία καλούνται να αντιμετωπίσουν πλέον στρατηγικά τις ανάγκες τους. Πράγματι, μέσα από τη διαδικασία αυτή οι εκπαιδευτικοί καταγράφουν τις προκλήσεις που αντιμετωπίζει το σχολείο τους, οι μαθητές τους, αλλά και οι ίδιοι προσωπικά και θέτουν συγκεκριμένους στόχους βελτίωσης.

Μέσα από την παρούσα μελέτη αντικτύπου αναδεικνύεται η σπουδαία ευκαιρία που προσφέρεται μέσω του Προγράμματος Erasmus+ στα ελληνικά σχολεία όλων των βαθμίδων εκπαίδευσης να επωφεληθούν από την ανταλλαγή καλών πρακτικών με συναδέλφους από το εξωτερικό, να διδάξουν και να διδαχθούν και να συμμετάσχουν σε εξειδικευμένα σεμινάρια ανάλογα με τις εκπαιδευτικές ανάγκες του μαθητικού πληθυσμού τους.

Ένας από τους βασικούς στόχους της νέας προγραμματικής περιόδου 2021-2027 είναι η συμπερίληψη, δηλαδή η διασφάλιση της δυνατότητας πρόσβασης στο Πρόγραμμα, τόσο σε ατομικό επίπεδο, όσο και σε επίπεδο οργανισμών, όλων εκείνων που διστάζουν να λάβουν μέρος ή ενδεχομένως πιστεύουν ότι το Πρόγραμμα δεν απευθύνεται σε αυτούς.

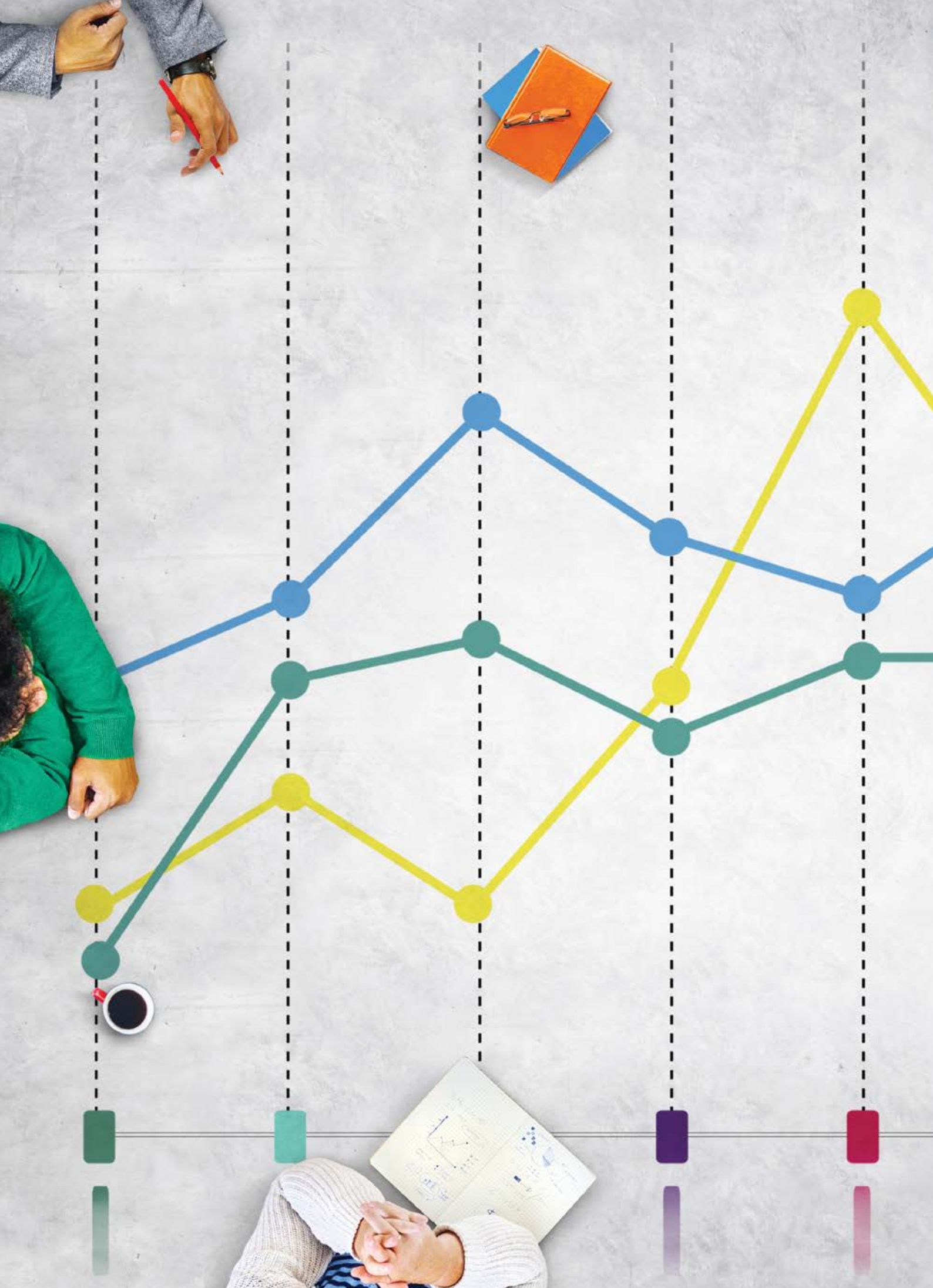
Η Ευρωπαϊκή Επιτροπή λαμβάνει μέτρα προς αυτή την κατεύθυνση, όπως λ.χ. είναι η απλοποίηση του Οδηγού του Προγράμματος και η δυνατότητα μετακίνησης για μικρότερα διαστήματα. Η ΕΜΣ/ΙΚΥ με τη συνεργασία του Υπουργείου Παιδείας και Θρησκευμάτων, ως Εθνικής Αρχής του Προγράμματος, εργάζεται για τη συνεχή ενημέρωση και υποστήριξη των ελληνικών σχολείων, ιδίως αυτών που βρίσκονται σε γεωγραφικά δυσπρόσιτες περιοχές της χώρας μας.

Η Εθνική Μονάδα θα ήθελε να ευχαριστήσει όλους εσάς που έχετε ήδη συμμετάσχει και γνωρίζετε από προσωπική εμπειρία ότι το Πρόγραμμα Erasmus+ μπορεί να συμβάλει στη βελτίωση της εκπαιδευτικής διαδικασίας, να ενισχύσει τους δεσμούς μεταξύ των εκπαιδευτικών και κυρίως να τονίσει την εξωστρέφεια της σχολικής μονάδας. Αξίζει να επισημάνουμε και να αναδείξουμε το θετικό αποτύπωμα που αφήνουν οι Έλληνες εκπαιδευτικοί σε κάθε συνεργασία τους με σχολεία του εξωτερικού.

Καθώς η νέα γενιά του Προγράμματος βρίσκεται προ των πυλών, η ΕΜΣ σας καλεί να λειτουργήσετε ως πρεσβευτές, ώστε κάθε χρόνο ολοένα και περισσότερα ελληνικά σχολεία να μπουν στην οικογένεια του Erasmus.

Η Προϊσταμένη της Διεύθυνσης

Δρ Ειρήνη Ντρούτσα



1. INTRODUCTION

This study is part of the research *Impact of the Erasmus+ Programme Key Action 1 (KA1) Mobility Projects for School Education Staff* conducted in Greece. In this report, the results for the period 2014-2017 are presented.

Erasmus+ is considered one of the main EU policy instruments towards improving the quality of education for the period 2014-2020 (see Erasmus+ Programme Guide, 2016). The programme consists of three Key Actions (KA), *KA1 – Learning mobility of individuals* – being the focus of this research.

In Greece, 399 school staff applications for KA1 mobility projects were submitted in 2014, 357 applications in 2015, 363 applications in 2016 and 397 applications in 2017, of which 105, 106, 96 and 125 applications were awarded and funded respectively.

Unlike the previous EU programmes (SOCRATES and Lifelong Learning Programme), ERASMUS+KA1 does not support applications aiming at professional and personal development of teachers simply as individuals. It considers teachers' development as part of the whole-school approach, thus linking the individual personal and professional development to the school's pedagogy and culture. It should be noted that –from a strategic point of view, the justification of the need for professional development activities through mobility is a challenge for Erasmus KA1 applicants. In Greece, like in other countries participating in ERASMUS+, the results of the first call for proposals (2014) showed a significant percentage of applications to be of rather low quality, due to the absence of this strategic whole-school approach. Thus, in Erasmus+ KA1 mobility a significant increase in the grant amount is provided per school; a school can apply not only for separate teachers' mobility but also for teams of teachers of the same school. This change renders impact studies for KA1 mobility even more important, as activities of KA1 projects could contribute to the implementation of national and European strategic goals of education.

Erasmus+ KA1 Mobility projects provides funding to Mobility projects for staff in school education, for work-based training or job shadowing. Mobility involves three types of activities undertaken abroad:

- teaching assignments which allow teachers and other school education staff to teach at a partner school;
- structured courses and training events which support the professional development of teachers, school leaders or other educational staff;
- job shadowing activities which provide opportunities for teachers, school leaders or other school staff to spend a period abroad in a partner school or another relevant course provider, active in the field of school education.

Within the framework of whole-school approach, KA1 Mobility involves activities for teachers and organisations aiming to produce the following outcomes:

A. For Teachers and School Leaders

- improved competences, linked to their professional profiles (teaching, training, youth work, etc.);
- broader understanding of practices, policies and systems in education, training or youth across countries;
- increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations;

- › greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively;
- › better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners, young people and volunteers;
- › greater understanding and responsiveness to social, linguistic and cultural diversity;
- › increased ability to address the needs of the disadvantaged;
- › increased support for and promotion of mobility activities for learners;
- › increased opportunities for professional and career development;
- › improved foreign language competences;
- › increased motivation and satisfaction in their daily work.

B. For School organisations involved:

- › increased capacity to operate at EU/international level: improved management skills and internationalization strategies; reinforced cooperation with partners from other countries; increased allocation of financial resources (other than EU funds) to organise EU/international projects; increased quality in the preparation, implementation, monitoring and follow up of EU/international projects;
- › innovative and improved way of operating towards their target groups, by providing for example: more attractive programmes for students, trainees, apprentices, young people and volunteers in line with their needs and expectations; improved qualifications of teaching and training staff; improved processes of recognition and validation of competences gained during learning periods abroad; more effective activities for the benefit of local communities, improved youth work methods and practices to actively involve young people and/or to address disadvantaged groups, etc.;
- › more modern, dynamic, committed and professional environment inside the organization; ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different social, educational and employment fields; planning strategically the professional development of their staff in relation to individual needs and organisational objectives; if relevant, capable of attracting excellent students and academic staff from all over the world.

In the long run, KA1 Mobility is expected to contribute to stimulating policy initiatives and reinforcing mobility opportunities across EU.

Following the Erasmus+ Guide definition that ***'Impact is the effect which the implemented activity and its results have on people, practices, organisations and systems'***, this report involves a holistic approach which looks at KA1 mobility not as a separate activity influencing teachers at the individual level; on the contrary, it evaluates impact from the point of view of the school entity, colleagues, education and local community, at national and EU level. Finally, since *"systematic planning must follow before performing the actual research steps in order to reach the goals of any research"* (Özhan et al., 2016), scientific research protocols have been employed for the best possible accurate and valid impact results.

In view of the above, this impact analysis study aims at:

- Providing a documented impact assessment and analysis of Erasmus+ KA1 Mobility projects on Greek school education (teachers, schools and other school stakeholders).

- Reflecting on the benefits of Erasmus+ KA Mobility for Greek schools and teachers.
- Presenting the problems and the factors affecting impact maximization and sustainability of KA1 Mobility projects.
- Identifying strengths and weaknesses, good practices and problematic features of KA1 Mobility projects in order to make suggestions for improvement of the Programme's scope and impact in the future.

The Greek system of education and the teaching profession

A BRIEF NOTE

The main feature of the organisation and structure of Greek education is the strong central control, and the limited autonomy of schools. OECD / PISA indices suggest that a small proportion of decisions are taken at the school level and Greek schools have limited responsibilities regarding curriculum and instructional assessment within school, i.e. establishing student-assessment policies; choosing textbooks; and determining which courses are offered and the content of those courses (OECD, 2013). The Ministry of Education and Religious Affairs is responsible for legislative and policy-making functions, including curricula, instruction and the professional development of teachers.

Limited pedagogical autonomy of schools implies stricter margins for the introduction of pedagogical innovation that is not fully compatible with circumscribed curricula and officially allocated course content and teaching hours. Moreover, limited administrative autonomy results in a significant amount of work load to school directors and teachers who want to get involved in non-standard educational activities, i.e. European Mobility projects, which require additional administrative and financial management.

The country has a committed teaching force, but, currently, teachers' career trajectories are relatively flat (European Commission/EACEA/Eurydice, 2018) and teachers have few opportunities for long-term career growth. Furthermore, partly due to the recent economic crisis, there are limited state-funded opportunities for professional development of teachers and school directors, although many teachers are reported to have attained high levels of education (Post-Graduate and PhD level).

Another problem currently affecting the function of Greek schools, is the large number of substitute teachers. Since the last tenure-track teacher appointments occurred a decade ago, the State employs a large number of substitute / adjunct teachers with time-limited contracts (up to one school year), who are sometimes appointed after the beginning of the school year, an issue that can be disruptive for schools (as their teaching staff varies across school years), for students, but also for substitute teachers, who, most probably, will not be working at the same school for the next school year and in certain cases they have to work in (up to five) different schools in order to get a full-time contract.

The recent OECD review of Greek education cites the desire expressed by many teachers for more professional development opportunities, which they see as an important incentive, and as necessary to support the implementation of innovation at the school level and implement on-going curricular reforms (OECD, 2018).

In this context, Erasmus+ mobility projects provide much needed opportunities and initiatives for professional development and school improvement but also require strong commitment from the participating teachers, school leaders and the school community, in order to address administrative and pedagogical restraints.

1.1. Methodology, Data collection and analysis

It is important to note that impact is one of the criteria used for the evaluation of Erasmus+ KA1 applications. Prospective participants have to clearly demonstrate and document that they have a relevant strategy. Taking this fact into account, an impact analysis study has to take into consideration stocktaking reports and questionnaires but also rely on field research, through school visits and interviews with participants and non-participant staff.

In order to accomplish these tasks, the Research team carried out an impact analysis using both qualitative and quantitative methods. The Study is based on analysis of participant final reports interviews with participants and project coordinators and a focus group with participants and other stakeholders.

Participant Reports

The participant report is an electronic survey emailed by the European Commission to each individual participant after completion of their work placement. It is mandatory for participants to complete and submit this report. Analysis is based on the participant reports submitted for the sample projects studied.

Participant reports contain a mix of yes/no, multiple choice, and open-ended questions. Multiple choice questions use a five-point Likert-type scale: either 'Strongly agree, Rather agree, Neither agree nor disagree, Rather disagree, Strongly disagree'; or 'Very poor, Poor, Fair, Good, Very good'.

While the participant reports are largely standardised, there is a slight variation in questions between years. It is noted in the text where these changes affected the sample size.

Final Reports

The final report represents a comprehensive evaluation of the entire project completed by the sending school, no more than two months after completion of the project. Analysis is based on the final reports from the sample schools from 2014 to 2017.

Final reports contain open-ended qualitative questions divided into key areas such as project implementation, activities and learning outcomes. Submitting a complete final report is a mandatory condition of funding for all participating organisations.

Interviews with Mobility Participants and Non-Participant Beneficiary School staff

Individual interviews with participants in ERASMUS+ KA10101 activities, with school directors and non-mobile school staff were conducted by the research team either in person or by telephone in late 2019. Special care was given in the selection of interviewees to ensure a balance between new and experienced participants, and urban and rural organisations.

Focus Group with Mobility Participants and Non-Participant Beneficiary School Staff

A focus group discussion was organized in Athens, including a carefully selected sample of participants, in order to elaborate and evaluate the findings from Reports and Individual Interviews.

2.1. Introduction

This Chapter discusses the research design underpinning the Impact Study. It presents in brief the philosophy it draws upon, the research methods, the data collection tools and the data analysis methods used. It also discusses validity, reliability, and ethical issues. More specifically, the sections that follow refer to the methodology and epistemology that guide this Study and presents in detail the sample selection process.

2.2. Methodology-epistemology

This Study is based on a mixed-method research approach that combines both quantitative and qualitative data. Methodology “is concerned with how we come to know, but it is much more practical in nature and focuses on the specific ways-the methods-that we can use to try to understand our world better” (Trochim, 2006). Epistemology on the other hand is “the philosophy of knowledge or of how we come to know” (Trochim, 2006). More specifically, the research philosophy, also known as paradigm or model, describes “the overall framework used to look at reality based on a philosophical stance” (Clarke, 2005:13). In other words, it is the theoretical framework, which affects “the way knowledge is studied and interpreted” (Mackenzie and Knipe, 2006).

2.2.1. *Research approach – the philosophical paradigm*

The philosophical approach underpinning research for this report draws mainly on the interpretivist paradigm. The interpretivist paradigm relies “on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (mixed approach)” (Mackenzie and Knipe, 2006). It has “the intention of understanding the world of human experience” and “relies upon the participants’ views of the situation being studied (Mackenzie and Knipe, 2006). It also “assumes the meaning of experiences and events are constructed by individuals and therefore people construct the realities in which they participate” (Lauckner, 2012). In this sense, the purpose of the report, which draws on this paradigm, is to look deeper into the way people build and shape their idea of the world and the meaning they render it (Lauckner, 2012), in our case, the school groups and their participation in the implementation of KA1 Erasmus+ projects.

Interpretivist research uses qualitative methods such as interviews, a focus group or document analysis (Mackenzie and Knipe, 2006). However, as aforementioned, an interpretivist paradigm may rely on a combination of both qualitative and quantitative methods (mixed method approach). This view is supported by Punch, (2005) who claims that a single approach is not always adequate to give a profound picture and an in-depth analysis of the research issues and suggests a combination of qualitative and quantitative research for a better understanding of the research issues. This combination can be done for a variety of reasons (Hughes, 2006): for triangulation purposes; for the qualitative research facilitating quantitative and vice-versa, thus providing more information; to provide a general picture; to facilitate the interpretation of relationships between variables and so on. Therefore, this report has combined both qualitative and quantitative methods using a mixed method approach as mentioned above to strengthen the results and make them more credible and comprehensive.

2.2.2. *The model of the research –the mixed method*

Mixed method research used in this Study is “the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of

understanding and corroboration” (De Lisle, 2011). Some of the strengths of this methodology are that it “can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach and can add insights and understanding that might be missed when only a single method is used” (Johnson et al., 2004). Thus, this report has employed a mixed method approach to draw data and reach conclusions because it allows a better and broader insight into the issues of discussion, using triangulation with a variety of data collection tools (questionnaires, interviews, a focus group discussion, document analysis). These are well established methods of data collection, demonstrating reliability, credibility, internal validity and trustworthiness (Cohen and Manion, 2000). More specifically, quantitative methods are used as a research tool, while looking for facts to be statistically measured, focusing on the collection of numerical data (Easterby-Smith et al., 2006). Additionally, quantitative research methods are used when one’s intention is to produce objective, measurable, statistically analyzed data (Johnson and Christensen, 2008:34).

On the other hand, when it comes to educational research, certain research questions cannot be addressed quantitatively, and rely on qualitative analysis. This is because the qualitative method “seeks to understand phenomena in context-specific settings in which the researcher does not attempt to manipulate the phenomenon of interest” (Patton, 2002:40). In particular, when one seeks profound research data collection, a qualitative research method can address the issue effectively, usually through one-to-one interviews, focus groups, observations and so on (Sellers, 1998:1). Thus, a qualitative method aims at interpreting social interactions and addresses the how and why of things, providing in-depth understanding of what is being investigated (Acaps, 2012). In general, such a method is inductive, subjective, and emphasizes focus groups, in-depth interviews, or document analysis. It is descriptive, very analytical and unlike the quantitative study, it seeks attitudes, behavior or the quality and not the quantity. Its data are represented with words or pictures, whereas quantitative data are represented with numbers (O’Leary, 2004). Additionally, qualitative research is used to draw a large amount of data from a small number of participants, as opposed to a quantitative method.

2.3. The population the research draws upon

The population this research draws upon is mainly the teachers and participants that took part in the Erasmus+ projects – KA101 between the years 2014-2017. The Projects submitted and awarded by Greek schools from 2014 to 2017 are shown in Table 1.

Table 1: Projects submitted and awarded from 2014 to 2017

Key Action/ Action Type	Year	Applications submitted	Applications awarded
KA101 – Learning Mobility of Individuals	2014	399	105
	2015	357	106
School education staff mobility	2016	363	96
	2017	397	125

The participants are approached through the questionnaires and final reports they filled in upon completion of their participation. The total number of participants in the KA101 projects in the aforementioned time-period was 352.

2.4. The sample of the research

"Sample" can be defined as "a small cluster chosen from a certain general population and is sufficient to represent it according to certain rules. The research that was based on the sample clusters and outcomes are generalized to the related population" (Karasar, 2005). As it is not possible to reach the whole population, sample calculations were made and a sample was taken to represent it.

As it was indicated earlier, the sample of the research is the 352 participants who applied and were accepted in KA101 Erasmus+ projects conducted between 2014 and 2017. In the study it was possible to reach the population itself by reaching the application forms and final reports that were filled by participants. Based on the above, the sample size was calculated with the following equation for the generalization of the research results to the population:

$$n = \frac{N \cdot Z_{\alpha/2}^2 \cdot P \cdot (1 - P)}{d^2 \cdot (N - 1) + Z_{\alpha/2}^2 \cdot P \cdot (1 - P)}$$

Figure 1: Equation for the generalization of the research results to the population

Z $\alpha/2$: The value that can be found from table z according to the indicated $\alpha/2$ error level,

P: The frequency of occurrence observed in the main mass

d: Sample error

N: Population

n: Sample

In this formula, the sample error has taken .05, the level of significance, type 1 error level has taken .1, the frequency, p and q(1-p) values have taken .2. According to this calculation, the number of the sample of the 60 participants should derive from the participants who applied and were accepted in the KA101 Activities of 2014-2017.

More specifically, in this study it was decided to look at and use the data taken from 60 participant schools.

The 60 schools that were selected according to the following criteria:

- a. Geographical representation (by Region)
- b. Type of school / level of education (i.e., Junior/Senior High School, Primary School, Vocational School)
- c. Thematic / subject area
- d. Year of mobility implementation

In addition, repetition of participation of the same school during the period was also taken into account.

To this end, the distributions between the randomly selected school cluster (60) and the rest of the schools that were not selected for this research (292) were examined. In the table that follows the distribution of participants per region is displayed (Table 2).

Table 2: Checking the distributions per region of the randomly selected participant schools in the research and those not selected

Country Region Description * Schools_Research=1 (FILTER) Cross tabulation				
Country Region Description		Schools_Research		Total
		Not Selected	Selected	
Northern Aegean (Voreio Aigaio)	Count	7	1	8
	%	2,4%	1,7%	2,3%
Western Greece (Dytiki Ellada)	Count	17	2	19
	%	5,8%	3,3%	5,4%
Western Macedonia (Dytiki Makedonia)	Count	4	0	4
	%	1,4%	0,0%	1,1%
Ipeiros	Count	7	2	9
	%	2,4%	3,3%	2,6%
Thessalia	Count	35	7	42
	%	12,0%	11,7%	11,9%
Ionian Islands	Count	5	1	6
	%	1,7%	1,7%	1,7%
Central Macedonia (Kentriki Makedonia)	Count	53	11	64
	%	18,2%	18,3%	18,2%
Crete (Kriti)	Count	39	8	47
	%	13,4%	13,3%	13,4%
Northern Aegean (Notio Aigaio)	Count	8	2	10
	%	2,7%	3,3%	2,8%
Peloponese (Peloponnisos)	Count	9	3	12
	%	3,1%	5,0%	3,4%
Sterea Ellada	Count	8	2	10
	%	2,7%	3,3%	2,8%
Eastern Macedonia, Thrace (Anatoliki Makedonia, Thraki)	Count	21	5	26
	%	7,2%	8,3%	7,4%
Attiki	Count	77	16	93
	%	26,4%	26,7%	26,4%
Greek Schools established abroad	Count	2	0	2
	%	0,7%	0,0%	0,6%
Total	Count	292	60	352
	%	100,0%	100,0%	100,0%

Table 3: Chi-Square Tests for the checking of the distribution of selected and non-selected schools per region

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2,847 ^a	13	0,998
Likelihood Ratio	3,866	13	0,993
N of Valid Cases	352		

a. 13 cells (46,4%) have expected count less than 5. The minimum expected count is ,34.

$$\chi^2 (13) = 2,847, p = 0,998$$

Based on the above table (Table 3), it can be seen that the results are not statistically significant (level of significance $\alpha = .05$). This implies that the distributions between the two groups of schools do not display special differences (we accept the null hypothesis).

Table 4: Checking the distribution of selected and non-selected schools per type of school

Type Of Schools		Schools_Research		Total
		Not Selected	Selected	
Primary education	Count	80	17	97
	%	27,4%	28,3%	27,6%
Junior High Schools	Count	72	18	90
	%	24,7%	30,3%	25,6%
Senior High Schools	Count	83	15	98
	%	28,4%	25,0%	27,8%
Vocational Schools	Count	31	8	39
	%	10,6%	13,3%	11,1%
Special Education Schools	Count	17	2	19
	%	5,8%	3,3%	5,4%
Music Schools	Count	5	0	5
	%	1,7%	0,0%	1,4%
Other	Count	4	0	4
	%	1,4%	0,0%	1,1%
Total	Count	292	60	352
	%	100,0%	100,0%	100,0%

Table 5: Chi-Square Tests for the distribution of selected and non-selected schools per type of school.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3,533 ^a	6	0,740
Likelihood Ratio	5,087	6	0,533
N of Valid Cases	352		

a. 5 cells (35,7%) have expected count less than 5. The minimum expected count is ,68.

$$\chi^2 (6) = 3,533, p = 0,740$$

Based on the above table (Table 5), it can be seen that the results are not statistically significant (level of significance $\alpha = .05$) and this implies that the distributions between the two groups of schools do not display special differences (acceptance of the null hypothesis).

Table 6: Checking the distribution of the selected and non-selected schools per year of participation

Call Year		Schools_Research		Total
		Not Selected	Selected	
2014	Count	82	13	95
	%	28,1%	21,7%	27,0%
2015	Count	90	17	107
	%	30,8%	28,3%	30,4%
2016	Count	76	16	92
	%	26,0%	26,7%	26,1%
2017	Count	44	14	58
	%	15,1%	23,3%	16,5%
Total	Count	292	60	352
	%	100,0%	100,0%	100,0%

Table 7: Chi-Square Tests for the checking of distribution of selected and non-selected schools per year of participation

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2,932 ^a	3	0,402
Likelihood Ratio	2,791	3	0,425
N of Valid Cases	352		

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 9,89.

$$\chi^2 (3) = 2,932, p = 0,998$$

From the above table (Table 7), it can be seen that the results are not statistically significant (level of significance $\alpha = .05$). This implies that the distributions between the two clusters of schools do not display special differences (we accept the null hypothesis).

Table 8: Frequencies of the selected schools per topic of mobility

Topic	Topic Description	Frequency	Percent
TOPIC-18	EU physical activity guidelines	1	0,3
TOPIC-24	Inclusion – equity	1	0,3
TOPIC-52	Migrants' issues	1	0,3
TOPIC-59	Overcoming skills mismatches (basic/transversal)	1	0,3
TOPIC-9	Social dialogue	1	0,3
TOPIC-10	Enhance social inclusion, equal opportunities and participation in sports	2	0,6
TOPIC-22	Entrepreneurial learning – entrepreneurship education	2	0,6
TOPIC-32	Labour market issues incl. career guidance / youth unemployment	2	0,6

Topic	Topic Description	Frequency	Percent
TOPIC-38	Natural sciences	2	0,6
TOPIC-41	Research and innovation	2	0,6
TOPIC-46	Youth (Participation, Youth Work, Youth Policy)	2	0,6
TOPIC-16	Health and wellbeing	3	0,9
TOPIC-21	Key Competences (incl. mathematics and literacy) - basic skills	3	0,9
TOPIC-37	Transport and mobility	3	0,9
TOPIC-33	Romas and/or other minorities	4	1,1
TOPIC-13	Environment and climate change	5	1,4
TOPIC-27	Open and distance learning	5	1,4
TOPIC-39	Quality Assurance	5	1,4
TOPIC-6	Access for disadvantaged	7	2,0
TOPIC-2	EU Citizenship, EU awareness and Democracy	9	2,6
TOPIC-5	Disabilities – special needs	10	2,8
TOPIC-35	Teaching and learning of foreign languages	13	3,7
TOPIC-4	Creativity and culture	15	4,3
TOPIC-20	International cooperation, international relations, development cooperation	19	5,4
TOPIC-19	Intercultural/intergenerational education and (lifelong)learning	20	5,7
TOPIC-7	Early School Leaving / combating failure in education	24	6,8
TOPIC-28	Quality Improvement Institutions and/or methods (incl. school development)	29	8,2
TOPIC-3	ICT - new technologies - digital competences	50	14,2
TOPIC-25	Pedagogy and didactics	52	14,8
TOPIC-23	New innovative curricula/educational methods/ development of training courses	59	16,8
Total	Total	352	100,0

Based on the above table (Table 8), it can be seen that the schools that took part in KA101 projects abroad worked on a variety of topics. These relate to social issues such as inclusion or migrants, Roma or other minorities, disabilities and special needs, or instructive issues such as new technologies and digital literacy, innovative teaching practices, pedagogical issues, as well as issues such as entrepreneurial learning, key competencies, open and distance learning and more. However, it seems that the majority of the participation topics range between digital skills (14,2%) and teaching strategies (14,8%), innovative curricula development ideas (16,8%) or pedagogical matters such as school dropouts or learning difficulties, and managerial issues such as institutional improvement and/or educational stakeholder-student relationships enhancement.

2.5. Research Instruments - Data collection tools

As mentioned above, the research for this Study employed both quantitative and qualitative data collection tools (mixed method). Questionnaires, face to face interviews, a focus group discussion, document analysis (i.e. evaluation reports) were the data collection tools.

2.5.1. Participant Questionnaires

Questionnaires are more appropriate when one wants to draw data from a large number of items (Lichtman, 2006:7-8) “so as to gather objective information” (Acaps, 2012:5). In this research, the pre-designed questionnaires elicited the participants’ feedback upon mobility completion. Participant reports contain a mix of yes/no, multiple choice, and open-ended questions. Multiple choice questions use a five-point Likert-type scale: either ‘Strongly agree, Rather agree, Neither agree nor disagree, Rather disagree, Strongly disagree’; or ‘Very poor, Poor, Fair, Good, Very good’. While the participant reports are largely standardised, there is a slight variation in questions between years. It is noted in the text where these changes affected the sample size. Questionnaires, following the teachers’ interviews, are also analysed in this report.

2.5.2. Final Evaluation Reports

The final report is a comprehensive evaluation of the entire project completed by the sending school, no more than two months after completion of the project. Final reports contain open-ended qualitative questions divided into key areas such as project implementation, activities and learning outcomes. Submitting a complete final report is a mandatory condition of funding for all sending organisations. The research uses the participants’ final evaluation reports to document the perceived impact of the participants’ activities during the years 2014-2017.

2.5.3. Mobility Participants and Non-Participant Beneficiary School staff

Interviews are a way to collect the interviewees’ perceptions and take place between people who are essentially strangers to each other, thus, ensuring objectivity (Cohen and Manion, 2000:307-308). They can be structured or semi-structured (else in-depth) (Bernard, 2006:210) and issues such as privacy, anonymity, informed consent, appropriate behavior, data interpretation and confidentiality ought to be taken into consideration throughout them (Lichtman and Tech, 2013). The interviewer records and takes notes from a rather small sample of participants (Johnson and Christensen, 2008; Lichtman, 2006), making use of all the elements encountered in the interviews (respondents’ comments, observations, facial expressions, even seating posture or talking mode).

In-depth semi-structured interviews were used, guided by a schedule containing a set of general questions pre-defined by the researchers, which were not necessarily addressed in specific order (Paraskevopoulou-Kollia, 2008). The interviews were conducted in order to receive as profound answers as possible which would expand useful knowledge on the subjects of investigation (i.e. perceived personal/ professional impact of the Erasmus+ projects, mobility problems). The schedule’s items were first piloted for their content and construct validity with 2 randomly selected participants. When feedback was received the actual interviews followed.

2.5.4. Focus group discussion

A focus group is a “discussion designed to obtain perception on a defined area of interest in a permissive, non-threatening environment” (Krueger and Casey, 2009:2). Focus groups can be structured, unstructured or semi-structured and offer researchers “the opportunity to interview several respondents systematically and simultaneously” (Boateng, 2012).

In this research the focus group discussion was semi-structured; it was organized in Athens, including a carefully selected sample of participants, with the aim to elaborate and validate all relevant findings from Reports and Individual Interviews. Nevertheless, focus groups present some limitations. These may relate to the fact that they tend to become influenced by one or two dominant people in the session, thus, making the output

biased and they are an artificial environment which can influence the responses that are generated (Fern, 2001). Thus, for this report, we made sure that the scope of the research was crystal clear so that no conflicts might appear. Moreover, the focus group discussion was hosted in a rather friendly atmosphere, where everybody was free to express her/himself.

2.6. Data analysis methodology

2.6.1. Quantitative analysis

For the analysis of the questionnaires and the quantitative analysis of the evaluation reports' answers, statistical analysis was undertaken using the SPSS statistical package. A statistical analysis involves "collecting and scrutinizing every data sample in a set of items from which samples can be drawn. A sample is a representative selection drawn from a total population" (Rouse, 2014). Statistical methods are needed to ensure that the data are interpreted correctly. The concepts of "population" and "sample" are important in statistics. The population is a "theoretical concept, an idealized representation of the set of all possible values of some measured quantity..." and "a sample is what we actually see and can measure" (Wigley, 2005).

2.6.2. Qualitative analysis

Additionally, the content analysis method was used for the interviews, and the focus group discussion conducted with the teachers, using the NVIVO 8 qualitative research analysis tool. Content analysis is qualitative analysis of texts, interviews, images, films, etc., but also an analysis method of social interactions (Krippendorff, 1980). According to Iosifides, (2003:63), it is a systematic technique of textual words conversion into smaller categories of content taking specific steps:

- Theoretical elaboration and clarification of the research purpose and research questions.
- Appropriate determination of the qualitative material sources.
- Determination of the recording unit and analysis, i.e., parts of text or entire texts presenting research interest.
- Systematization of conceptual categories, under which the qualitative data are classified and on which the content analysis is essentially based.
- Codification of material within each category and between different categories.

During content analysis, when data are gathered, they are categorized into smaller units/words with research interest, they are described and are interpreted having been analyzed thematically and based on their content, highlighting the most essential points (Eisner, 1991).

2.6.3. Research process

For the purposes of this report a number of steps were taken. The first step was to receive the material given by the National Agency (IKY), and to study it carefully in order to familiarize ourselves with its content and decide the design of this research aiming at our final report on the impact Erasmus+ projects had on the educational community. As it would be difficult to include in this research all participants, it was decided to use a certain sample that would be representative for our purposes. Our next step included our decision on the research

methods and tools. For triangulation purposes, a mixed method approach was used with questionnaires, a focus group discussion, personal interviews and document analysis being the research tools.

The research continued with the careful studying of the evaluation reports received by our National Agency, their decoding and recording of the findings. It was also decided to form a focus group and conduct personal interviews for a better and in-depth understanding of the research issues that this report aimed at. Thus, after the National Agency had been informed on our random decision of the participants, consent was given by its members and the school communities and meetings were organized with the teachers. Additionally, and after consent had been given by randomly selected participants, personal interviews were conducted with them. When all data were taken and their content was analyzed we proceeded with the interpretation of the results so as to provide possible answers for this research the aim of which was to evaluate the impact of Erasmus+ projects between 2014-2017 for the purposes of this report. The table that follows displays the research process and stages (Table 9).

Table 9: Research process and stages

Research stages and process	
1.	Collection of Erasmus+ documents – familiarization with its content
2.	Careful studying and decision of documents analysis selection
3.	Decision of other data sources selection and sample selection
4.	Decision of research methods and data collection tools
Quantitative analysis	
5.	Analysis of certain areas of the participant schools' final evaluation reports
6.	Analysis of the participant schools' evaluation questionnaires
Qualitative analysis	
7.	Analysis of certain areas of the participant schools' final evaluation reports
8.	Analysis of the personal interviews content
9.	Analysis of the focus group discussion
10.	Interpretation and discussion of the results
11.	Conclusions and future suggestions

2.7. Validity of the research

Validity is an important issue for the effectiveness of any research. Validity is "the degree to which a test or measuring instrument actually measures what it purports to measure" (Oluwatayo, 2012:391). In order to enhance the validity of the research instruments designed (e.g. questionnaire and semi-structured interview questions) several factors and specific steps had to be kept in mind, such as what to include, what information to collect or how to conduct the study. Thus, in order to receive data that would fulfill the aims of this report the following issues were considered: Objectivity, ensuring that the right questions are asked, avoiding ambiguity, appropriate wording and reading level of questionnaire items, comprehensive question items for all questionnaires and interviews/focus group discussion, the extent to which the questionnaire measures what it intends to measure, the extent to which the interview questions address the aim of the research for this report, the extent to which it can be ensured that the data can be generalized to other populations, validity and reliability.

2.8. Reliability of the research

Reliability refers to “the extent to which other researchers would arrive at similar results if they studied the same case using exactly the same procedures as the first researcher” (Gall, 1996:572). To ensure the research reliability care was taken to follow all the design steps and be very analytical to enable possible repetition. In general, it was ensured that established scientific protocols (appropriate sample size, relevant to the research, up-to-date and primary source data for analysis, statistical analysis method etc.) that led to the statistical data for this research were followed.

2.9. Ethical issues

Ethical issues such as privacy, anonymity, informed consent, appropriate behavior, and confidentiality are very important when conducting research (Lichtman, 2006). One must be really careful with people’s rights and avoid the possibility of being unethical or putting them in an embarrassing or difficult situation. Additionally, it is significant to ensure the appropriateness of issues like ethical guidelines, access, consent, confidentiality, sensitivity or power relation. Based on the above points the study ensured the following:

Confidentiality

All the respondents were reassured about their anonymity and were told that they could have a copy of the results of the report, if they asked for it. All participants were informed of the expected duration of the questionnaire filling (not more than ten minutes), in order for the teachers/principals to be able to allocate the necessary time to its response without this task impeding their work schedule and the participants not to get bored. Additionally, it was ensured that the interviews with the teachers and the focus group discussion would take place where and when it would be most convenient to them so as to make them feel as comfortable as possible. We did not wish to set any time limitations at neither of the two (interviews/focus group discussion) though there was an effort not to extend the conversations a lot. We intended to make all participants feel at ease and relaxed so as to allow them to provide us with as analytical answers as possible for the purposes of the report.

Consent

Based on the ethical guidelines followed, we made sure that all respondents understood the purpose of our presence, and gave their informed consent to participate in the research. All participants were also given our personal contact details in case they needed further clarifications. All respondents participated in the research voluntarily and on their own free will.

Power relation

The voluntary participation and the absence of any previous relationship ensured objectivity. Additionally, throughout the whole interviews process there was an effort to be as objective as possible focusing on the report issues, making it very clear to the teachers that they could withdraw any time they felt uncomfortable. Another aspect into consideration was the possible halo effect when conducting focus group discussions and interviews, which might affect the answers given during conversations. According to Nisbett and Wilson (1977) the halo effect is a type of “cognitive bias in which our impression of somebody affects the way we feel about this person; it is a situation that we do not become aware of as it happens unconsciously”. However, in terms

of this, there seemed to be no concern for a number of reasons: one, there was no previous contact or relationship with the participants and no time to develop a certain intimacy which might affect their answers by telling something we “liked”; two, the participants had already been explained that their contribution to the discussions was absolutely anonymous and that it would serve only the purposes of the study.

Finally, it is worth mentioning at this point that one of the important aspects of ethics is whether any study like this is ultimately useful and who benefits in the end. We firmly believe that this study that addressed the teachers’ views on the impact of the European KA1 mobility projects displays two characteristics: one, it is part of the National Agency obligation to provide analytical and detailed data in relation to KA101 Erasmus+ Mobility Action in Greece and two, it is strongly linked to useful knowledge for their further successful dissemination and implementation in the future.



3.1. Introduction

This chapter discusses the impact of the research participant schools' activities within Erasmus+ Mobility around Europe based on the analysis, mainly quantitative but also qualitative, of the participants' questionnaires and final reports, both submitted after the mobility. These research instruments were analysed together, in order to provide a more comprehensive picture of participants' perceptions on different aspects of impact of their Mobility projects. First, it presents the thematic areas of Mobility projects of the sample schools, and provides a brief overall evaluation of the Mobility impact. Then it discusses in detail the different aspects of impact, classified under five sets of impact aspects:

- Impact on Teacher Professional Development
- Impact on Personal development according to the EU framework on Key Competences
- Impact on School Culture and Curriculum
- Dissemination and sharing of experience within School and between Schools and the Local Community
- Impact on the School's potential for Internationalisation / Europeanisation

3.2. Overall Evaluation of Erasmus KA1 Mobility

The target schools participated in their Mobility with a variety of topics. Figures 2 and 3 depict an overall picture of the thematic areas chosen by the participant teachers as well as their perceptions on how the Mobility has affected them as individuals.



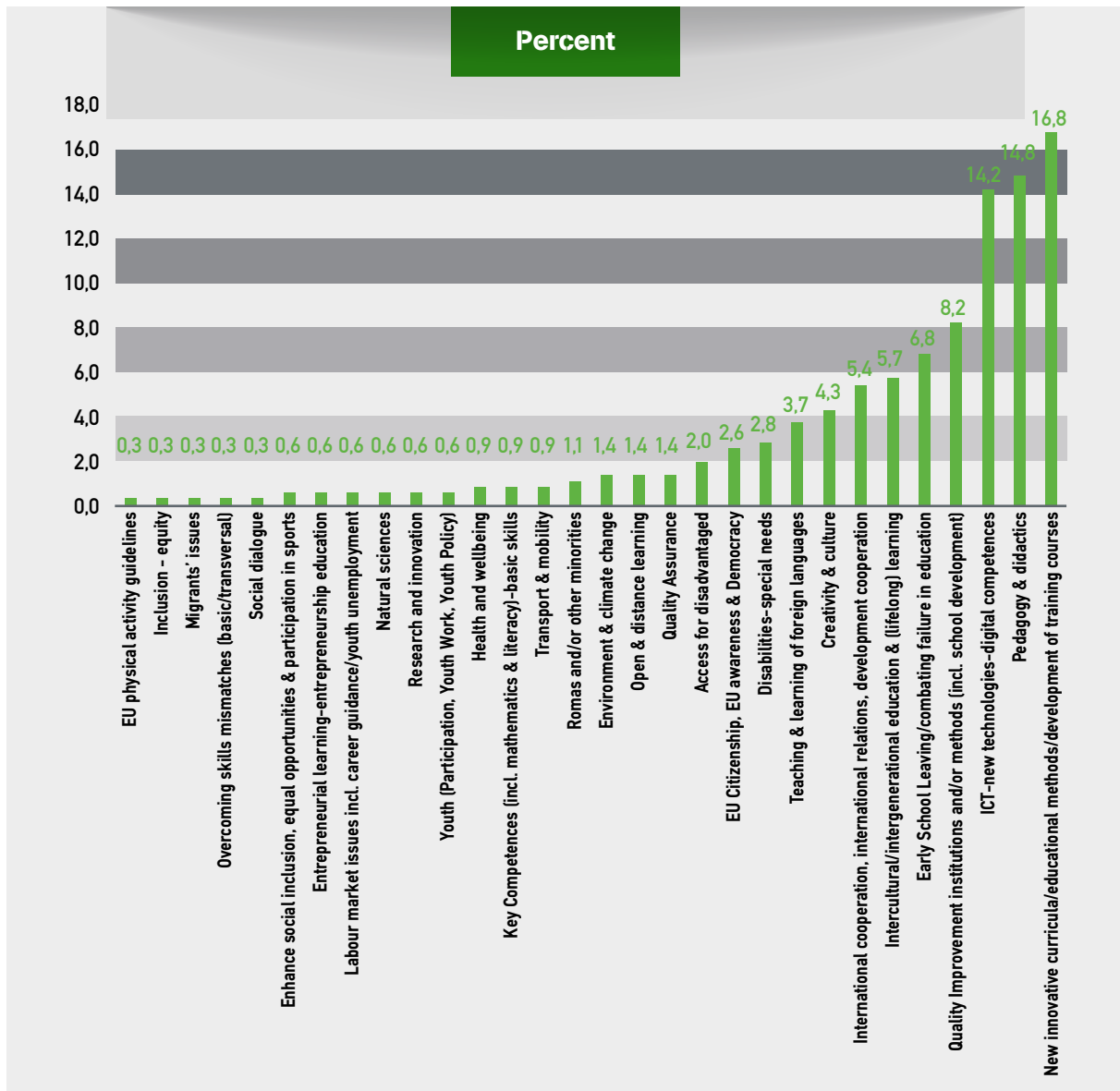


Figure 2: Thematic areas of the participant schools' mobility

It can be seen that the thematic areas lie within a variety of topics. In particular, the schools participated in mobility with topics of interest such as inclusion or equity, entrepreneurial education, basic skills such as math and/or literacy, Roma and other minorities, open and distance learning, or European citizenship awareness. However, it seems that the majority of the participant schools were interested mainly in issues such as disabilities and special needs, (2,8%), teaching and learning of foreign languages (3,7%), creativity and culture (4,3%), international cooperation, international relations, development cooperation (5,4%), intercultural education and (lifelong) learning (5,7%), School dropouts/addressing school failure (6,8%), institutional quality improvement (8,2%), ICT and new technologies in education/digital literacy (14,2%), pedagogical and instructive issues (14,8%) and finally new and innovative curricula, educational methods and development of training courses (16,8%).

The special interest on teaching methods might imply a number of things: one, teachers feel the need to update their knowledge on teaching techniques after many years of teaching; two, they wish to cope with today's digital

technology generation, which too often is much more digitally skilled than what teachers themselves might be. To this end, teachers need to expand their knowledge on contemporary teaching methods so that, on one hand, they can address the needs of their students, and on the other, to offer variety, motivation and enhance student participation based on well-designed lessons or educational scenarios. What is more, it is widely accepted by the educational community, that teaching practices should cater for all learning styles. Thus, by employing a variety of teaching techniques in the classroom, teachers focus on the different learning styles (optical/acoustic/kinesthetic and so on) of their students.

Teachers' interest in new methodology and innovative techniques is also linked to the teachers' positive perceptions that their teaching techniques have been improved through KA1 mobility (70%).

Teachers' perceptions about Best practices acquisition (46.7%) and Cognitive expertise (61.7%) are also positive. According to teachers, Intercultural, digital and linguistic skills (43%, 40% and 38,6%) have been improved to a sufficient extent. In addition, more than half (56,7%) believe that KA1 mobility has improved their professionalism. Improving cooperation within schools has also been rated high in teachers' perceptions (46,7%).

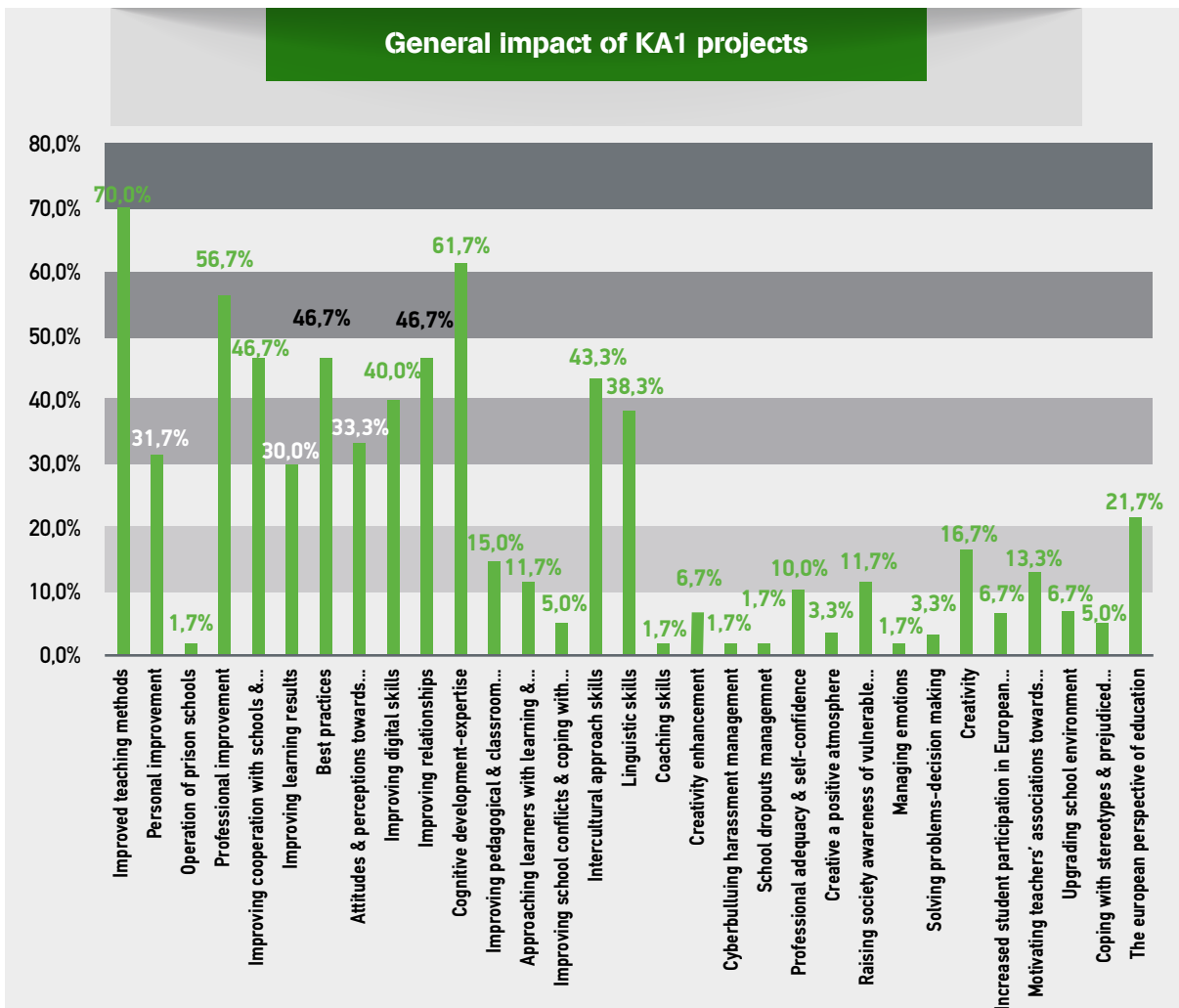


Figure 3: General Impact of KA101 projects

3.2.1. *Relation between the original Aims and Objectives to Outcomes and Results: Impact based on the analysis of the final evaluation reports and questionnaires*

The extent to which the goals of the activities were achieved

Participants' reports were very positive towards achieved activity goals and schools were satisfied to a big extent (Figure3):

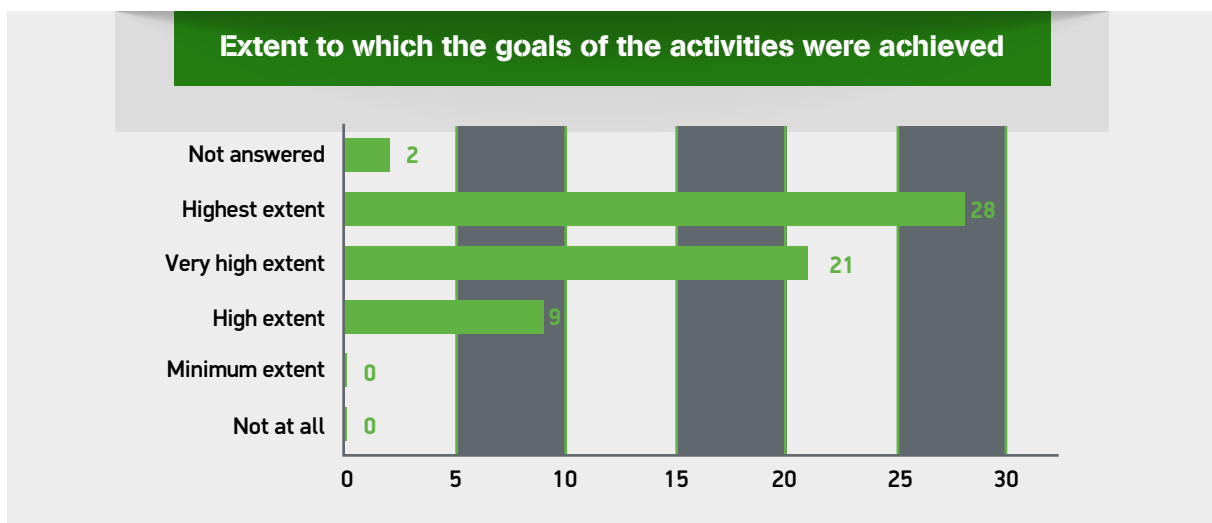


Figure 4: *Extent to which the goals of the schools' activities were achieved*

The highest percentage of participants (28 out of 60 schools involved in Mobility) state that the objectives were achieved to the maximum, whereas 21 of them report that their goals were achieved to a very high extent; both figures are very encouraging in terms of the successful implementation of Mobility projects. The results highlight the general satisfaction in relation to the pre-defined (pre-mobility) goals. The high degree of goal achievement can become a strong incentive for teachers to continue participating and disseminate outcome of the KA1 projects to their educational communities.

Ways towards goals achievement

Participant teachers' responses vary, indicating the importance of interaction and the need for a multicultural approach to achieving the objectives. To a large extent, schools refer to training, lessons, experiential activities and techniques, on-the-spot tutorials, demonstrations of tools - mainly digital - structured seminar courses, workshops, interactive activities, study material, short-term organizations and many other training programs on how to successfully achieve the goals set.

Certain schools considered training program forms and the types of included activities as important factors towards Mobility success. Such types of activities include, for example, the use of a flipped classroom, the implementation of a large number of digital tools with frequent reference to Edmodo/Skype, or activities that incorporated teaching skills against school dropouts, education and training skills to fight prejudice, stereotypes, conflicts, diversity or immigration. Reference is also made to activities that exploit teamwork methods, the use

of New Technologies for addressing students with learning difficulties or students with disabilities, STEM thematic activities, language improvement programs or promotion of multicultural awareness.

Quite important are also the organization of mobility, the effective cooperation with the host institutions as well as the educational topics and methodologies involved. The trainers' expertise, the professionalism of all Erasmus+ stakeholders, the exchange of experiences and practices, the clarity of the learning content of the educational activities, and the application of the new knowledge to practice are also emphasized as being very important issues for the success of the mobility. Finally, five (5) schools did not mention how their goals were achieved; this might be probably due to lack of understanding of the particular evaluation questionnaire items.

Objectives that were not achieved

When asked about the goals that were not achieved, twelve schools replied positively, explaining that this was so because some of the programmed activities were not implemented by host organisations. Thus, some of the objectives that were not met, included the acquisition of certain methodological tools, visits to schools of some countries, use of certain digital tools, the development of specific communication skills, team building or crisis management. It is worth mentioning a particular school's disappointment when they had discovered it was not possible to visit a school in Rome, (to meet students and teachers), because their presence in the classroom during the school's timetable was not approved by the particular school of the host country.

However, according to certain participants, some goals were not achieved mainly due to objective difficulties and not so much to indifference or ineffective organization on behalf of the host countries. Such difficulties were differences in the curricula, school textbooks and the perception regarding the use of I.C.T. in the educational process. Other schools also reported that there were neither visits to local schools, nor on-site observation of teaching, due to the fact that host schools were closed in summertime which happened to be their visit period. They acknowledged, however, that there was an effort by the host institution to sufficiently meet this need through presentations and discussions about the educational system. Other schools reported that due to the delayed approval of the mobility by the Hellenic National Agency, it was not possible to attend some pre-planned events in the host country; however, these were replaced by other events. In addition, a school reported that the mobility took place almost a year later than scheduled, due to capital controls and the delayed announcement of their selection.

Goals' achievement exceeded participants' expectations

At least 23 schools were enthusiastic about the achievement of their goals, while three of these schools acknowledged that the goals' achievement had exceeded their initial expectations. Some goals had to do with the use of digital tools, (i.e. LMS), the application of techniques (i.e. Flipped Classroom), the educational use of video games, the use of various electronic platforms, or the use of multimedia in curricula.

Reference is also made to the use of digital tools in teaching for the creation of ICT-based lesson plans, or even to the use of technology in relation to the reduction of school costs. Significant reference is also made to the use of digital technology for socially sensitive issues, such as teaching refugees, immigrants or people with severe learning disabilities; some teachers also mention the use of ICT in dealing with student abusive behaviors. Also, other teachers reported that ICT can contribute to the integration of good teaching practices from abroad in their Greek schools.

Additional goals which exceeded participant teachers' expectations relate to innovative techniques and exchange of good practices in lesson planning, which respond to students' needs; this resulted in a significant

increase of students' motivation and the improvement of the students' linguistic and communicative skills, mainly in English, which subsequently led to the development of their self-esteem, social and emotional skills. Mobility also motivated the participants to improve academic knowledge in their teaching subject (i.e. Geography, Citizenship, Language, History, etc.). Based on the teachers' comments, the latter increased their satisfaction and motivation towards their profession. Other areas of interest were also the use of ICT in CLIL (Content Language Integrated Learning), or intercultural teaching approaches in curricular subjects.

Goals related to the European dimension of education, such as the "European History and Culture" were also mentioned in relation to exchanging views, understanding and collaboration in social networks focused on how to integrate European issues in educational contexts. In general, the positive experience gained in mobility led to a desire for additional future mobility, thus providing a European dimension to the school as a whole.

Objectives related to professional skills and link to the labor market for students also exceeded expectations. With vocational training being a dominant need, participant teachers enhanced knowledge about the technological profile of the workplace, students' options, and the various types of vocational training. Through mostly "job shadowing" mobility, the participants had the opportunity to get familiarized with scientific and technological career choices for students and options in the labor market, and were able to network with similar vocational types abroad. The participants also had the opportunity to learn about how to promote the social integration of vocational trainees and connection to labor market, especially in what concerns minority groups/refugees, students with learning disabilities or other vulnerable groups. Finally, goals related to inclusion and social issues related to school dropouts and special needs students exceeded participant teachers' expectations. The participants were exposed in real-life case studies and were provided with tips on how to deal with prejudice in school settings.

Partners' contribution to the KA1 Mobility of Greek teachers

Different aspects of contribution by partner organisations are mentioned, according to teachers' responses. In the majority of cases, the participants' views converge towards the positive and meaningful experiences, partly reflecting the mobility success. According to the teachers' comments, the partnerships were based on mutual cooperation, respect, constructive communication and exchange of good practices. Specifically, the partners contributed to the Greek participants' knowledge and offered them specialized programs (i.e. digital learning), thereby helping them enhance their digital literacy. This was achieved with the use of contemporary Web 2.0 tools and platforms (i.e. Moodle), the use of multimedia, the use of e-learning to enhance the traditional classroom, or the development of personal/educational websites with free software tools.

The partner organizations conducted sample lessons on a variety of topics, organized interactive meetings, and offered their expertise where needed. They focused on student-centered and group-based teaching and ICT based learning techniques. They also gave insights for innovation, such as the exploitation of theatre and the use of questions in theatrical roles.

The majority of activities were structured seminars, workshops, role plays, sample lessons, discussion groups, practical examples, decision making activities. VET teachers reported that partner organisations provided them with the opportunity to expand their professional contacts and assisted them to develop cognitive, social, cultural and cooperative skills. Additional pedagogical and teaching skills were offered, related to classroom management, student-centred activities, collaborative lesson plans and team –building activities aiming at tolerance and respect of diversity in class.

Several projects increased participants' professional empowerment skills by providing organizational and administrative skills, especially regarding KA1 and KA2 mobility applications. Participants emphasized the impor-

tance of language skills and the improvement of English for general and specific purposes. Their collaboration skills were also enhanced with the use of a variety of tools, methods and techniques, such as Edward de Bono's Six Thinking Hats, PMI (plus, minus, interesting), CAF (consider all factors), C&S (consequences & sequel), AGO (goals, goals, objectives), or FIP (first important goals).

Tools used to assess the goals' achievement

Few schools followed a scientific-research plan to assess the impact of the activities, and more important of the methodology (pedagogical or administrative). Thus, quantitative evaluation tools, such as number of feedback meetings during the implementation, European projects submitted to Primary/Secondary Education Directorates, or participation of teachers in EU projects, were used to measure the achievement of the objectives in relation to the mobility. Indicators of quality assessment mainly involved dissemination of experiences, feedback from students and teachers, the quality of collaboration among colleagues, and the change of attitude towards learning.

Indicators of the positive impact of mobility were considered the application of the new knowledge in class, schools' interest to collaborate with local communities, improvement of school administration and facilitation of bureaucracy.

The evaluation tools, according to the teachers were the following: comparing original objectives with those developed at the end of mobility, individual participant portfolios, pre-and post-training teacher questionnaires and online questionnaires, self-evaluation of teachers through reports upon their return, semi-structured interviews, evaluation of activities by students and parents, dissemination of results and good practices, diaries with open-ended questions, role-playing games, question games, and board games on various topics.

Tools used to assess results

In general, schools evaluated the mobility outcomes at two levels: a. evaluation of the activities performed by the participant teachers, b. evaluation of the project as a whole (organization and results). Peer discussions, mini workshops and focus group discussions were the regular means for assessing activities; evaluation meetings were also held at the end of the mobility involving all stakeholders. Sometimes keeping calendars of activities, online questionnaires and self-assessment tools were also applied to keep track of activities and impact.

Evaluation of the mobility project as a whole was accomplished mainly through questionnaires provided after the mobility completion regarding the degree of satisfaction, benefits, difficulties and future suggestions.

3.3. Analysis of Results per field: Impact based on questionnaires and evaluation reports

Specific questionnaires and evaluation reports were delivered by the Hellenic National Agency to the participant teachers, whose responses are presented per questionnaire item (Figures 8-63). The Analysis has gathered questionnaire items under five fields: Teacher Professional Development, Teacher Personal Development, School Culture and Curriculum, Sharing Experiences and Dissemination, and School's potential for Internationalisation.

3.3.1. Impact of Erasmus+KA1 mobility on Teacher Professional Development

In this section, the participant teachers' perceptions about personal changes in professional competencies (new knowledge, practical skills, employment opportunities and motivation for developing professional skills), due to Erasmus+ KA1 mobility are presented.

Knowledge of good practices

The majority strongly agrees (75%) or rather agrees (21,07%) that participant teachers have become familiar with good practices and innovative teaching techniques from colleagues abroad.

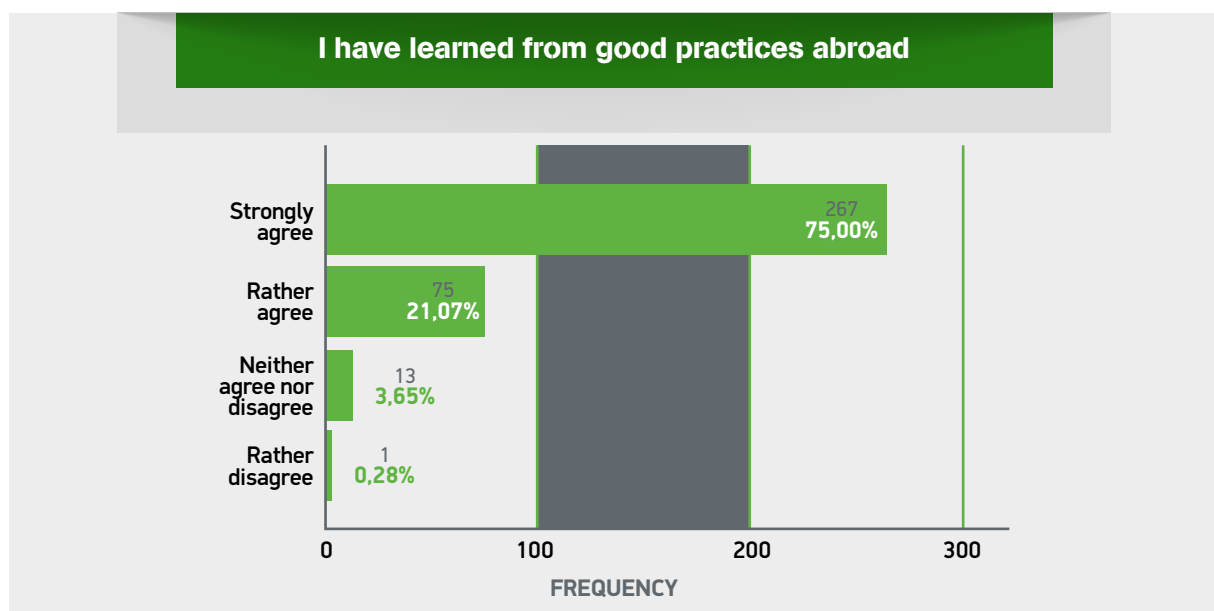


Figure 5: Knowledge of good practices

This implies that teachers have not only learned new approaches; compared to Figure 2 "Thematic areas", it is certain that teachers have selected mobility actions that are relevant to pedagogy and didactics, so that to update and/or improve their teaching. Considering also that nowadays a variety of tools are available in the market, teachers need to be properly informed about the new trends and adapt their teaching performance accordingly for the best possible learning results.

New teaching methods

The majority strongly agreed (67,98%) or rather agreed (25,28%) that they had the opportunity to experiment and develop new learning practices and techniques.

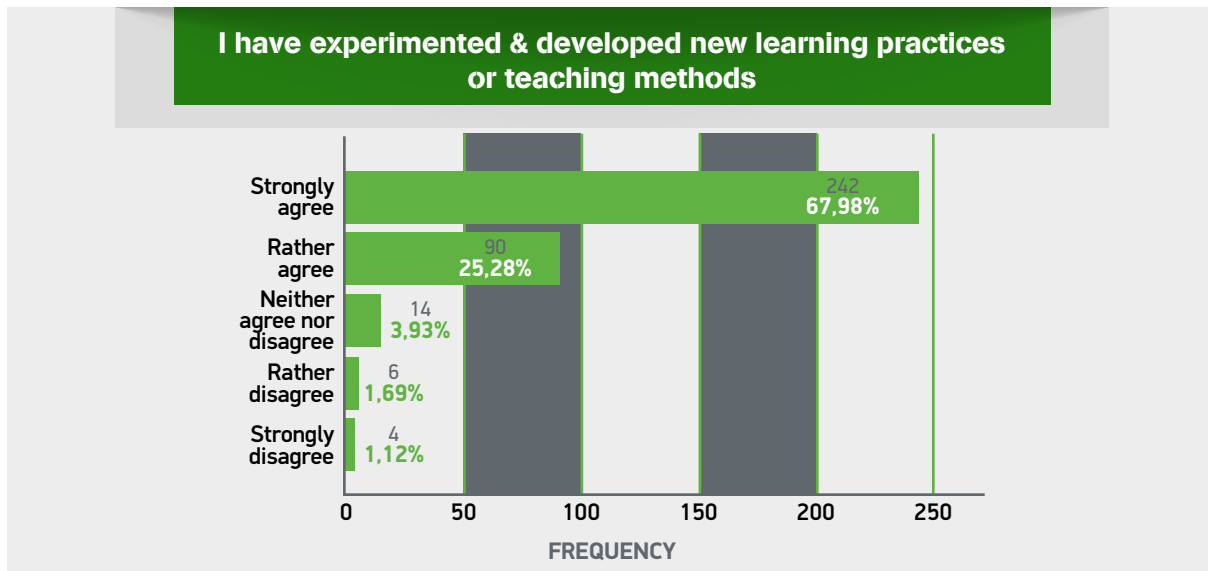


Figure 6: New teaching methods

The results show that mobility is an effective means to foster practical implementation at school level. Having a sound theoretical knowledge is not sufficient if not implemented in practice. A variation of teaching methods and tools allow teachers to differentiate their instruction when and where needed, to assist learners and motivate learners. Thus, learning new practices through mobility and applying them in real and authentic settings is the most effective combination.¹

Practical skills for current job and professional development

A percentage of 59,27% of the teachers replied that they strongly agreed with the link between practical skills and their professional development, whereas 33,71% rather agree with this fact.

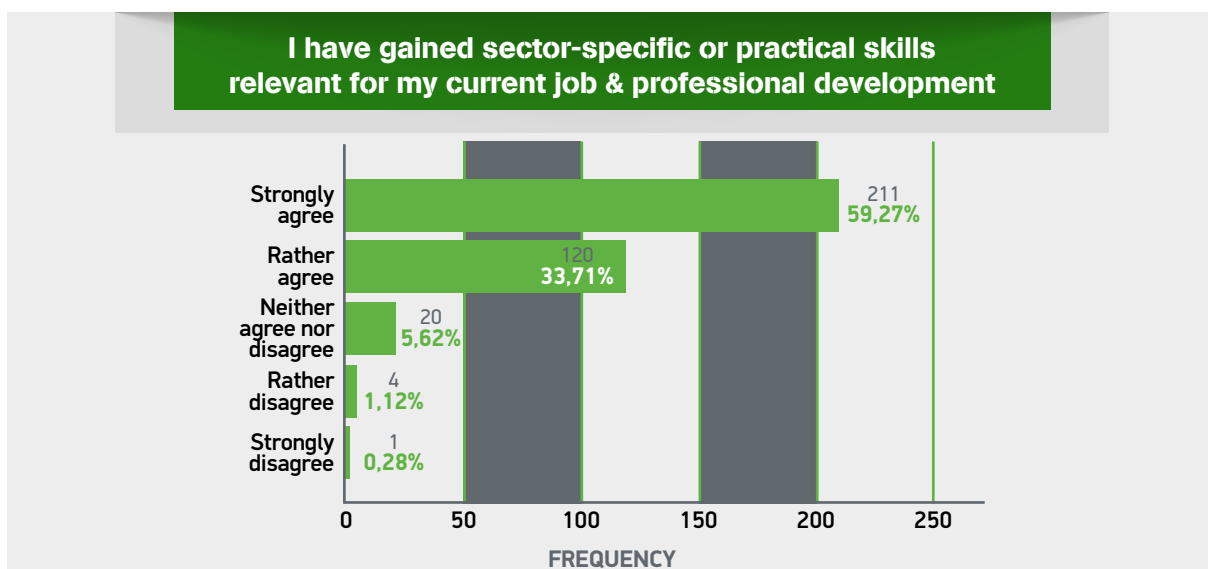


Figure 7: Practical skills for current job and professional development

1. The deviation of ± 0.01% in the total sum of the percentage values of the above figure is due to rounding of values to the first or the second decimal digit.

It can be argued that KA1 mobility covers a gap in the Greek school reality: the practical versus the theoretical aspect of their job. Greek teachers usually complain about the lack of practical training (in classes, with students) as well as the insufficiency of updated formal training which will upgrade their skills and themselves as professionals. It seems that KA1 mobility has provided this opportunity to the participant teachers. Thus, they feel practical skills are closely linked to their professional development.

Professional subject area knowledge improvement

A percentage of 52,03% of the teachers replied that they strongly agree in professional subject area knowledge and a 30,63% rather agreed.

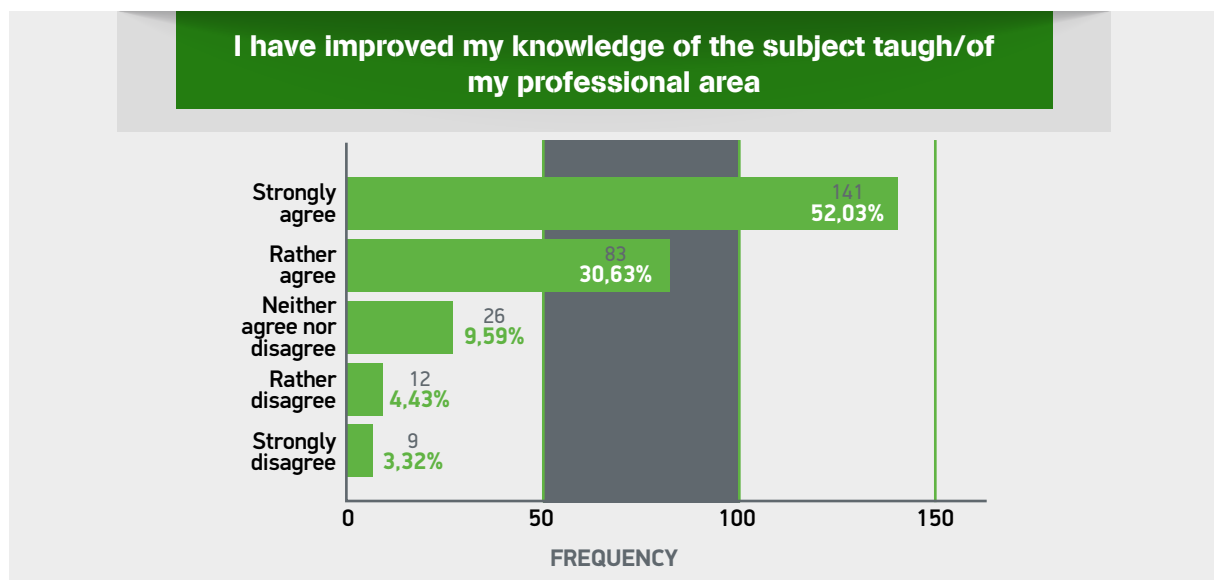


Figure 8: Professional subject area knowledge improvement

The findings are quite interesting as they imply that teachers through the mobility were able to update their knowledge and improve their cognitive development. It is important that teachers' knowledge complies with all the latest developments in the subject area/s teachers work on and to be constantly updated; mobility provides a unique opportunity for that and seems to be highly appreciated by teachers.

The extent to which knowledge of subject taught has improved

Responses vary between strongly agree (47,06%) and rather agree (35,29%). It can be inferred that teachers have felt positively in relation to enhancement of knowledge of the subject area they are involved in.

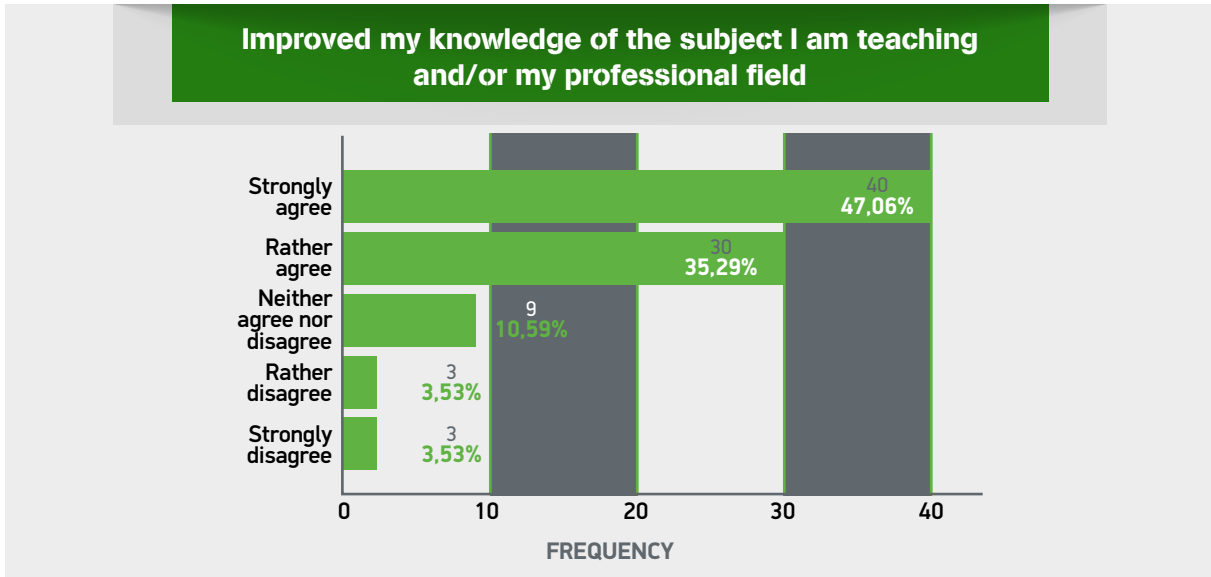


Figure 9: The extent to which knowledge of subject taught has improved

This also implies that their professionalism has also gained, given that new practices and techniques can be applied in class systematically.

Job satisfaction increase

The majority of teachers have replied positively with 58,30% strongly agreeing and 33,58% rather agreeing.

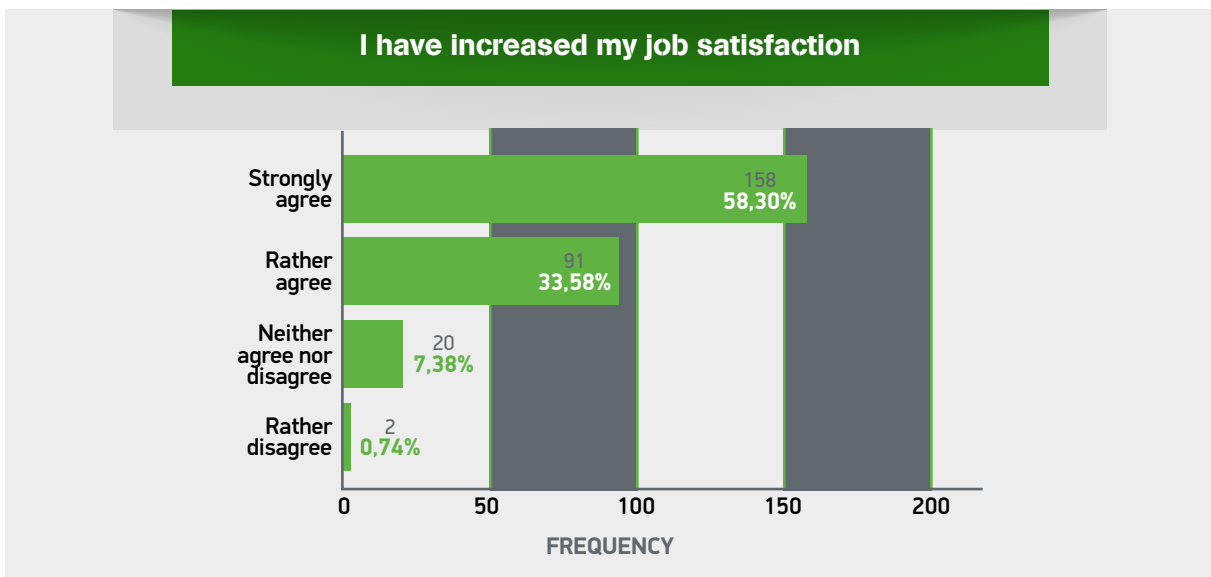


Figure 10: Job satisfaction increase

The above results highlight the strong connection between mobility and job satisfaction. Mobility has actually increased their desire for this profession and that is valid for a number of reasons ranging from doing alternative

teaching in new environments to watching colleagues apply new techniques to implementing good practices at school which s/he has already experienced through mobility. In any case, being satisfied with your job increases self-motivation, and triggers students' desire to learn.

Reconsidering attitude towards teaching

Equally positive are the responses in what concerns teachers' refreshing attitude towards teaching. Thus, 52,40% strongly agree and a 35,79% rather agreed on this.

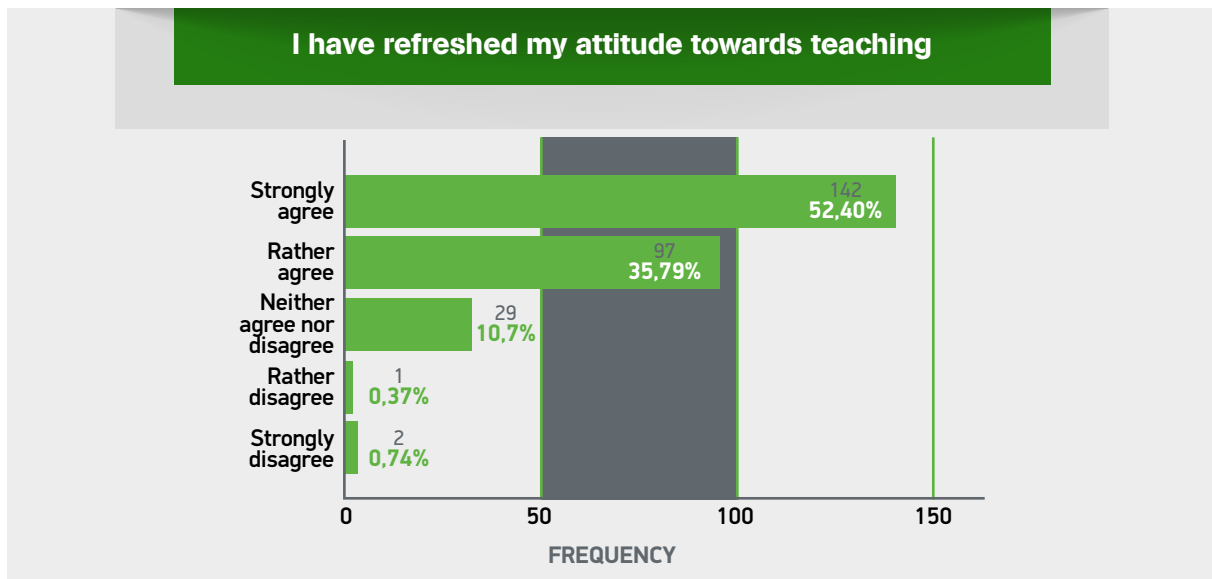


Figure 11: Reconsidering attitude towards teaching

More than half of them strongly believe that mobility has revived their desire for this profession; this is quite important as the particular profession is exhausting through the years. An equal important 35,79% rather agree that new paths of teaching refresh teacher themselves as professionals.

The extent to which teachers have become more motivated to continue developing professional skills

Teachers strongly agreed (58,82%) or rather agreed (34,12%) that their intention to further develop their professional skills has been enhanced.

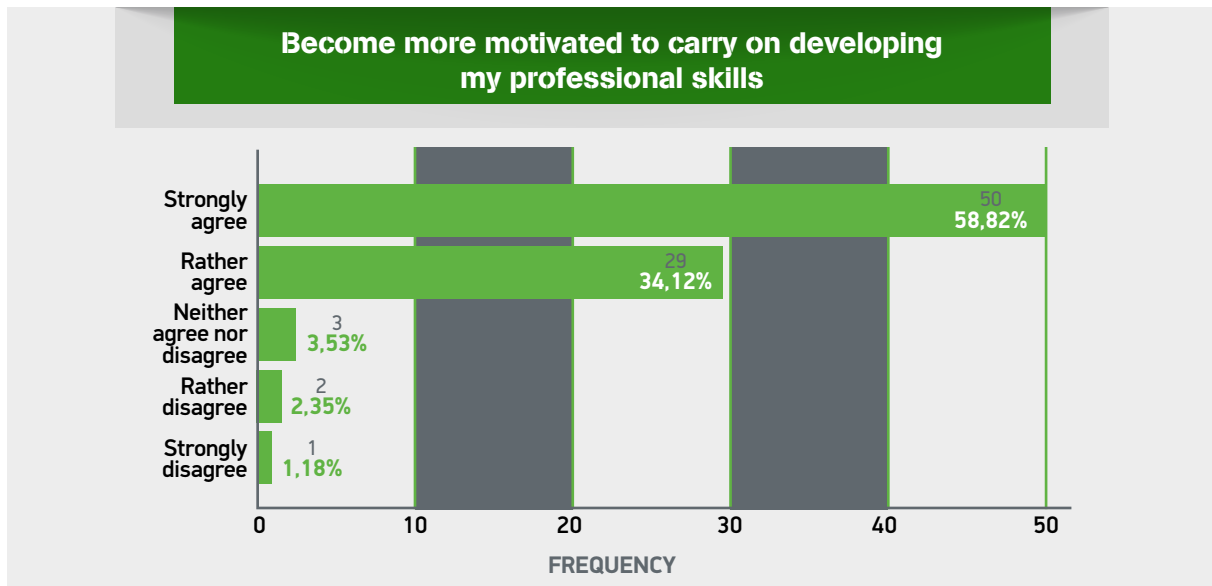


Figure 12: The extent to which teachers have become more motivated to continue developing professional skills

Responses imply that mobility contributed to a sufficient extent in triggering teachers' motivation and interest in upgrading their professional skills. The importance of lifelong learning can also be implied as a means for constant self-improvement.

Upgrading knowledge of school education system in other countries

Responses in this case are rather positive -strongly agree (65,31%) and rather agree (29,89%).

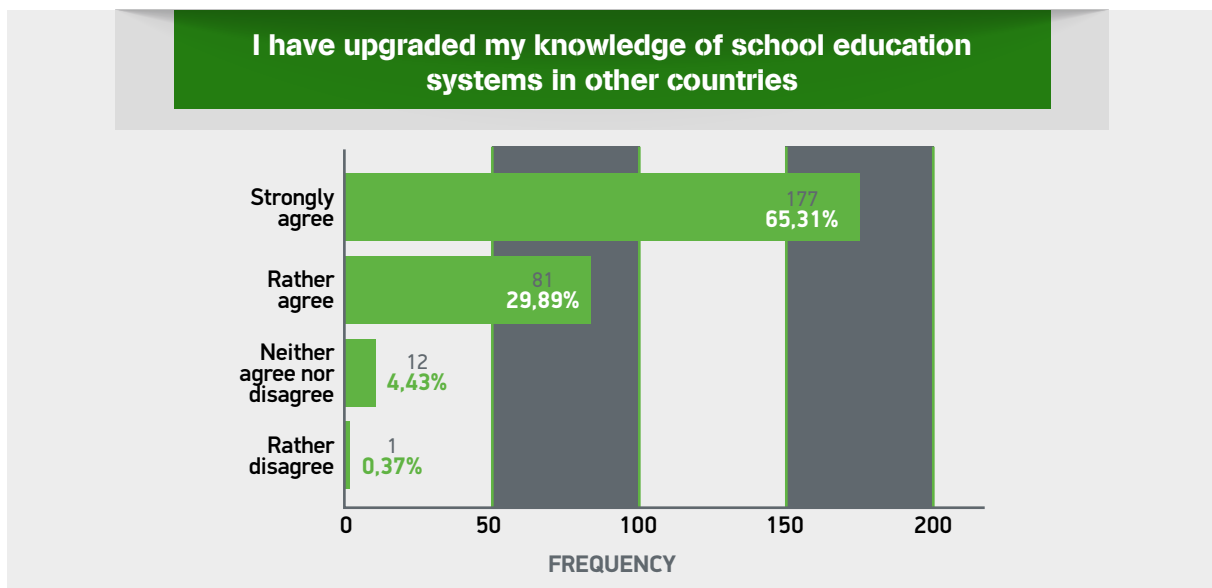


Figure 13: Upgrading knowledge of school education system in other countries

It can be argued that knowledge about other educational systems can help teachers improve their own practices. What is more, exchange of knowledge on the educational systems is a rather spontaneous part of the mobility itself, where teachers gather around, reflecting and sharing feedback on common ground.

Employment and career opportunities enhancement

Teachers' responses range from strongly agreeing (29,89%) to rather agreeing (40,59%) and neither agreeing nor disagreeing (23,62%).

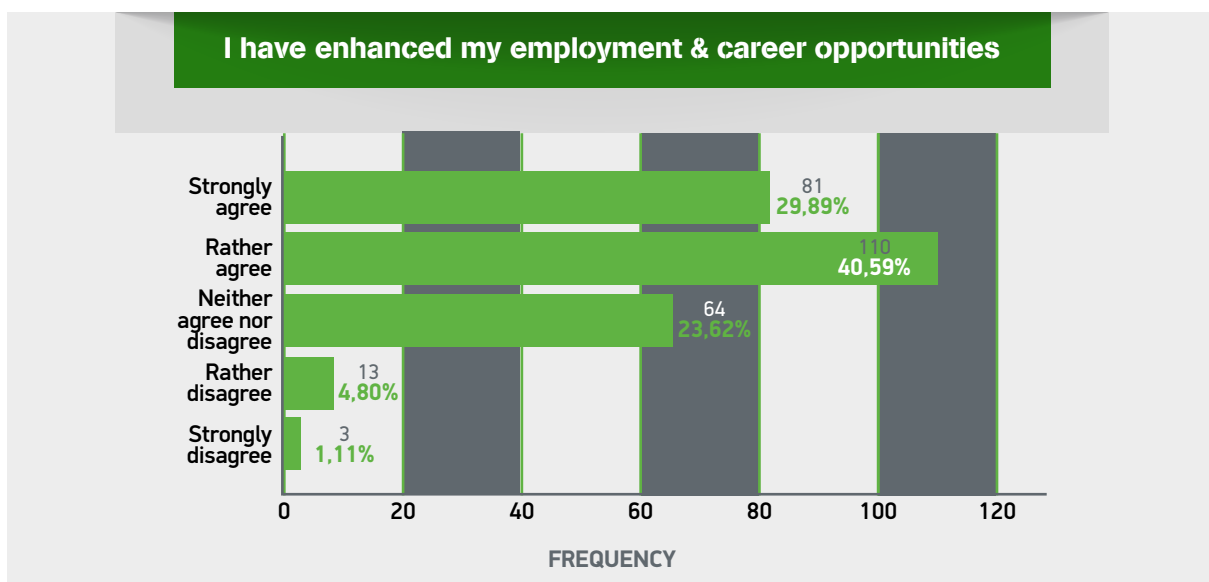


Figure 14: Employment and career opportunities enhancement

An almost 30% is strongly positive regarding the link between mobility and career opportunities. This may imply that participant teachers, either had new professional contacts, or have taken further professional decisions. Another significant 40,59% rather agrees and possibly believes that mobility has provided them with links to new actors, fields and establishments, useful for the future. A significant 23,62% is rather neutral, in the sense that they have not seen a direct impact in what concerns their own employment and career opportunities.

3.3.2. Impact of Erasmus+ KA1 mobility on Personal development according to the EU framework on Key Competences

This section reflects the participant teachers' perceptions on the level of impact on their personal competences. It follows the questionnaire items which correspond to the key and transversal competences according to the European Reference Framework, as well as the recent "Key competences for lifelong learning" which are developed through formal, non-formal and informal learning (European Commission, 2019).

Communication in mother tongue

The highest percentage of the participant teachers argued that they strongly disagree or rather disagree (33,6%, and 17%) with the use of the mother tongue for communication in mobility whereas a considerable percentage of teachers (24%) neither agree nor disagree.

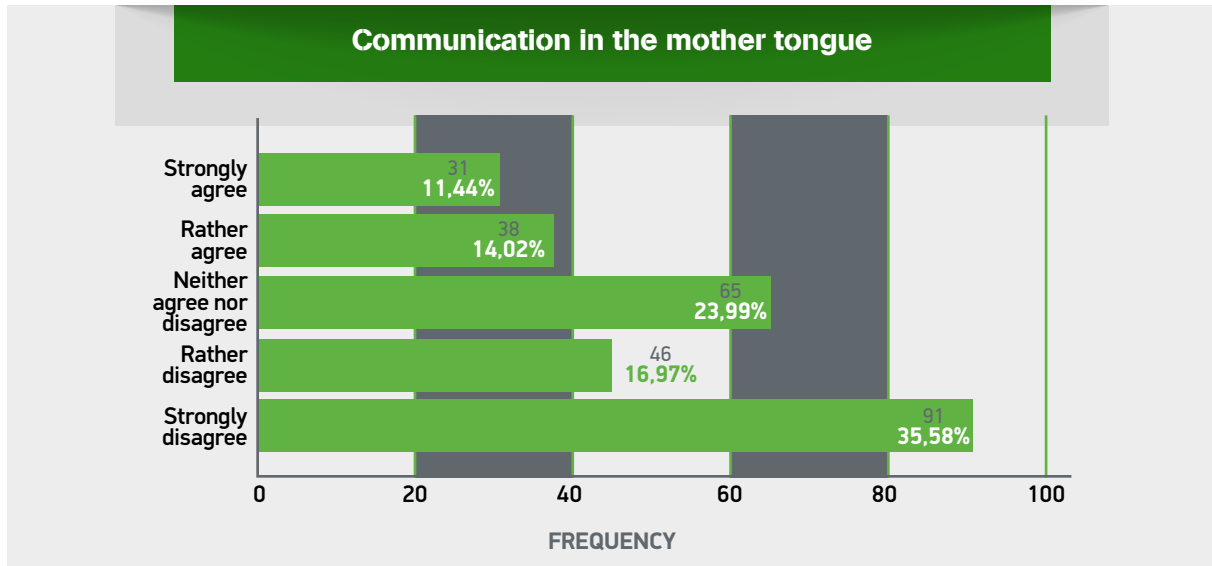


Figure 15: Communication in the mother tongue

The disagreement of participants for communication in mother tongue is an issue that has to be investigated further with the use of qualitative data. It could either indicate the perceived necessity of a “lingua franca” among the most-spoken languages in Europe (i.e. use of English for communication purposes). Or, it could be interpreted as a challenge from their part, which they have to accept and (attempt to) learn a foreign language in order to effectively communicate, participate and benefit from mobility, as Greek is not widely-spoken. Their answers could be indicative of the fact that even if participants do not feel confident about their linguistic skills, they are willing to develop them in order to participate in Erasmus KA1 mobility. Rather than undeniably accepting the use of foreign language as an obstacle they most probably see mobility is an opportunity for learning and practice.

Foreign language improvement

The participant teachers’ responses ranged between strongly agree (56,09%) and rather agree (30,63%).

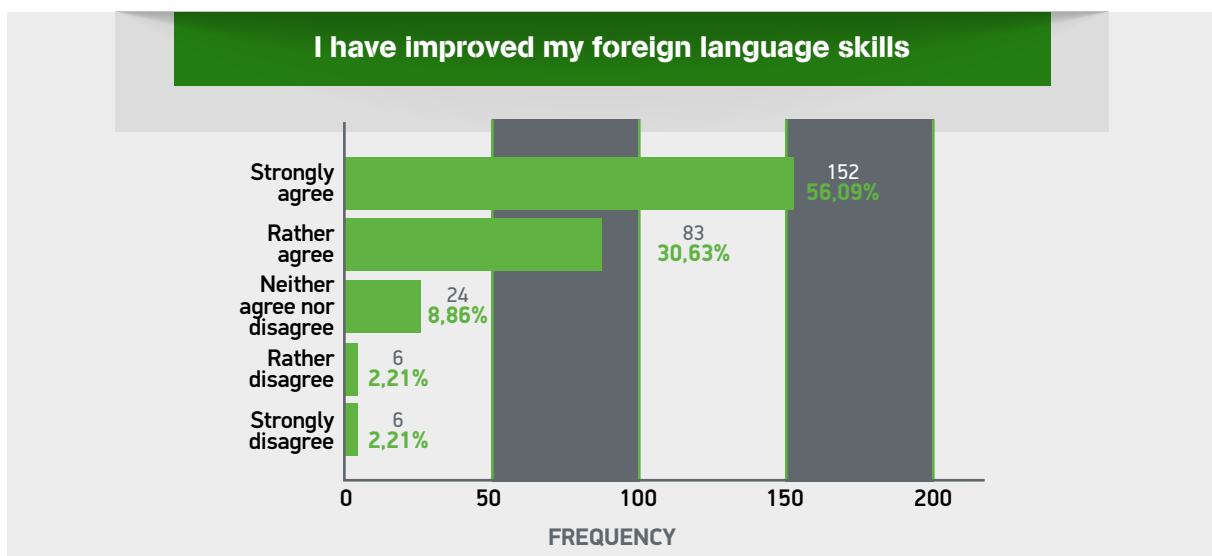


Figure 16: Foreign language improvement

Through mobility, teachers are offered with excellent opportunities not only to become aware of other languages/cultures but also to practice languages either for communicative purposes or for scientific reasons. Enhancing self-confidence in speaking a foreign language is also a direct implication which in turn promotes the appreciation of multilingualism.

Digital competencies

Based on responses teachers seem to have enjoyed the use of ICT in mobility and confirmed that they have improved their digital skills - strongly agree (46,49%) and rather agree (31%).

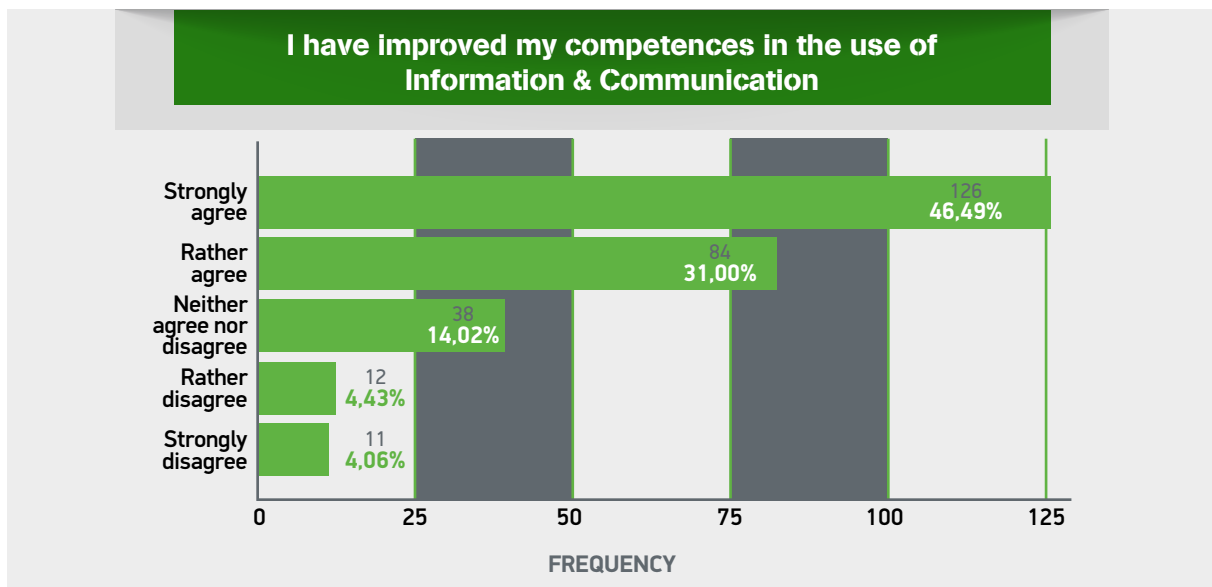


Figure 17: Digital competencies

Improving digital competences, even becoming familiar with ICT potential is equally significant for teachers and students, as citizens of the world. Nevertheless, ICT is part of the learning process, and facilitates teaching as supportive aid in today's classrooms. To this end, being digitally skilled is a qualification to be further reinforced.

Math, science and IT competencies

Various responses are provided in this question: a percentage of 12,94% strongly agrees, 28,24% rather agrees, whereas 20% of the teachers neither agree nor disagree, another 20% rather disagrees and 18,82% strongly disagrees.

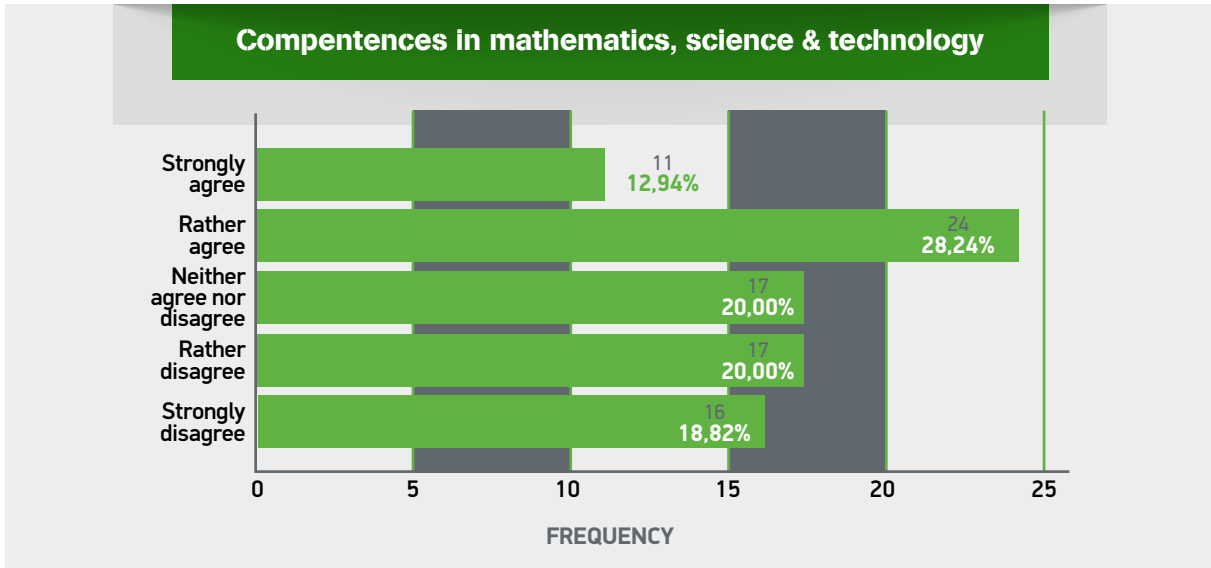


Figure 18: The extent to which math, science and IT competencies have been enhanced

The variation of answers implies a number of issues worth of further investigation. In relation to the group of dissatisfied teachers, the topic/s might not be relevant to the STEM sciences; teachers may have not had the opportunity to truly gain from relevant activities; partners may have not offered much information, practice and knowledge on the target disciplines; activities may have not been explicitly organized to offer the necessary input; activities implemented within and about these disciplines may have been inadequate. In any case, there is an equal percentage of satisfaction by teachers who felt that their skills have been improved in the above areas.

Practical skills

A percentage of 54,78% strongly agreed that they gained practical skills (organization, planning and management), whereas an equally important percentage of teachers (35,4%) replied that they rather agree with that.

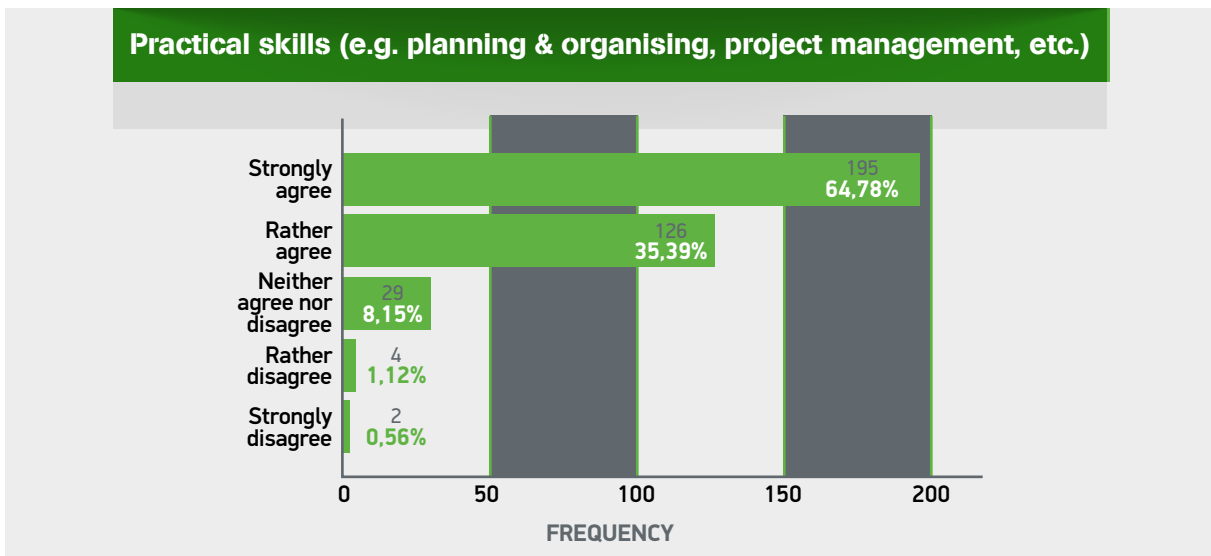


Figure 19: Practical skills

This implies that mobility has greatly contributed to reinforcing their skills in practical issues that had to do with organizing activities and handling project processes, thus becoming more experienced.

Analytical skills

A big percentage of teachers strongly agree (36,4%) or rather agree (47,2%) that their analytical skills have been enhanced.

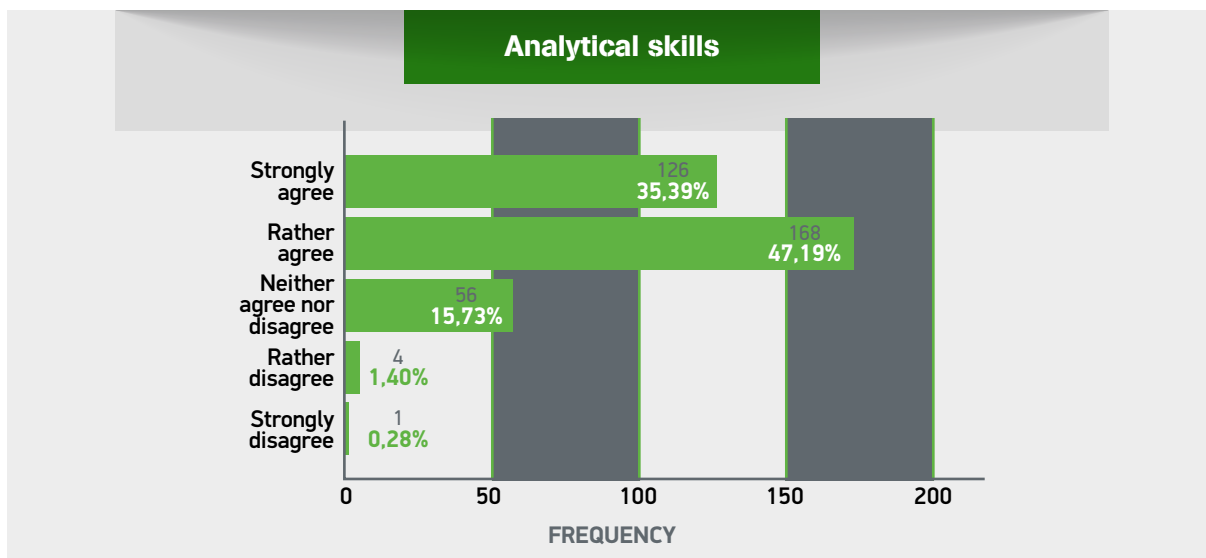


Figure 20: Analytical skills

This is quite encouraging, for both teachers and students. On one hand, mobility helped participant teachers to deal with various issues, to evaluate them and decide on what to do. On the other, these kind of skills were also transferred to their students especially in higher levels (senior high schools), where students are taught how to investigate, analyze and then synthesize their learning.²

Entrepreneurial skills

Participant teachers have found the experience very positive. The majority replied that they either strongly agree (22,19%) or rather agree (42,70%) that their sense of initiative and entrepreneurship has been enhanced.

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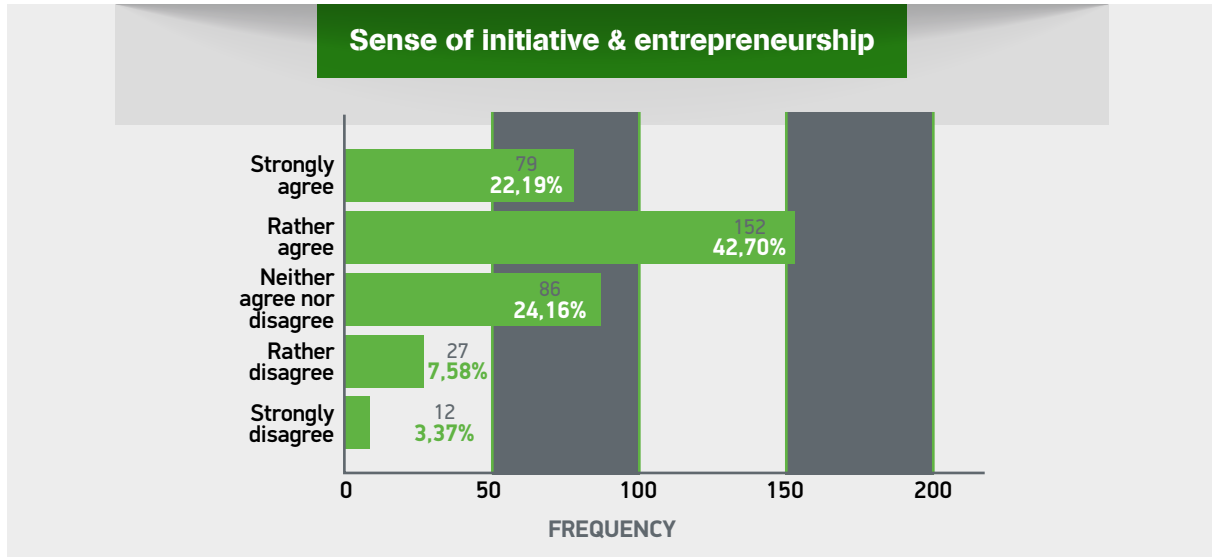


Figure 21: Sense of initiative and entrepreneurship

According to the participants' answers, their sense of initiative and entrepreneurship have been enhanced for the majority of the teachers, working in all types of schools. It can be argued that, for the majority of the teachers, their mobility contributed to the development of their entrepreneurship competence, i.e. their ability to turn ideas into action and develop a sense of creativity, innovation and risk taking. Arguably, participation in mobility also enhances participants' ability to plan and manage projects in order to achieve planned objectives. This is particularly important for Greek teachers, as these skills are not often targeted in standard training activities.

Learning how to learn

The majority of the participants strongly agree (63,20%) or rather agree (27,53%) that the activities implemented within the mobility helped them to learn how to learn.

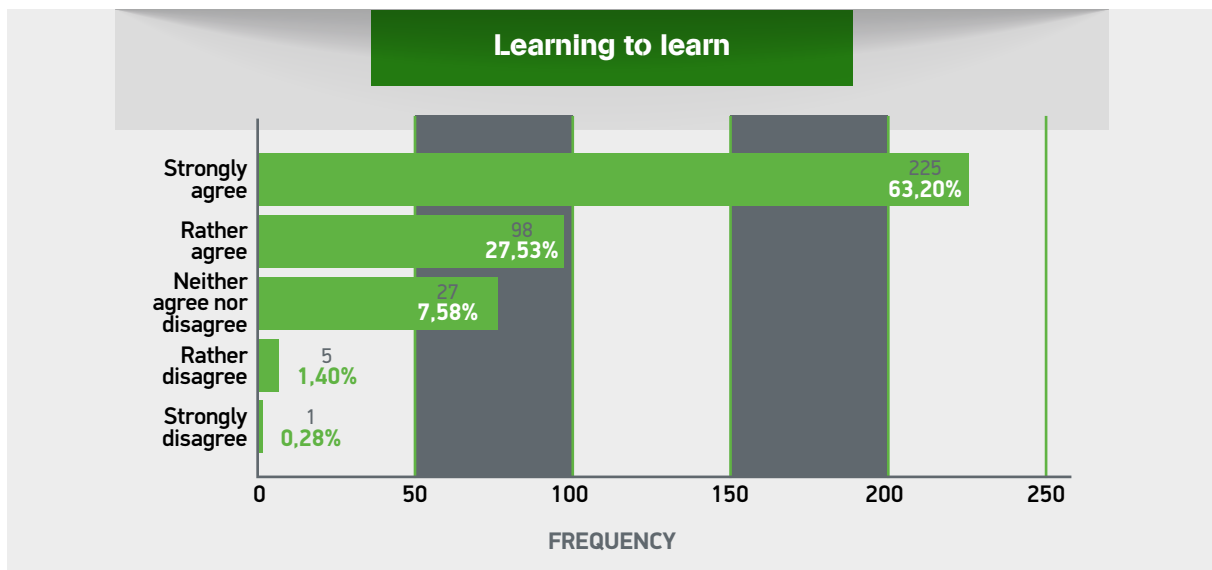


Figure 22: Learning how to learn skills

It is an interesting result for both teachers and students, since learning “how to learn” is a fundamental life skill responding to the different learning styles and abilities. According to Vygotsky’s zone of proximal development (Vygotsky, 1978), it is important to help students gradually build on their capabilities. Training them to realize how to proceed with their own learning is significant for independence and autonomy. Teachers had a valuable opportunity through the mobility to decide how to best take advantage of the mobility opportunity, how to do and how to deal with their own learning and actions during the mobility process.³

Interpersonal and social competences

The great majority of teachers either strongly agree (72,32%) or rather agree (21,40%) that interpersonal and social competences have been enhanced.

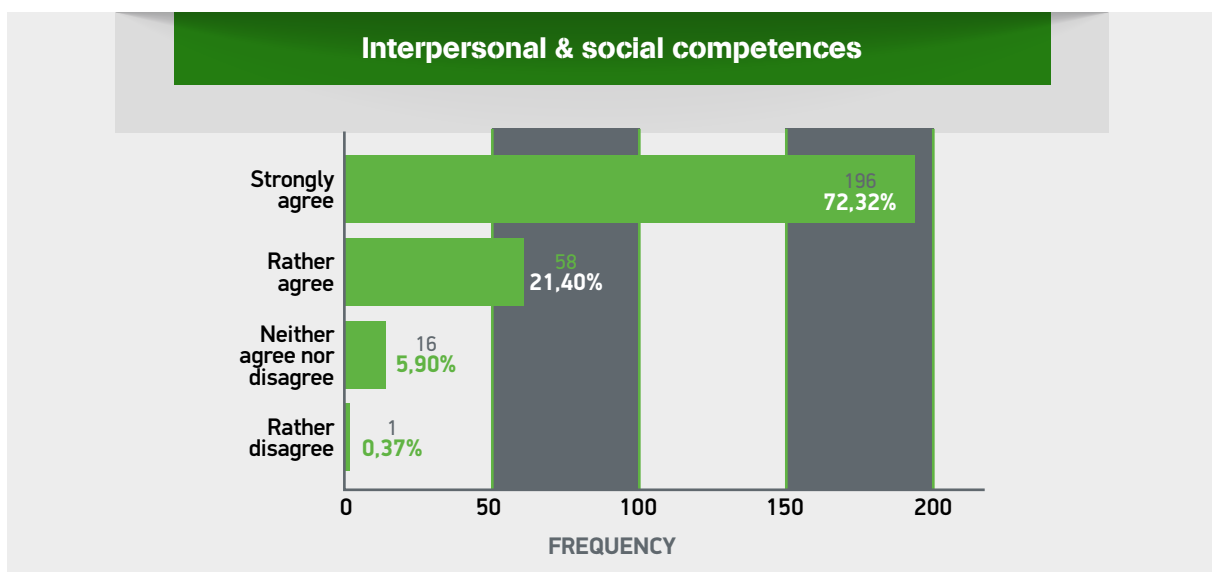


Figure 23: Interpersonal and social competences

As resulted from the answers, the teachers feel that mobility is by itself an opportunity of interaction and exchange of views. It “pushes” persons to open up and deal with situations in collaboration with others. In turn, the school opens up to society because of the teachers’ social skills’ enhancement.⁴

Emotional skills

A very high percentage of the participant teachers strongly agree (62,73%) of rather agree (28,41%) that KA1 mobility has helped them enhance their emotional skills.

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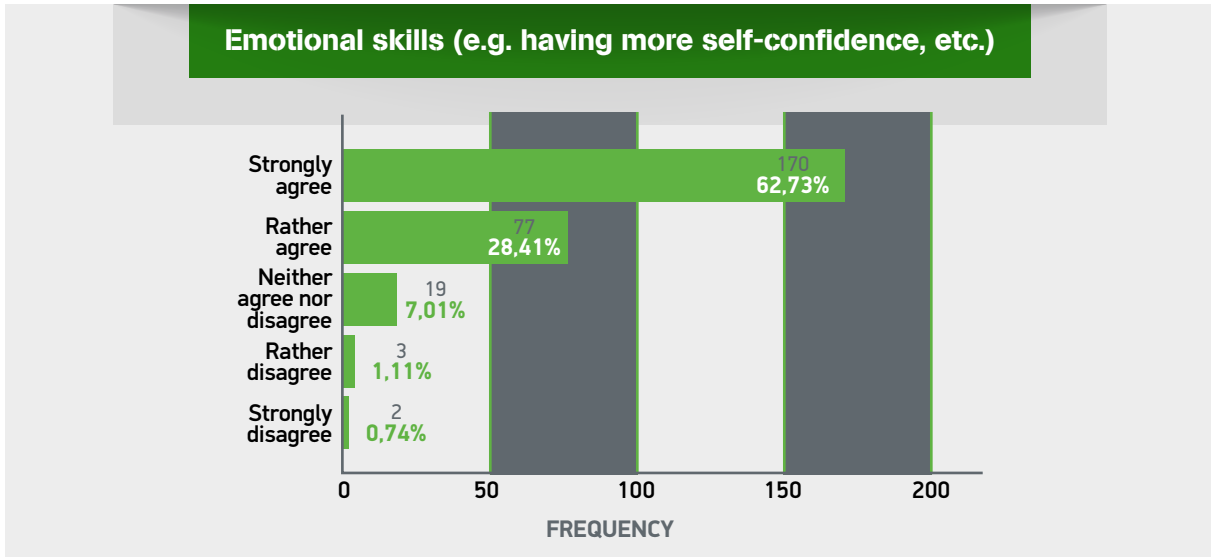


Figure 24: Emotional skills

Emotional or socio-emotional skills are important in life and are learnable. Mobility is a space for emotional skills' enhancement: to increase one's self-confidence, to be open to experience, to be positive, to try new things and to get things done as required and in time. These skills are even more important for today's teachers who deal with bullying, mixed ability classes, multicultural classes, aggressive behavior etc.

Cultural awareness and expression

The great majority (71.91%) strongly agrees or rather agrees (23%) that that the attitude has been improved due to KA1 mobility.

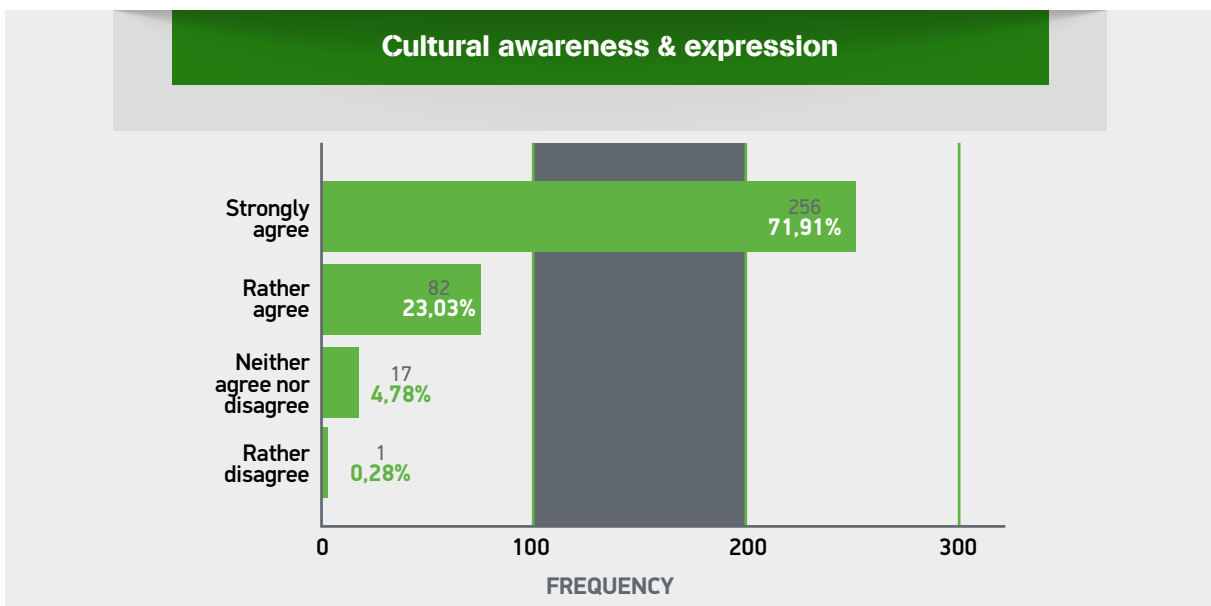


Figure 25: Cultural awareness and expression

From the answers provided, mobility has greatly affected teachers in being more culturally tolerant and more open to others. Mobility is a multicultural activity by itself where people with different backgrounds gather together under the same aim and common needs. It can be argued that KA1 mobility is in a way compatible to the contemporary multicultural school classes. Respecting cultural expression is beneficial for students as well, nevertheless, many KA1 thematic areas deal with respect of culture.

Social, linguistic and/or cultural competences

Responses are encouraging ranging between strongly agree (68,63%) to rather agree (26,94%).

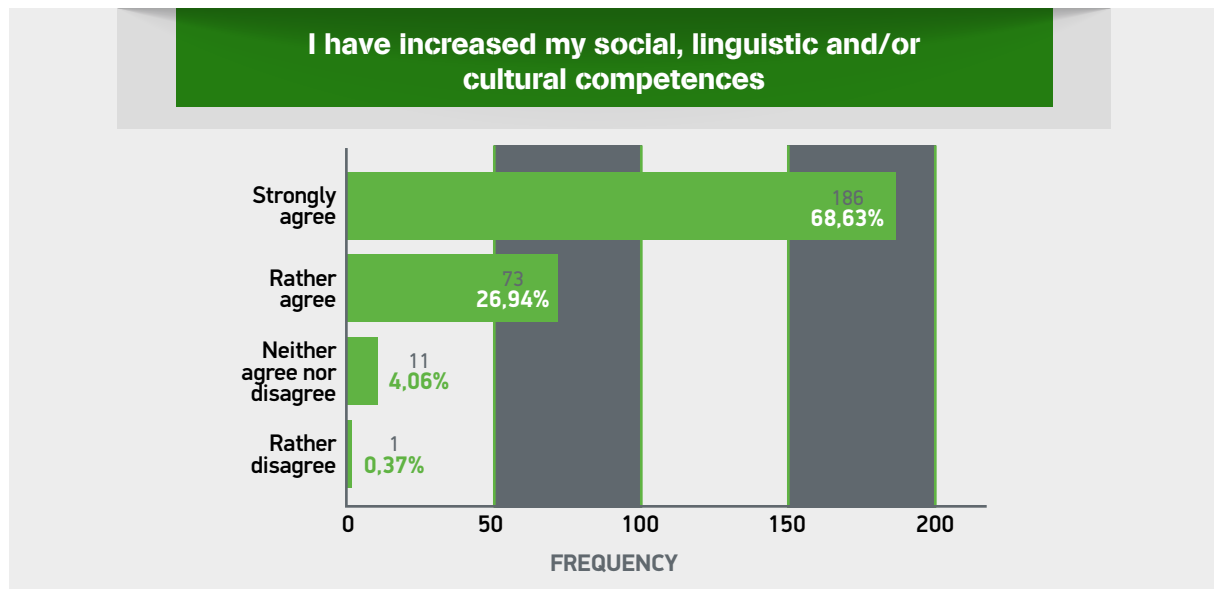


Figure 26: Social, linguistic and/or cultural competences

Through mobility interaction, teachers' responses confirm that their social, linguistic and cultural competences are inevitably reinforced in a rather "natural" way. These are competences quite necessary in today's multicultural schools; s/he applies in mobility the same competences that s/he needs to have at work.

Increasing awareness of European funding methods for school education projects

A 53,87% of the teachers strongly agreed, and another 32,10% rather agreed on this.

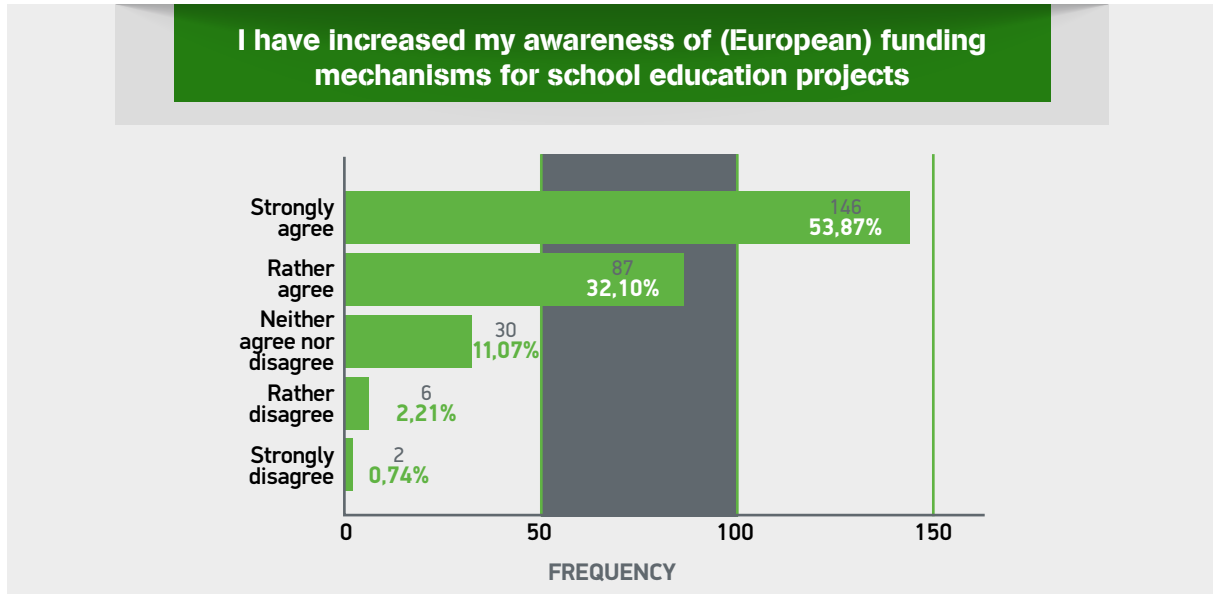


Figure 27: Increasing awareness of European funding methods for school education projects

Mobility is, according to teachers, an efficient way to learn how to deal with European projects and participant teachers highly appreciated this opportunity. Discussing relevant issues provides teachers with self-confidence on how to proceed with applications, where to find partners—even the host mobility partners – and the common thematic areas they can elaborate on. Getting familiar with EU project processes increases teachers’ interest in participating.⁵

Social and civil skills

Responses were positive to a very high extent (75,29% & 12,94%). Teachers have felt that mobility highly responded to the improvement of social and civic competences, basic skills as citizens.

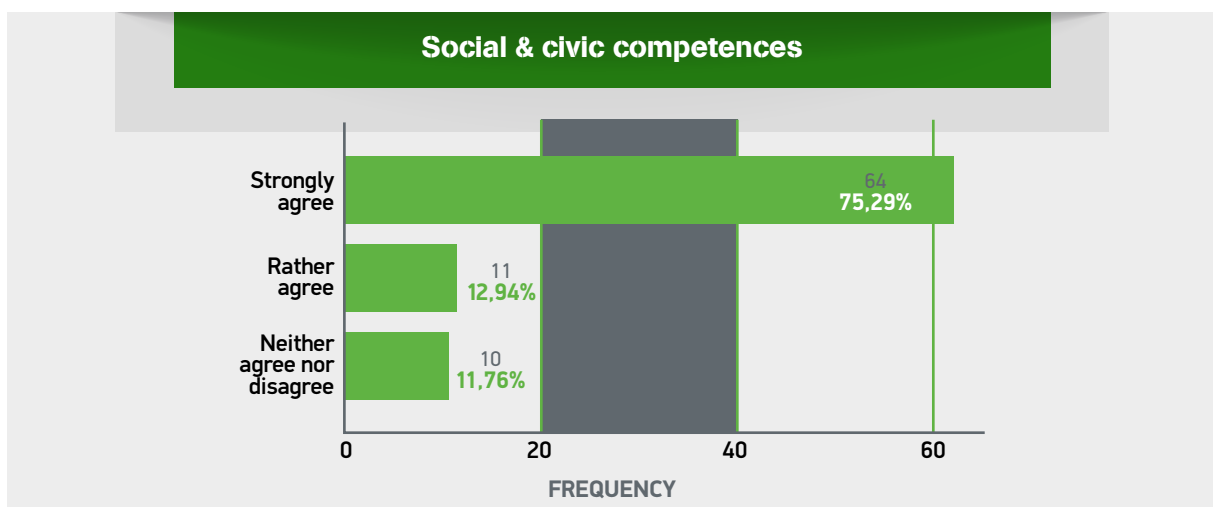


Figure 28: Social and civil skills

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As social and civic skills include personal communication skills, knowledge of political systems, and the ability to critically think about life from different points of view, mobility is effectively working towards this direction.⁶

Team skills

The majority of teachers replied very positively: 69,41% strongly agreeing and 25,88% rather agreeing. They felt that cooperation through working in teams has been improved greatly. This is an important conclusion for the Greek reality which has traditionally applied an individual-driven model of working.

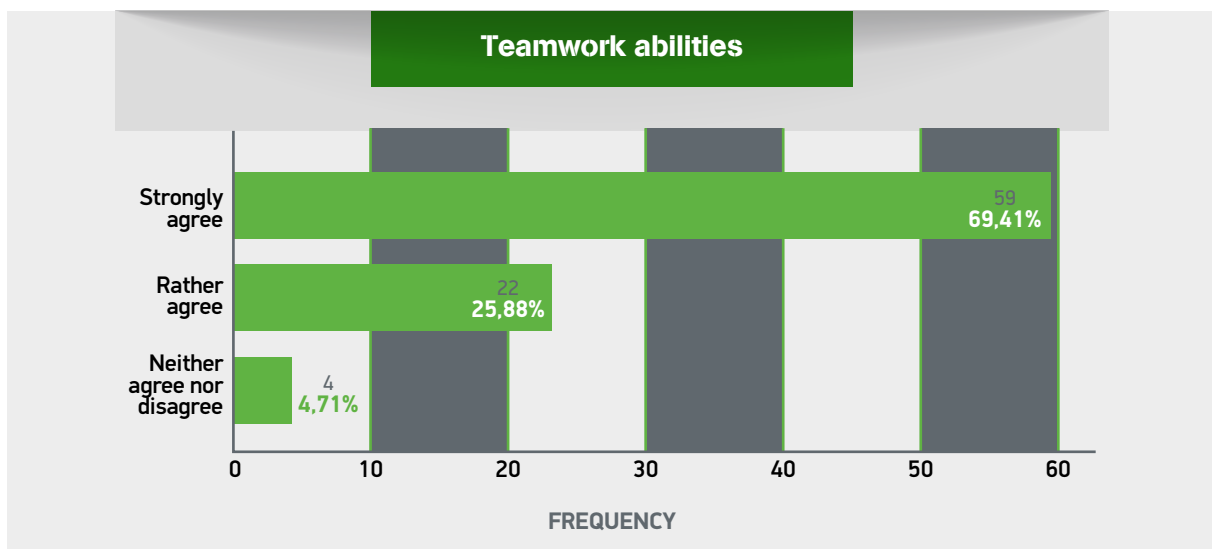


Figure 29: Team skills

Through learning to work in groups teachers can become a useful example for the students as well, given that young people are only convinced when they see things in practice; teachers, then, become role models. To this end, teamwork is beneficial for sharing ideas and solutions and may offer better opportunities to handle situations rather than these being held individually.

3.3.3. Impact of Erasmus+KA1 mobility on School Culture and Curriculum

In this section, results come from evaluation reports as well as questionnaires. The analysis of participant teachers' perceptions about the impact of Erasmus+ KA1 on school indicated that positive changes have taken place as far as learning outcomes are concerned; the situation is not similar in the case of institutional capacity building, an issue that needs additional attention.

Learning outcomes

Learning outcomes relate to teaching, methodological, pedagogical and organizational issues. It is worth noticing that alternative teaching practices are of the highest interest for teachers. Cooperation skills, organizational and managerial skills, and linguistic skills are also, according to teachers, the skills that were practiced more through KA1 mobility.

6. The deviation of $\pm 0.01\%$ in the total sum of the percentage values of the above figure is due to rounding of values to the first or the second decimal digit.

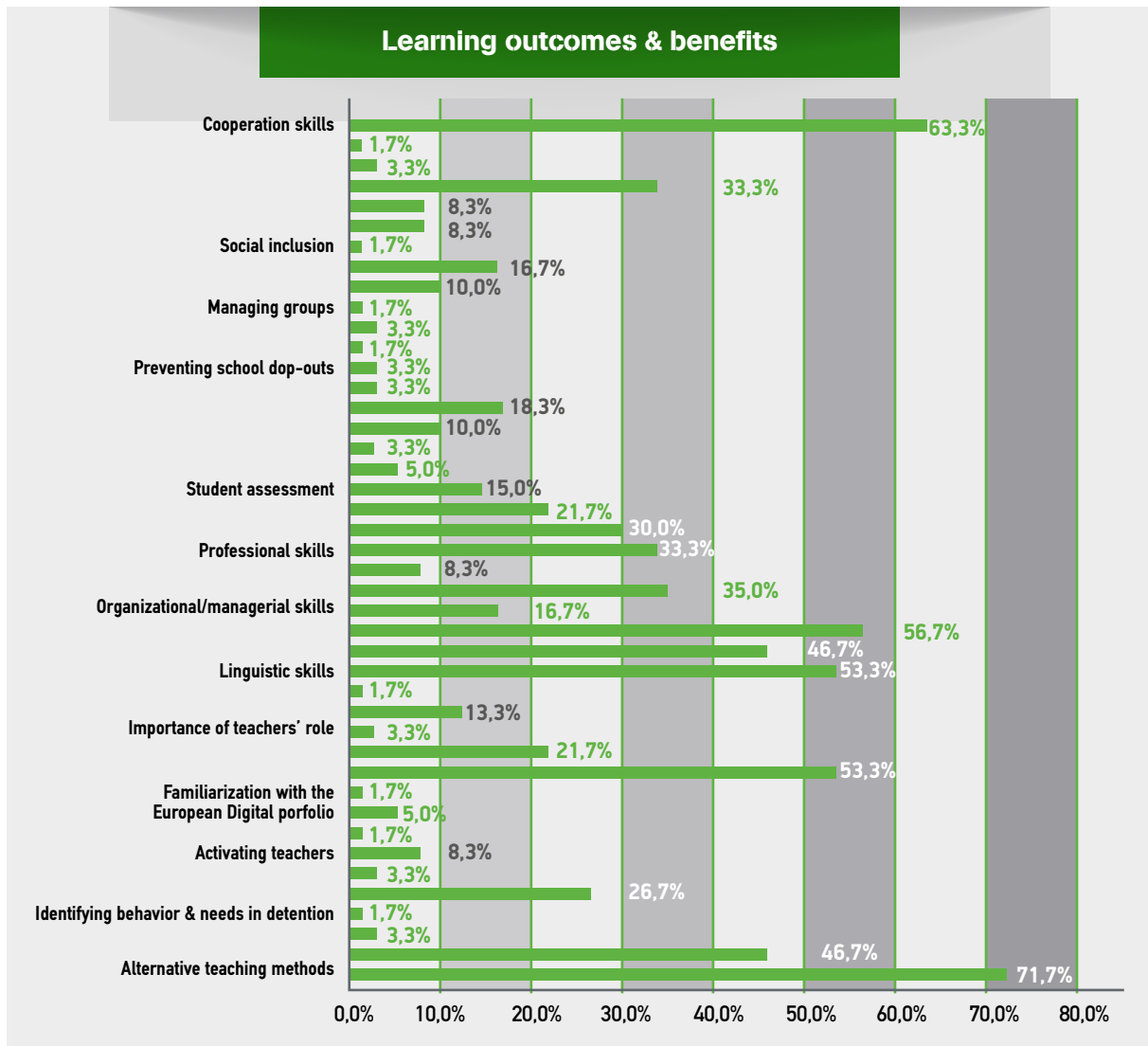


Figure 30: Learning outcomes

Specifically, and based on the above figure, the learning outcomes are concerned with teaching topics and the application of alternative teaching methods, the understanding of specialized skills such as the use of theater language in education for example, student assessment best practices, teaching techniques for students with learning difficulties or other learning disabilities.

Alongside these skills, participants also benefited from the teaching of ICT, enriching their digital skills, familiarizing themselves with many digital tools, platforms and digital creative activities. Based on the aforementioned figure (Figure 30), participants also acquired cultural/intercultural skills and became more active and able to perceive the importance of their role as teachers. They also acquired professional skills and were involved in promoting the European dimension of their school and education in general, through their knowledge for other countries' educational systems or acquiring European citizenship skills (e.g. knowledge of the European Digital Portfolio).

Participants also enhanced their cognitive and metacognitive skills, educational material evaluation skills, initiative or responsibility skills, as well as skills for continuous improvement. Significant benefits were also given

to the vocational orientation of students (mainly for vocational schools), improving their level of many technical skills and increasing their incentives to attend classes and participate with interest in school educational activities. Through their participation in mobility projects, participating teachers and school organizations were given the opportunity to become familiar with creative thinking and creativity in education in general, as well as to acquire the necessary tools for their language enhancement in European partner languages.

At the same time, they developed collaborative, communicative, social and emotional skills as well as self-esteem, essential elements to empowering themselves in order to effectively manage their multi-tasked and demanding roles. The participants in the mobility projects also had the opportunity to acquire diversity management skills, school drop-outs prevention skills, delinquent and/or aggressive behavior management skills, conflict management skills, team management in general and social inclusion skills, respect and tolerance skills or more specialized skills such as identifying people's behavior and needs in youth detention settings.

They also gained benefits related to organizational or administrative issues as well as pedagogical issues such as stress management skills, classroom management, enhancing students' pedagogical and teaching issues, or creating an environment of trust in school-student-school relationships.

The extent to which organization and management at own institution have been improved

Teachers strongly agreed (43,63%), rather agreed (31,76%) or neither agreed nor disagreed (22,35%) that the home institutions have improved their organizational and managerial skills.

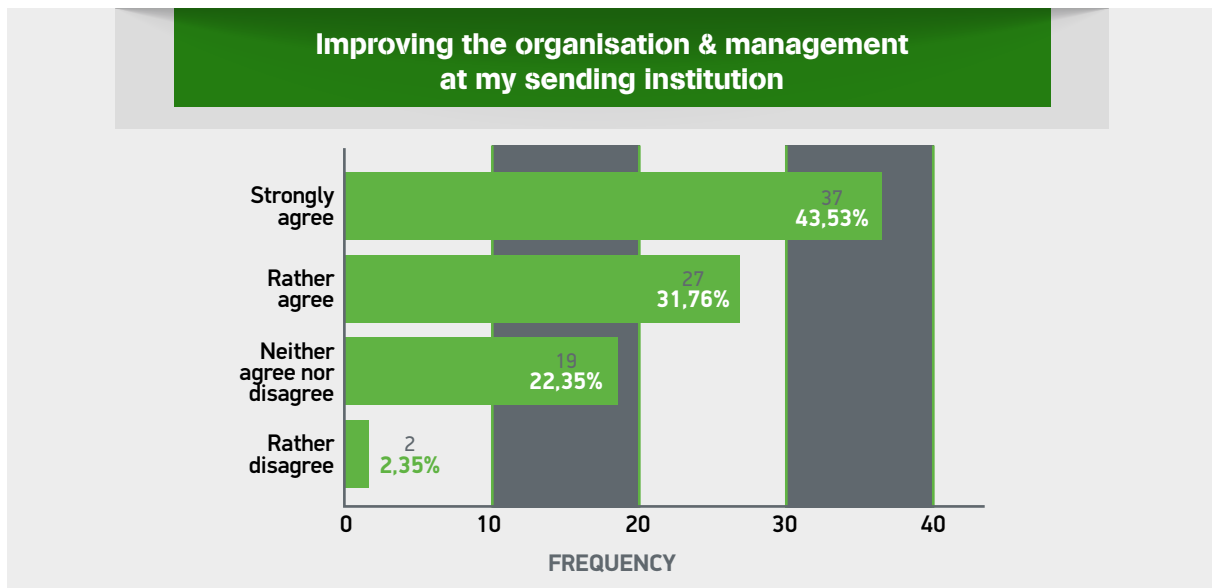


Figure 31: The extent to which organization and management at own institution have been improved

This implies that the institutions were involved in a number of organization processes, vital for mobility and relevant activities. It may also imply that institutions have gained expertise on how to best organize their institutional practices or adapt bureaucratic practices so that to facilitate KA1 mobility procedures.⁷

7. The deviation of $\pm 0.01\%$ in the total sum of the percentage values of the above figure is due to rounding of values to the first or the second decimal digit.

The extent to which there is willingness to start or join new European/international projects

A high percentage (71.76%) strongly agreed and another 23.53% rather agreed that their institution has started or intends to join new European/international projects (Figure 32).

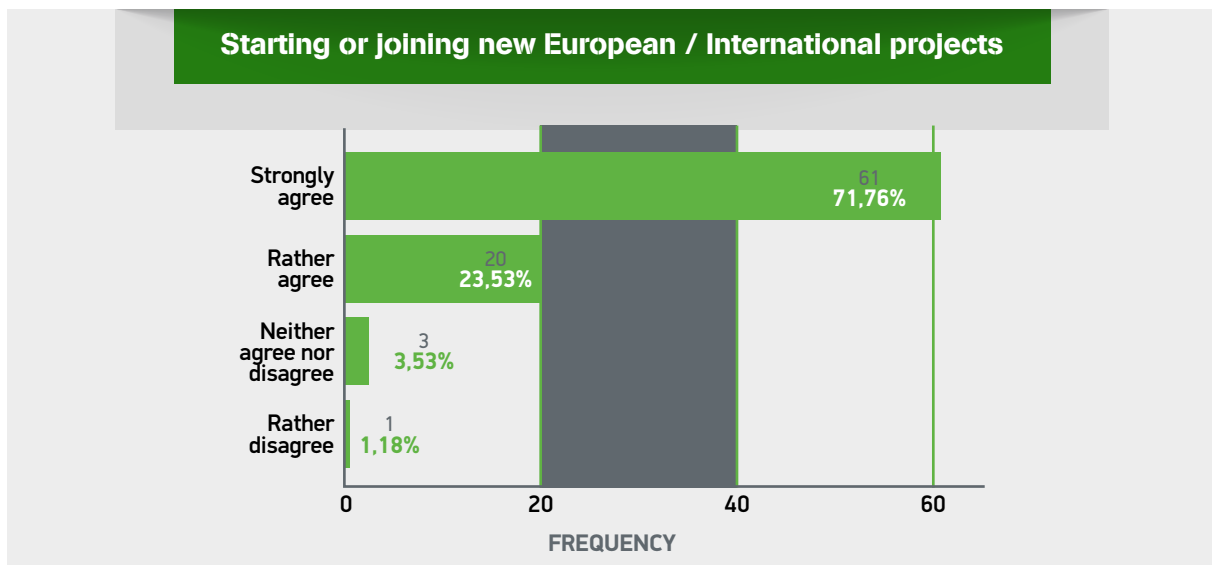


Figure 32: The extent to which there is willingness to start or join new European/international projects

According to the results it can be supported that institutions have started appreciating not only the value of mobility but also the significance of EU projects in the educational school practice. As projects include both pedagogy and administration, they can operate as a reference model for any kind of changes and modification in issues of pedagogy, practice, administration or social collaboration.

Attitude of own sending institution towards sending more personnel on such projects

The majority of teachers (81.18%) strongly agreed that mobility has greatly influenced the schools' attitude towards mobility schemes in education and the necessity for European cooperation among institutions through mobility and other schemes.

Reinforcing a positive attitude of my sending institution towards sending more staff on teaching assignments, job shadowing or training abroad

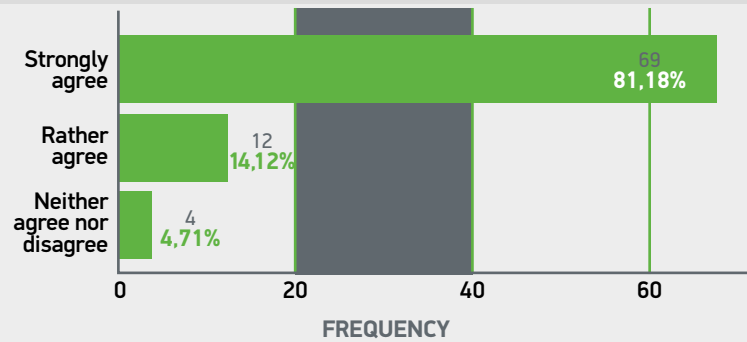


Figure 33: The extent to which there is reinforcement of positive attitude of own sending institution towards sending more personnel on such projects

Mobility may be considered as an alarm sign that there are common needs and common goals among persons with the same professions and /or specialties. Personal contacts through mobility can promote this feeling of commonness. Given that the European community fosters exchanges for professional, personal, academic or other purposes, all types of KA1 mobility are beneficial for schools; the latter is spread among school communities.⁸

The extent to which the project has led to the introduction of changes at own institution

A percentage of 39,11% participant teachers neither agree nor disagree; another 14,39% strongly agree and a 29,15% rather agree.

Has led to the introduction of changes in the organisation/management of my sending

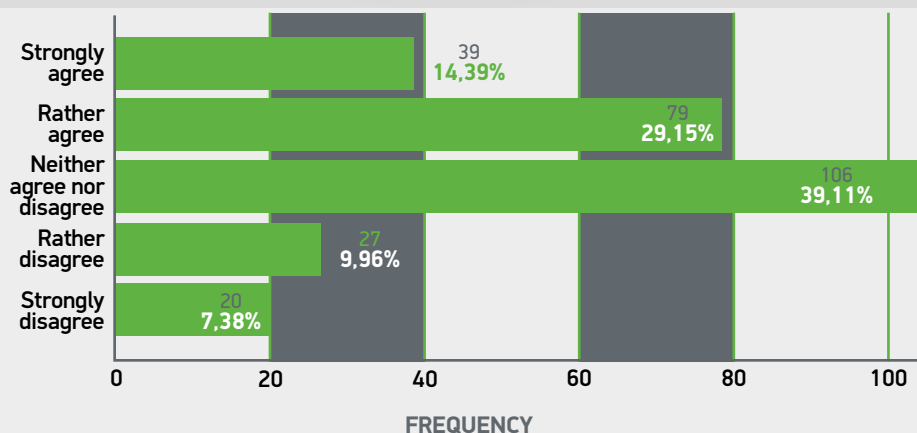


Figure 34: The extent to which the project has led to the introduction of changes at own institution

8. The deviation of $\pm 0.01\%$ in the total sum of the percentage values of the above figure is due to rounding of values to the first or the second decimal digit.

Thus, it can be argued that the teachers are not very satisfied with the degree of new concepts' implementation at schools and/or their impact on changes and modifications in the curriculum. This may be due to a number of reasons; institutions may not be ready for changes; adequate time is needed for personnel to familiarize themselves with new practices; the school stakeholders do not feel confident to apply changes; limited freedom in shaping subjects according to changes; curricula framework rather stiff.⁹

3.3.4. *Sharing Experiences and Dissemination within School and wider education and local community*

The results of this section indicate that most of the teachers share their experiences of the mobility within the school community. A percentage of 53,09% participants strongly agreed and a 36,24% rather agreed. Teachers feel that schools provide many opportunities to share knowledge among students in practice in class and a satisfactory percentage has implemented new knowledge. At the same time, implementation of new knowledge can be considered fragmentary, since all changes in the curriculum need to be introduced officially by the government.

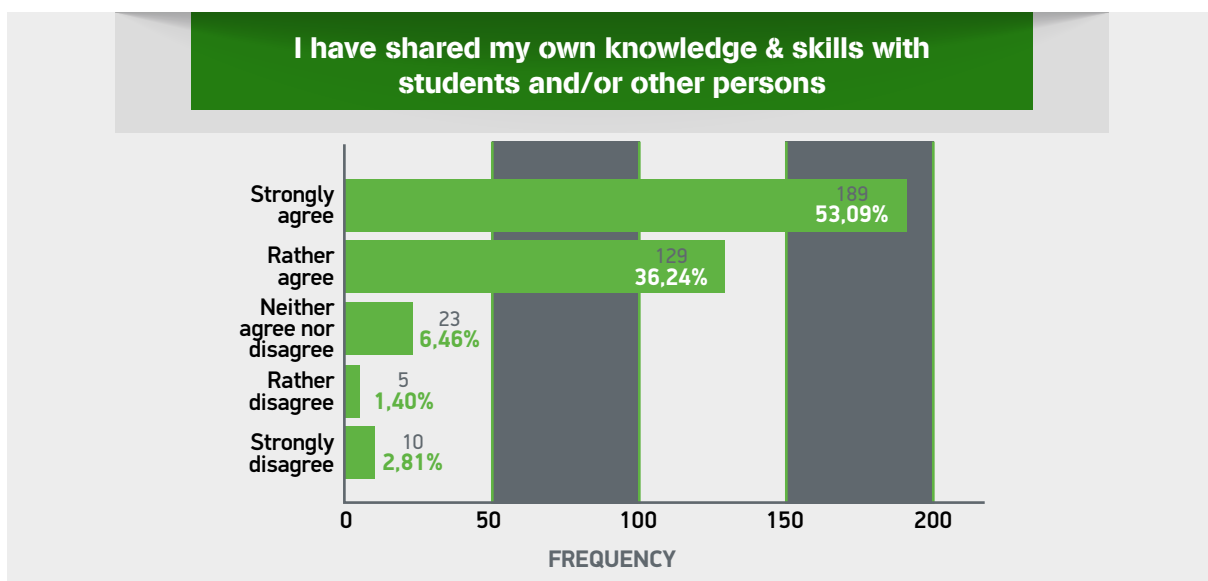


Figure 35: *Sharing own knowledge with students and/or other people*

The responses imply a number of assumptions. Firstly, teachers most probably realized the importance of transferring the new knowledge to students. What is more, it was evident that the majority of the teachers wished to communicate the outcomes to other people (students/colleagues/principals/authorities/community). The willingness to share knowledge is very encouraging as it reveals the need of teachers and schools to open up in the society but also to share practices with colleagues with the utmost goal to improve themselves but also help students improve.

9. The deviation of $\pm 0.01\%$ in the total sum of the percentage values of the above figure is due to rounding of values to the first or the second decimal digit.

The extent to which there are opportunities to share knowledge acquired through mobility

Responses were positive to a very high extent as 89,41% strongly agreed that this was achieved through mobility.

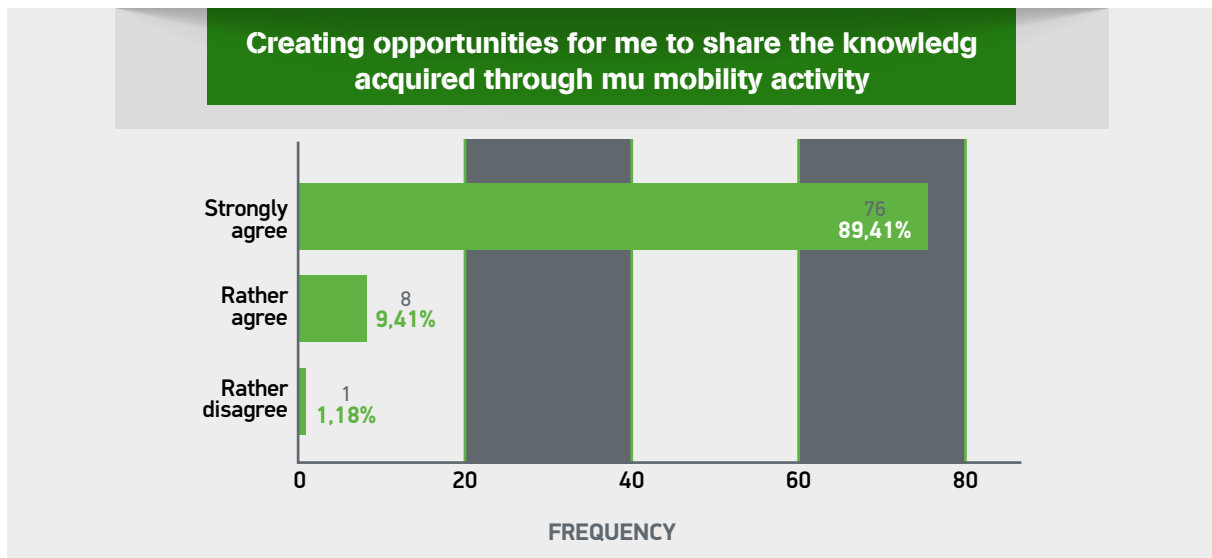


Figure 36: The extent to which there are opportunities to share knowledge acquired through mobility

The result is very encouraging when talking about outcomes' dissemination at school and community level and sharing expertise among relevant actors, which would be more difficult to achieve, without mobility of other forms of EU collaboration. Nevertheless, transferring knowledge is reciprocal, in the sense that Greek teachers can equally contribute to and benefit from mobility.

Mobility has led to the use of new teaching methods at own institution

Quite significant are the results in this field: a percentage of 36,90% strongly agreed, 37,27% rather agreed and 19,56% neither agreed nor disagreed.

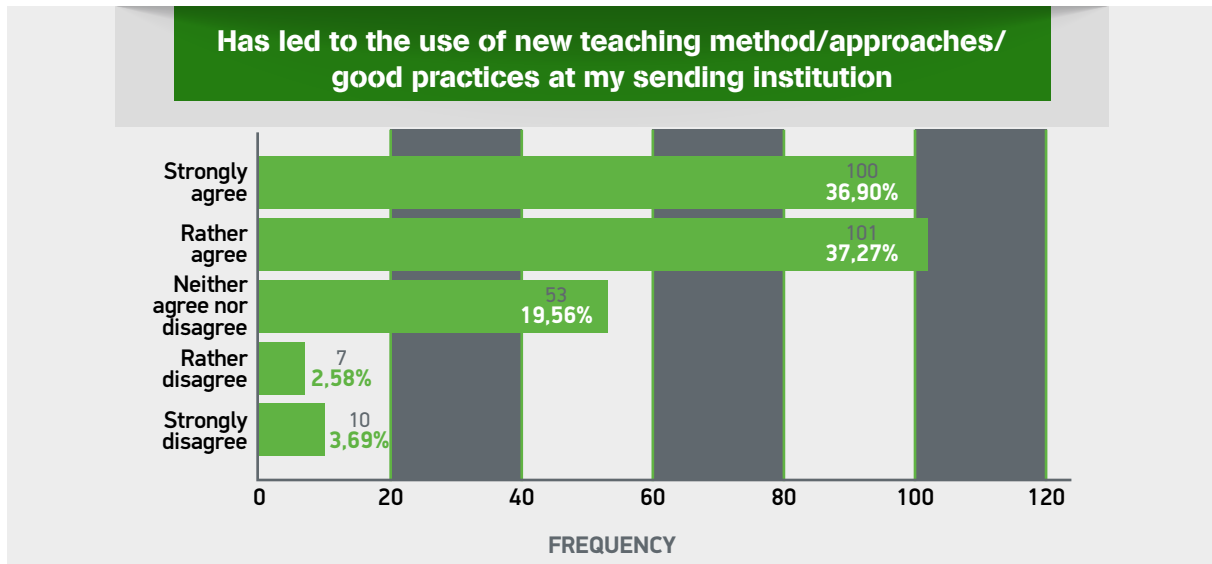


Figure 37: Mobility has led to the use of new teaching methods at own institution

A number of reasons may lie behind these responses: The Greek system may not be yet open enough to changes and pilot implementations; schools timetable is very tight and it is rather hard to make modifications; new practices need modifications to the Greek context and teachers are not prepared for this. In any case, it is quite encouraging that an almost 37% has implemented the practices taught -through mobility- at their own school institutions and another 30% has tried new concepts at school. The present results should be investigated in what concerns implementation of new teaching practices.

Mobility has led to the introduction of new teaching subject/s

Responses for this item are closely linked to the previous item. They vary between strongly agree (24.72%), rather agree (31.73%) and neither agree nor disagree (26.20%).

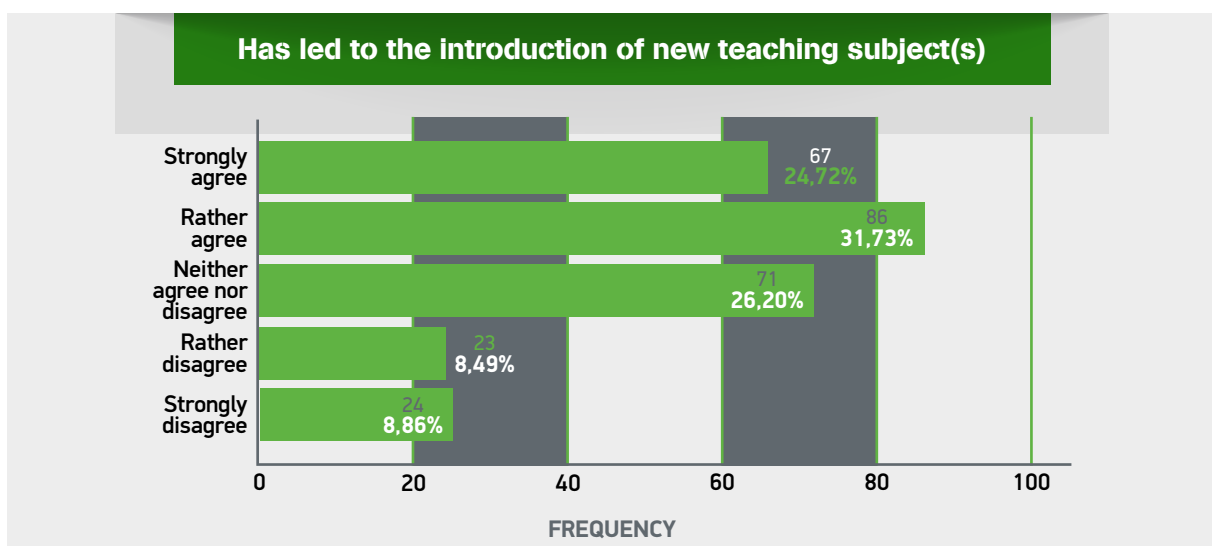


Figure 38: Mobility has led to the introduction of new teaching subject/s

Subjects can only be introduced officially by the government. Thus, responses refer to the introduction of thematic areas or various topics within each discipline. Might this be the case, it can be said that teachers may refer to cross-curricular approaches which are always welcomed as an effective means to a holistic approach to knowledge. Mobility has succeeded in offering new perspective to education and practice in class, and a new mentality.

Dissemination inside and outside school settings

The results of the survey data indicate that most of the teachers share their KA1 mobility experiences at the wider education and community level. The most popular forms of sharing experiences are implemented through Teachers' Associations (also involving Schools Advisors and Regional Directorates) and Networking among Greek and foreign schools after the mobility completion. Both reveal the teachers' need to spread mobility results equally at local, national and European level.

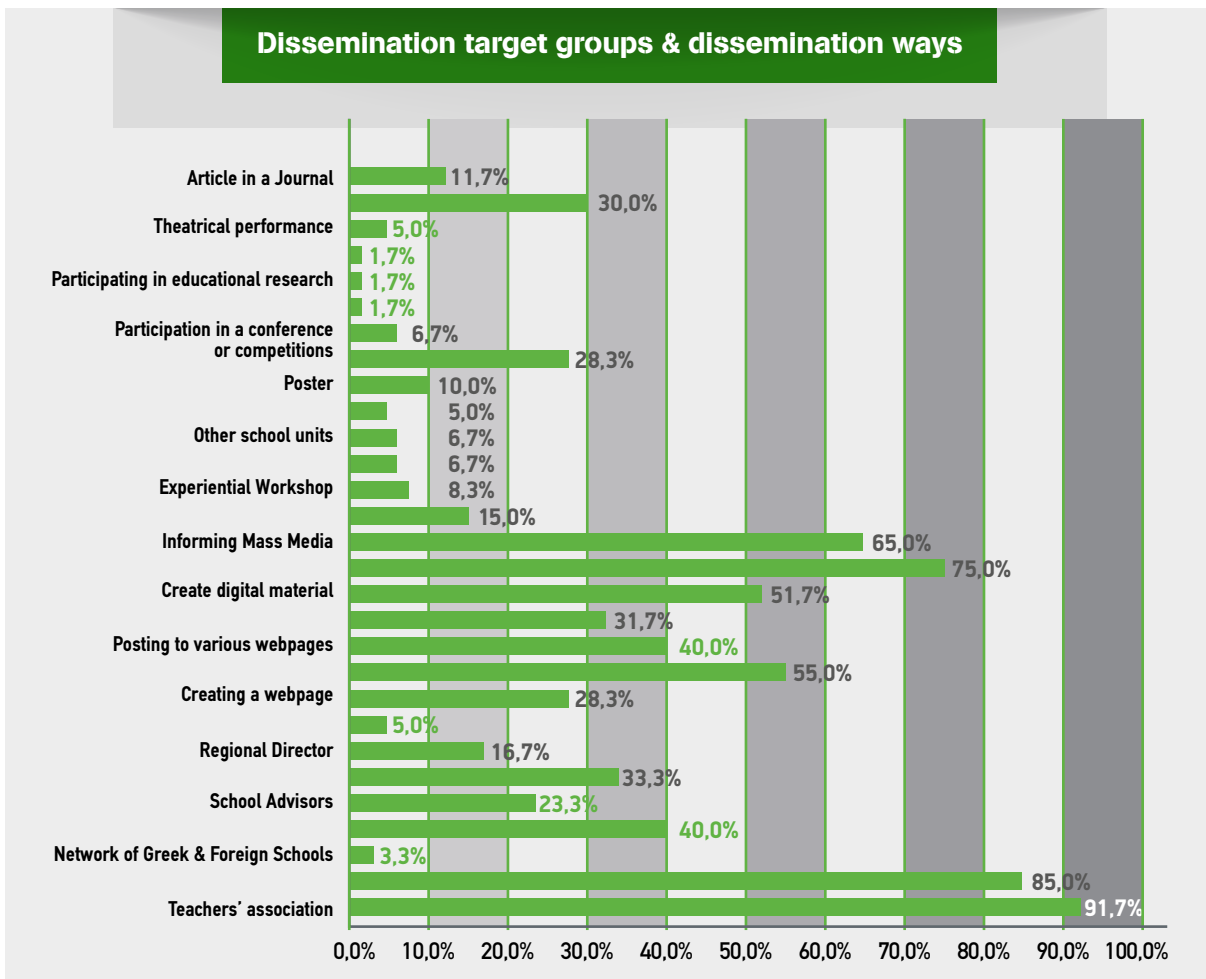


Figure 39: Dissemination target groups and dissemination ways

The wide range of dissemination ways implies that participant teachers are willing to communicate outcomes to a large audience, encouraging the opening of school to local and European society. Creating digital material and promoting it through relevant webpages is a popular way of communicating results and social/regular

media was among their high preferences. Communication of their experiences shows teachers' satisfaction; they also serve as the best ambassadors for the Erasmus+ promotion.

3.3.5. Impact of Erasmus+KA1 in the School's potential for Internationalization

One of the most important aspects of mobility pertains to the internationalization / Europeanisation of schools. This is a very important feature of the Programme.

Cooperation with partner institutions/organization reinforcement

Responses vary between strongly agree (35,79%) and mainly rather agree (42,80%). A considerable percentage (17,34%) replies "neither agree nor disagree".



Figure 40: Cooperation with partner institutions/organization reinforcement

These results are quite interesting. First, the 17,34% percentage may imply that the participant teachers are not given the opportunity to further cooperate with partner institutions or face a variety of administrative obstacles to do so. It may also imply that they found it difficult to further keep the links due to lack of language knowledge. The rather agree (42,80%) percentage is also illustrative; it may imply the desire to do so or the teachers' partial success in keeping further collaboration with partner institutions. In any case, the sum of the two percentages reveals the need for additional cooperation among schools and partner organizations.¹⁰

Cooperation at European and international level

A major impact revealed is participant teachers' willingness to cooperate on European and/or international level with additional communities and stakeholders.

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Teacher's willingness to cooperate on international and/or European level with other schools

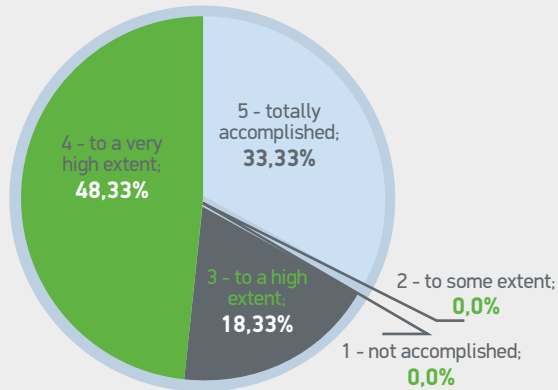


Figure 41: Teachers' willingness to cooperate on international and/or European level

The majority of participant teachers (48,33%) stated that this was succeeded to a very high extent, while equally important, was the number of teachers (33,33%) who responded that this was achieved at the highest level. Finally, 18,33% responded that they managed to cooperate with the partner organizations to a high extent. It is noteworthy that there was no response in relation to not being accomplished or being accomplished to some extent.¹¹

Professional network creation and new contacts

The responses of the participant teachers range between strongly agreeing (50,84%) to rather agreeing (35,39%).

I have reinforced or extended my professional network or built new contacts

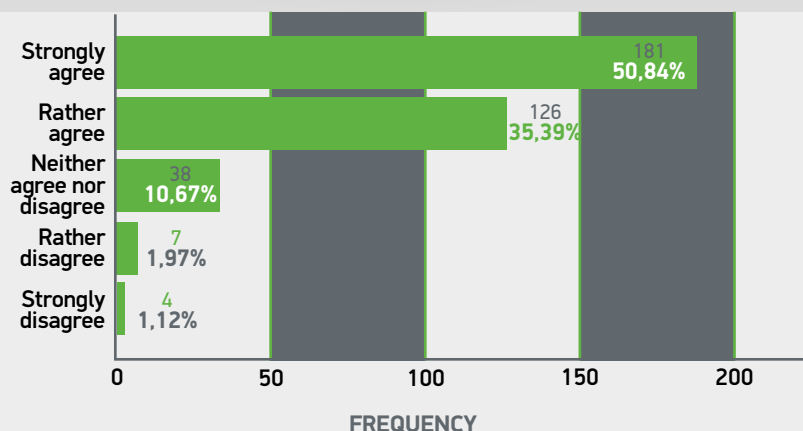


Figure 42: Professional network creation and new contacts enhancement

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Almost half of the participant teachers think they have been part of a wider professional network of colleagues sharing the same vision. Another 35,39% rather agree but perhaps they had not established the kind of collaboration they want to. In any case, mobility action is a small cluster of networking which can be further expanded.¹²

Cooperation with labor market

Responses are as followed: neither agreed nor disagreed (41,85%); a considerable percentage (21,35%) rather disagreed and another 17,13% strongly disagreed.

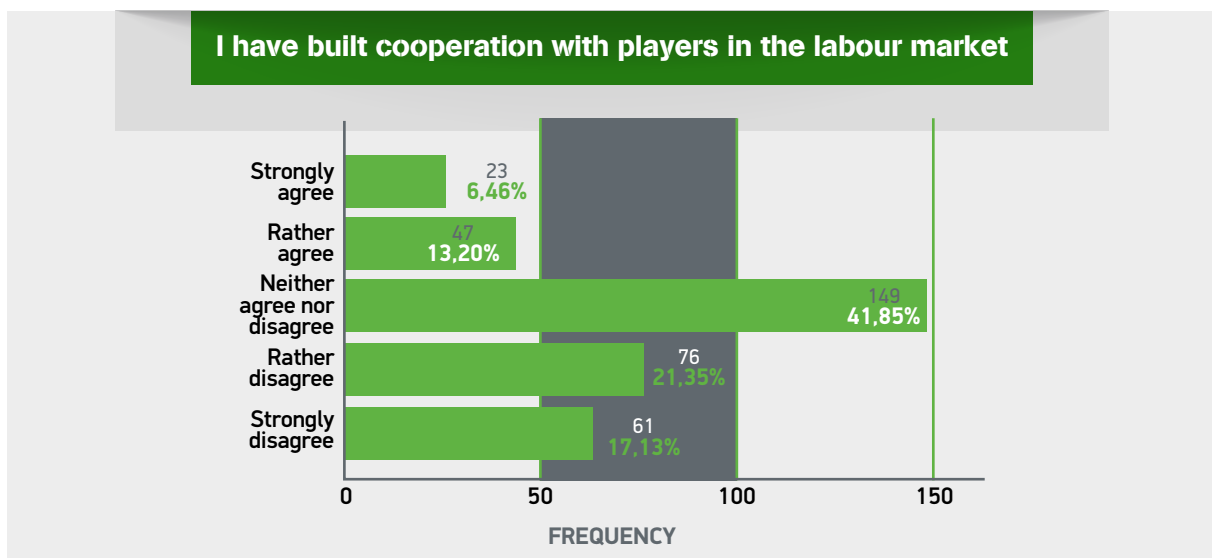


Figure 43: Cooperation with labor market

The above results ring a bell as they reflect the general dissatisfaction of teachers in relation to future cooperation with the labour market. Irrespectively of the specialty of participant teachers, it is rather disappointing for them to be excluded from such opportunities, either for themselves or their students; for VET teachers, it is even more important. In any case, the results highlight the necessity for mobility to provide links between jobs and the labour market is a thought for reflection and proper consideration.¹³

Building cooperation skills with players in civil society

The majority of responses vary between rather agree (28,65%) and neither agree nor disagree (32,87%), rather disagree (11,52%) and strongly disagree (8,15%). Only a 18,82% strongly agree on this.

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13. The deviation of $\pm 0.01\%$ in the total sum of the percentage values of the above figure is due to rounding of values to the first or the second decimal digit.

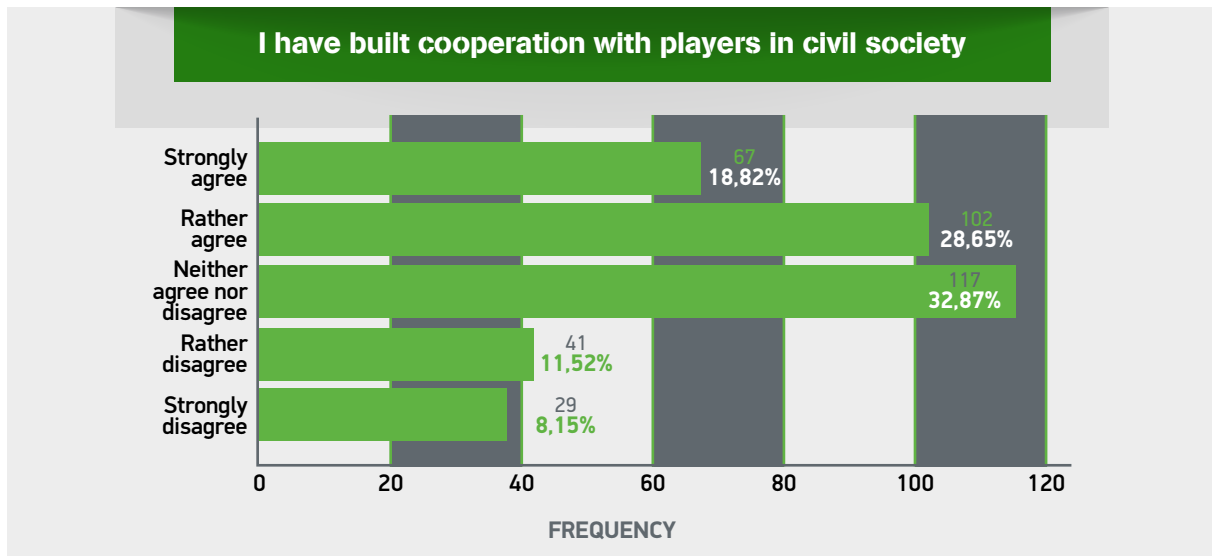


Figure 44: Building cooperation skills with civil society

The results certainly mean that there is much space for improvement in the area of collaboration with local societies, education and other stakeholders. The teacher responses imply that mobility opportunities have not sufficiently provided teachers with links to civil society and other stakeholders. Since civil society plays a key role in promoting dialogue about decisions that affect people, opportunities to strengthen cooperation with schools enhance effectiveness and impact at school.¹⁴

The extent to which the project has led to new/increased cooperation with the partner institution

A percentage of 29,52% of the teachers strongly agree, 31% rather agree and 30,26% neither agree nor disagree on this.

14. The deviation of $\pm 0.01\%$ in the total sum of the percentage values of the above figure is due to rounding of values to the first or the second decimal digit.

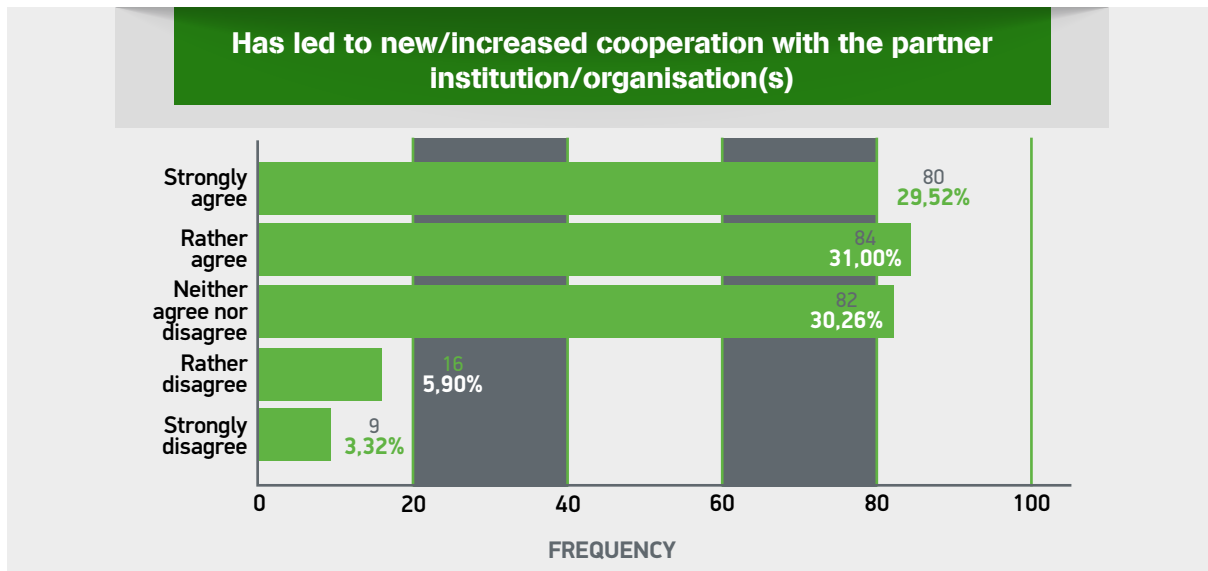


Figure 45: The extent to which the project has led to new/increased cooperation with the partner institutions

Based on the results, mobility has only partly (and rather limited) succeeded in providing teachers with opportunities to maintain contacts. This is probably either because partners did not find a common ground to enhance communication or the time allocated to mobility was not enough to sustain relations. These results need to be investigated in order for future mobility schemes to be organized with a view to enhance cooperation potential after the mobility completion.

The extent to which the project has led to the internationalisation of own institution

Positive are the results related to internationalisation: strongly agree (31,37%), rather agree (36,16%) and neither agree nor disagree (23,62%).

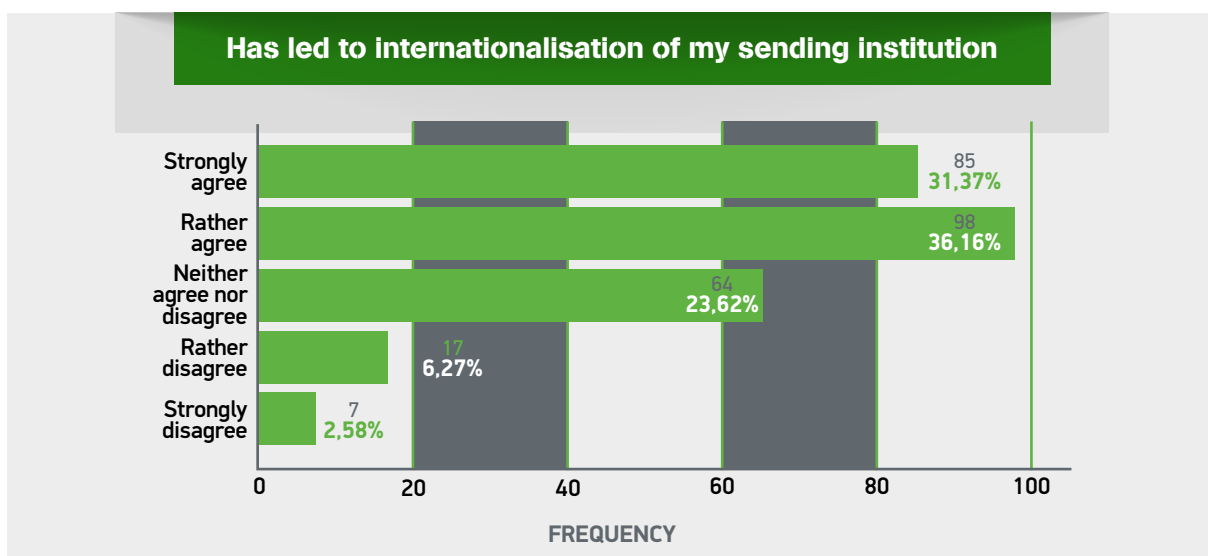
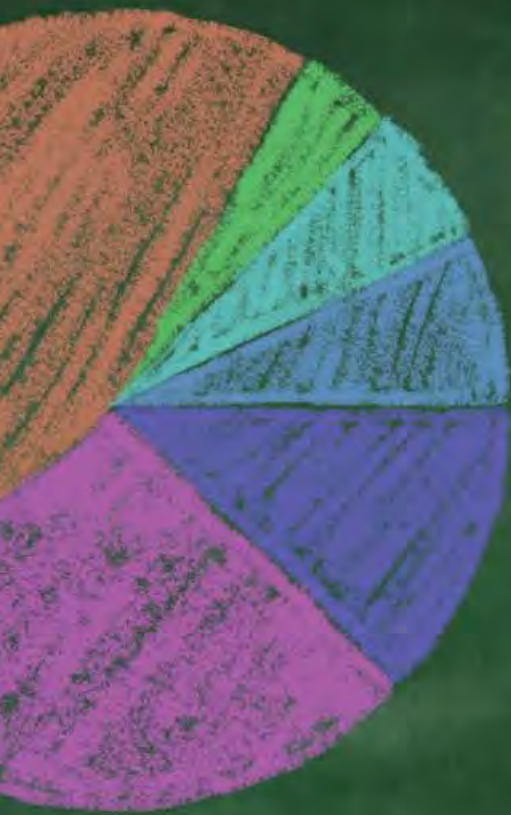


Figure 46: The extent to which the project has led to internationalisation of own institution

Most school institutions feel the need to become part of a wider community. It is actually the Erasmus+ teachers who inevitably promote this concept at school. Mobility can contribute towards this direction.



4.1. Introduction

The 4th Chapter of the Study contains the results and analysis of the qualitative instruments used in the research, i.e. the qualitative analysis of the individual semi-structured interviews and the report of the focus group discussions.

4.2. Qualitative analysis of 1-1 semi-structured interviews

This section presents the analysis of the semi-structured interviews conducted with educators who had been actively involved in the preparation of the proposal and subsequently had participated in the KA-1 project. In total, 20 1-1 interviews were conducted including 10 interviews with secondary teachers, 6 with primary teachers and 4 with pre-school teachers. The research team visited the participants' schools and conducted the interviews having first assured the participants about the confidentiality of their responses. The interviews were guided by a semi-structured schedule eliciting the respondents' experiences accumulated through their participation in the project. The thematic analysis performed on the database involved the coding and the subsequent classification of the data in broad thematic categories or key themes. The following four key themes emerged from the analysis relating to the impact of the KA1 mobility project on: **(a)** the participants' personal development **(b)** the participants' professional development and school practices **(c)** the participants' school units as organisations **(d)** other local schools and wider community. A further thematic category that emerged from the analysis concerns the difficulties experienced throughout the project, the ways obstacles were overcome and the respondents' suggestions for improving the Programme. The emergent findings are presented next under each key theme. Indicative quotes are used, wherever necessary, to substantiate the conclusions reached and render the presentation of the results more vivid.

4.2.1. Impact of KA1 mobility project on the participants' personal development

This key theme is concerned with different aspects of personal development that had been achieved through the mobility projects. Strikingly, the respondents were unanimous in their positive appraisal of the KA-1 projects stressing various valuable experiences they had gained through their participation. Specifically, all respondents felt that taking part in a KA-1 project had offered them the opportunity to familiarize themselves with different educational systems, meet and exchange ideas with colleagues from other countries and, generally, broaden their horizons. As some teachers noted:

"It was a great experience... I have become a different person...it has given me the motivation to find out how schools operate in other countries and to familiarize myself with different cultures, different ways of working. I can confidently say that the project has changed my attitude, the way I see myself as a professional..." (Primary teacher)

"It is a unique experience. I think whoever participates in a KA-1 project gains valuable experiences and wants to take part again. We usually go to seminars and other in-service training events but visiting schools in other countries is way more beneficial; going into a school and talking to your colleagues, finding out how the school operates, and observing lessons are very valuable activities... I would strongly recommend to my colleagues to participate in such a project because they will get practical knowledge that stays with them forever". (Primary teacher)

Many teachers reported that they had been impressed with the organisational structures of the schools they visited:

"It was a fantastic experience! It was very interesting to see with our own eyes how schools operate in other countries, the wonderful facilities that exist and the ways different departments are organized and operate within secondary schools". (Secondary teacher)

"I feel that it was a life-changing experience for me... it was very interesting to observe the role the principal plays and his/her relations with the other staff in the schools we visited. I was very impressed with some of the organizational structures of the schools I visited and the ways teachers engaged with their students". (Secondary school principal)

Commonly reported innovative practices include the implementation of cooperative learning strategies based on constructivist principles as well as the increased use of Information and Communication Technologies (ICT). Indicatively:

"It was interesting to see different ways of delivering the curriculum. For example, I had the chance to see students working in small groups on collaborative learning tasks and, more importantly, they were encouraged to discover new knowledge rather than being passive recipients of information transmitted to them through the traditional approach... that was very interesting..." (Primary teacher)

"I was happily surprised to see that students are allowed to use their mobiles as tools for identifying information during their lessons. I was also impressed with the ways ICT resources were utilized in the school I visited and I was left with the impression that the students participate more actively in the learning process". (Secondary teacher)

"The schools' IT facilities were remarkable. The teaching staff made good use of interactive whiteboards and they had well-equipped IT labs... the teaching staff used tablets to take the register at the beginning of every lesson and sometimes they assessed the students' academic performance through electronic testing. Although we do not have the same facilities in Greek schools, I got many ideas on how to incorporate ICT technologies into my teaching". (Secondary teacher)

Interestingly, some teachers reported that they had witnessed examples of active partnerships with external to the school organisations which do not exist in Greece. Specifically, these teachers stressed the innovative links that some schools in other countries had established with non-governmental organisations (NGOs) and felt that such initiatives could also be pursued in their home schools if the appropriate opportunities arose. For example:

"Participating in the KA-1 project was an important experience for me because I had the chance to develop as a professional through the training that was offered to me. The project I participated in focused on dealing with bilingual matters... I was astonished to see how much work is carried out by NGOs who act as mediators between the schools I visited and the families of students coming from a different linguistic background. In Greece we do not currently have any NGOs working in partnership with schools... only the local authorities (i.e. local councils) and the church undertake some initiatives and I felt that so much more could be done... I certainly got many ideas on that..." (Primary teacher)

"Our school has on its register many Roma students... So we participated in two KA-1 projects that were very relevant to our everyday practice. Specifically, we visited schools in Spain and the year after schools in Germany in areas where Roma minorities are based. We were impressed with the links these schools had with external organisations such as NGOs and the creative ways the schools collaborated with Roma families. We certainly got many ideas about engaging with parents and reducing the drop-out rates of our

Roma students. We always had good links with the families but the project was successful in providing us with further practical strategies, good practices etc. I would strongly recommend to my colleagues to take part in such projects in order to broaden their horizons". (Primary Teacher)

Finally, all our participants felt that besides accumulating valuable experiences through their visits in other countries, they had established good links with colleagues from the schools they visited which remain strong to date. Interestingly, it was often reported that regular contact is maintained which indicates that the networks created through KA-1 projects are long-lasting:

"We have made some friends for life! We communicate regularly through Facebook and exchange ideas... and this is in my view one of the most important benefits from taking part in an KA-1+ project..." (Secondary teacher)

"We regularly use e-Twinning in order to communicate with the schools we visited and exchange ideas... it is great that we have visited these schools and met our colleagues in person and it makes communication through the e-Twinning platform much easier..." (Primary teacher)

"We maintain regular contact with the schools we visited and we organize from time to time some skype meetings in which we exchange ideas about the things we do in our classes, we broadcast the activities we carry out etc. It is great to have support from these colleagues from other countries and we take on board their suggestions for improving our practices. I feel that these links are very strong and will continue to be strong for the years to come..." (Pre-school teacher)

4.2.2. Perceived impact of the project on the participants' professional development

This key theme is concerned with the impact the KA1 project had on the teachers' professional development and, in particular, the ways their professional practices had been affected. For example, the adoption of innovative teaching strategies was mentioned by many respondents:

"I saw the implementation of innovative teaching methods and as a result of that my teaching has now become more interactive. I have learned how to involve the students in the learning process, I can now succeed in rendering them active learners as opposed to passive recipients of knowledge... and this is highly due to the ideas that I got from my observations of what my colleagues do in other countries..." (Secondary teacher)

"The project offered me the opportunity to gain first-hand experience of different instructional arrangements. They do a lot of group work abroad, certainly more than what we do in our country... and I have picked up some of these ideas... For example, I set up more collaborative tasks within my class, I give projects to groups of my students, I encourage them to search for information on the web and use this information in their project, I am applying various forms of assessment which I saw my colleagues using abroad... generally I have developed as a professional..." (Secondary teacher)

Moreover, the vast majority of interviewees mentioned that they had developed their digital skills and that they had learned how to incorporate Information and Communication Technologies (ICT) into their teaching. Indicatively:

"Participating in a KA-1 project certainly gave me the opportunity to learn a lot about computers and their applications. For example, I learned the Edmodo software which I would not have learned had I not taken part in the KA-1 project" (Secondary teacher in a music school)

"My digital skills have certainly improved. Since I came back, I have been using all the ICT tools I became familiar with on my visit" (Primary teacher)

"The experiences I accumulated through my involvement in KA-1 projects led me to undertake training in the area of ICT. While on KA-1 visits I became familiar with the educational uses of mobile technology, I learned to use various applications and generally I became very interested in undertaking further training on ICT... today I am an officially recognized trainer in the area of ICT in Education". (Secondary teacher)

Furthermore, a substantial number of interviewees reported that the KA-1 project had helped them to develop their language as well as problem solving skills:

"I improved my language skills and I became more competent in expressing myself in English, more competent in collaborating with colleagues from other countries, I became more extrovert in general..." (Secondary teacher)

"I developed my writing skills and in particular writing applications for projects such as KA1... I became more competent in writing the report at the end of the project". (Secondary teacher)

"Generally speaking, I feel that I have gained a lot from my participation in the project. I learned new ways of dealing with various situations, dealing with obstacles etc. I learned how to collaborate with my colleagues and with colleagues from different education systems and cultures" (Primary teacher)

"Times have changed and so we have to change and adapt. The KA1 project requires working with colleagues, it gives you the motivation to improve your English, it helps you to develop your communication skills, how to communicate more efficiently with students, with parents, with administrators etc." (Vocational teacher – technical school)

Overall, the evidence suggests that the KA1 projects contribute to the teachers' professional development in many ways, some of which are totally unexpected. The following quote from a primary school teacher who had participated in two KA1 projects reflects very eloquently these unexpected benefits:

"Well, you go to a KA1 project to learn one thing and you end up learning so many other things! I learned how to deliver challenging lessons, that is, how to present new material to my students through games and fun activities, ... I was exposed to different ways of organising a primary school class ... different ways of motivating your students and dealing with behavioural issues... I have developed critical thinking and problem solving skills... I never thought I would gain so much from these mobility projects and you only realise how valuable they are when you actually participate" (Primary teacher)

4.2.3. Perceived impact of the project on the participants' school unit

This key theme is concerned with the impact the KA1 project might have on the school unit as a whole and in particular on all stakeholders including the headteacher, the teaching staff, the students and the parents. In this respect, this theme is not only concerned with those who participated in the project but also with the project's indirect impact on the school stakeholders who had not participated. For example, several respondents mentioned that the project had resulted in the transformation of their school into a more open and outward looking organization:

"Our school became more open and everybody became more sensitive towards diversity... we took part in a project which focused on phenomena such as combating racism and discrimination as well as on responding to diversity. When we came back and informed our colleagues about the outcomes of our visit,

they all expressed a great interest in the project. Some colleagues were initially skeptical and expressed "a kind of fear for the new practices we brought from our visit, however, they quickly dismissed their skepticism and became very willing to adopt the innovative practices that we were disseminating. The project was therefore an inspiration for our school, everybody became more sensitive and proactive". (Secondary teacher from a technical school)

"The attitudes and values of our school staff have changed as a result of the school's participation in KA-1 projects. A small change was accomplished after the implementation of our first KA-1 project but my colleagues became interested in getting involved and other KA-1 projects soon followed. I would say that we have learned how to work together, how to collaborate within the school to prepare applications for KA-1 projects... we have better relations now and we are more open to collaborate with each other and to collaborate with colleagues from other countries, so yes, I would definitely say that there was an impact on the school organization". (Secondary teacher)

"Until recently, only young colleagues were keen on continuing their professional development. I regret to say that older colleagues have traditionally been more reluctant to participate. However, since we have started implementing KA-1 projects, the school's culture has changed... all colleagues now show interest in getting involved and this is certainly due to the KA-1 projects" (Primary teacher)

Interestingly, a substantial number of respondents provided examples of innovative teaching practices and mentioned various organisational changes in their schools:

"The KA-1 project was very useful and has assisted all teachers in the school in their efforts to improve their teaching. For example, we got to know various platforms and ICT tools and we have put to practice everything we learned through the project, how to organise our lessons, how to improve our assessment practices, and how to engage our students in the learning process" (Secondary teacher)

"We got many ideas about improving our school, making better use of our labs, we even used some money left from the project to update our IT equipment. We also got some ideas about making better use of our building infrastructure" (Secondary teacher)

"We have materials in the school which were developed through our participation in the KA-1 project and we make good use of those materials, we enriched our lessons. Even those colleagues who did not participate in the project, they benefited from it. We made sure that we informed them about our experiences through carefully planned dissemination activities so even those who did not come benefited substantially" (Primary teacher)

"The focus of the project was on "Drama in Education, Informal Education and Intercultural Education". We decided to participate because we have many children from different cultural backgrounds. Luckily one of our teachers has a special interest in drama so she took the lead in organising the project. When we came back all colleagues were keen on learning about the project and applying drama activities... they showed great interest and we feel that the project was instrumental in altering some of the things we do with our children. So, yes, the project definitely had an impact on the school" (Principal of a kindergarten school)

Furthermore, the KA-1 projects were perceived by many teachers as beneficial for the students, stressing some of the indirect impacts on them:

"I think our students have also benefited from the KA-1 project... since our teaching staff adopted innovative teaching strategies, there was an indirect impact on our students.... The students became more motivated and more willing to engage in the learning process, they started developing links with students

from the schools we visited and generally I can confidently say that they also gained from the KA-1 project" (Secondary teacher)

"Our school became more sensitive to bilingual students... so these students definitely benefited from the project. Moreover, immediately after we came back from the visit we initiated a partnership with the local council and we founded a voluntary service providing learning support to bilingual students for free. So yes, I would say that taking part in a KA-1 project has certainly led to valuable developments for our bilingual students". (Secondary teacher from a Vocational secondary school)

Finally, a substantial number of respondents mentioned the impact the project had on the parents:

"Our communication with the parents has also improved... We learned new ways of communicating and collaborating with the parents through our participation in the KA-1 project. When we came back we put many ideas to practice and these were well-received by parents... we found out that they were very positive and supportive."

"The parents' reaction to the project was very positive. The parents were very pleased to find out that the school will take part in a KA-1 project and they were very willing to allow their children to take part in future KA-2 projects. I think they also responded very well to the innovative practices we implemented in the school when we came back from our visit".

4.2.4. Perceived impact of the project on other local schools and wider community

This key theme is concerned with the impact the KA1 project might have on other schools and the local community. As such, it is concerned with the dissemination activities that took place after the respondents' return from their visits and their perceptions about the impact these dissemination activities.

"The dissemination was carried out in the western part of the city. We informed the Coordinator from the Local Education Authority and with her assistance we organized seminars for teachers from other schools of the area. These seminars were well-attended and our colleagues were very interested in listening to the experiences of those teachers who took part in the KA1 project. Overall, I feel that other schools were influenced and benefited from the project" (Pre-school teacher)

"My school is based in a small village in a rural area. The project's impact was immediately visible in the local community. I gave a presentation to my colleagues first and then I gave various presentations to colleagues from other schools and to the local city council. We maintain to this date regular communication with other kindergarten schools through skype meetings! Moreover, many parents attended my presentations in dissemination events and they were very enthusiastic about the project.... Their reaction was amazing! I feel satisfied because my efforts were recognized by my colleagues and I was asked by colleagues in the local primary school to assist them in the preparation of their application form. Overall, I feel that the project had a very positive impact in the small community of our village and many people seemed to be motivated by my presentation, they felt that this project had created some 'bridges' and opened some communication with other European institutions". (Pre-school teacher)

"We organized some dissemination events for the parents and the teachers from other schools in the area which were well-attended. We produced a newsletter and we distributed it to local schools and we also produced some summaries of the project which were published in local newspapers and other digital media. It is difficult to determine how effective these activities were in terms of altering educational prac-

tices... however, my impression was that many educators in the area became interested in applying for a similar project... we certainly got their attention" (Primary school)

"We organized a mini conference to disseminate our project in partnership with the local council and the local church. Many teachers and parents attended this mini conference. Some schools expressed their interest in finding out more about the project, which is positive. We also produced a handbook of good teaching practices for bilingual students and we distributed widely in local schools". (Secondary technical school)

What is evident in the above quotes, is that carefully planned dissemination activities result in educators and the public at large becoming interested in KA1 projects. Most of our respondents held positive perceptions about the effectiveness of their dissemination activities. However, there were some very few exceptions to this tendency. As the following teacher pointed out:

"Well, to be honest with you, those teachers from my school who did not take part in the KA1 project were not influenced by it.... They did not display genuine interest in it. We carried out some wider dissemination activities for colleagues in the area but again, I am not sure how effective these were... teachers get together and exchange ideas with those who attended KA1 projects, that is for sure... and teachers become interested in applying, but this is not proper dissemination in my view...it does not mean that innovative practices are actually spread in schools" (Secondary teacher)

4.2.5. Difficulties experienced throughout the project and suggestions for improving the process of designing and implementing it

This section is concerned with the difficulties respondents experienced in applying and subsequently taking part in a KA-1 project. It is worth noting here that the questions addressed to the interviewees specifically invited them to report the negative aspects of the project with a view of identifying areas where improvement is needed. In so doing, it could be argued that the respondents were encouraged to provide some negative experiences that they would not have mentioned otherwise. With this in mind, we proceed with presenting some commonly reported problems.

First, it was widely reported that the bureaucracy involved in applying and subsequently implementing the project had been a serious obstacle that needs to be addressed. For example:

"There was so much bureaucracy in preparing the application and we had no experience of doing it which rendered the task more challenging. Finding a partner, preparing the proposal, the financial aspects of the project were all challenging tasks. The initial information that was available to us from the IKY foundation was not adequate... we had to contact IKY on several occasions to clarify things..." (Primary teacher)

"I know many colleagues who are interested in taking part in KA1 projects but they are skeptical due to the bureaucratic procedures involved. They have no idea how to go about preparing an application and whom to ask for support" (Primary teacher)

"We definitely need more information, more guidance, more support. As a principal I felt that I am accountable for all financial matters and it was very stressful... we definitely need some training on this..." (Secondary principal)

"The bureaucratic difficulties were overcome... there was a lot of paper work but everything was sorted successfully at the end. Despite this, I have to say that the IKY website is complex and it was very difficult to find some documents on the website... I think this needs to be improved, more information that is more easily accessible is what needs to be done... We need more support" (Primary teacher)

Another obstacle that was regularly mentioned by the respondents concerns the rigid structure of the curriculum and the absence of flexibility in replacing the colleagues who go on a KA1 project. Indicatively:

"The most important problem in my view is the replacement of the teachers that take part in KA1 projects. Especially in kindergarten schools in our area, finding a replacement is impossible. And then the parents tend to react negatively when they find out that some members of staff are going to be out of school for a while.... In our school these reactions stopped when a substitute teacher was appointed... but generally speaking, this is a serious problem" (Pre-school principal)

"Sometimes there is disappointment on the part of some teachers who do not participate in a KA1 project. They tend to whine about the fact that they will have to cover for the absent colleagues. In my view, the Local Education Authority ought to provide substitute teachers to ensure the smooth operation of schools, especially secondary schools" (Secondary teacher)

Other respondents commented on the demanding nature of the project, which was seen as too heavy and tiring:

"I feel that the project was very demanding. The timetable was demanding and we spent too many hours doing the training activities and we did not have time left to observe our colleagues and engage in discussions with them, or to find out more about the culture of the host countries and the schools we visited" (Primary teacher)

Other teachers mentioned that their colleagues were reluctant to take part in KA1 project, due to the language barrier or personal commitments. Indicatively:

"Participating is often very limited to KA1 projects because some colleagues are worried that they do not have the necessary language skills... they feel that going to another country and undertaking the scheduled training activities will be a struggle for them..." (Secondary teacher)

"My older colleagues i.e. those with many years of service are reluctant to take part because of the language barrier or because they have family or personal commitments they cannot leave behind... I understand that this might be difficult for some of them but in my view they should have been more positive about this and more supportive to us who are keen on going" (Secondary teacher)

The respondents provided a number of suggestions for overcoming the difficulties described above. Specifically, in order to simplify the process of applying for a KA1 project the following suggestions were made:

"There needs to be more technical support available" (Primary teacher)

"The platform needs to be made more user friendly. Also it would be nice to have more information available to schools" (Primary teacher)

"The process needs to be simplified, all these bureaucratic procedures need to be made more simplified" (Secondary teacher)

"I believe there should be some seminars on how to prepare your application, these need to be hands on seminars so that those who are scared or inexperienced may be guided in this process, step by step..." (Secondary teacher)

Furthermore, in order to motivate teachers to take part in KA1 projects the following suggestions were made:

"There should make immediate replacements available for those teachers who take part in a KA1 projects" (Pre-school teacher)

"IKY should adopt stricter criteria for the selection of partners. We would like to have more projects which are relevant to what we are doing, many of the outcomes tend to be impossible to apply in Greece" (Secondary teacher)

"One problem that needs to be sorted is that many teachers do not have a permanent position in a school and therefore are unwilling to take part in the design and setting up of a KA1 project. It is important that teachers are not placed in a school for one year only so that they can take the initiative to work on a KA1 proposal..." (Primary teacher)

Finally, in order to enhance the project's impact the following suggestions were made:

"There needs to be a stronger commitment by everybody in the school. The planning should be carried out by everybody in the school unit and not only those few who will take part in the project. If everybody feels that he or she is part of the process, then they would be more actively involved" (Secondary teacher)

"More teachers from the school should be involved. The project needs to be formulated on stronger grounds from the beginning, more teachers should take part... if needed, the project should be implemented in the summer when we do not have to worry about replacing staff..." (Primary teacher)

"We need better ICT equipment so that the project is carried out more effectively and its impact continues long after each implementation" (Secondary teacher)

"There needs to be more systematic work carried out on disseminating the outcomes of the project both within the school unit and more widely in other schools and the local community" (Secondary teacher)

4.3. Report and analysis of Non-Participants' interviews and questionnaires

Responses of non-participants to a semi-structured interview/ questionnaire. They were asked to assess the impact of mobility projects to themselves, as non-participant educational staff and the school, under five sets of questions:

- Impact on their personal development
- Impact on their professional development
- Impact on their instructional practice
- Impact on their pedagogical practice in general, including the practices of the school
- Problems that arose during the mobility project for the school

Their answers were fitted on a five-grade Likert scale ranging from "not at all" to "very much". When they were asked in general terms about the four first items, the results showed an ambivalent stance, with greater perceived impact on their personal, professional and pedagogical practice.

The data and result analysis of each particular category of these sets of questions is given below.

4.3.1. Impact on the personal development of non-participants

The data from the semi-structured interviews / questionnaires show that non-participant educators (teachers and school directors) find that their schools' involvement in KA1 Mobility had a positive impact (>3,5/5,0 on the Likert scale) on the following issues (Table 10):

Table 10: Impact on Personal Development of Non-Participant Teachers and School Leaders

Impact on Personal Development	Average (5-point scale)
Motivation to learn a foreign language	3,87
Development of intercultural awareness	3,87
Knowledge about other systems of education	3,83
Contribution to reduction / elimination of prejudice	3,73
Development of European awareness	3,73
Improvement of ICTs use	3,73
Willingness to participate in future applications for European Projects	3,68
Development of Digital Competences	3,61
Creation of professional networks with foreign partners	3,52

The fact that items referring to the Personal Development of participants present a lower positive average than other categories, reveal that personal impact on non-participant school staff cannot be immediately identified or be considered given. This can be attributed to the fact that gaining personal insight from participants, one has to show interest in the new knowledge they brought from Mobility projects. On the other hand, the data show a positive impact on development of personal awareness (i.e. towards other cultures, other systems of education, Europe), motivation for personal improvement (i.e. learning of languages), and development of skills relevant to mobility and European projects. From these results it can be argued that the internationalization of the school stemming from Mobility, motivates non-participants to improve the skills which could make them eligible for future Mobility projects and raises their awareness for other cultures and education systems.

4.3.2. Impact on Professional Development

The data from the semi-structured interviews / questionnaires show that non-participant educators (teachers and school directors) find that their schools' involvement in KA1 Mobility had a positive impact (>3,5/5,0 on the Likert scale) on the following professional competences (Table 11):

Table 11: Impact on Professional Development of Non-Participant Teachers and School Leaders

Impact on Professional Development	Average (5-point scale)
Development of intercultural competences	4,13
Development of ability to manage multicultural groups (i.e. classes)	4,04

Impact on Professional Development	Average (5-point scale)
Strengthening of educational uses of ICTs	3,83
Development of social competences	3,78
Information and evidence on instructional subjects	3,70
Motivation to participate in professional development activities	3,70

The results from the items referring to the Professional Development of non-participants, show a positive impact of Mobility to issues relevant to intercultural, digital and social and classroom management competences, but also increased motivation to participate in professional development activities. Their positive view about the benefits of Mobility on professional development also shows that they are interesting and that they participate in dissemination activities organized within-school by their mobile colleagues. The effectiveness of these activities depends on the interest of non-participants, but also from the time and effort of participants to contribute to peer learning activities in their school.

4.3.3. Impact on Instructional Practices

The data from the semi-structured interviews / questionnaires show that non-participant educators (teachers and school directors) find that their schools' involvement in KA1 Mobility projects had a positive impact (>3,5/5,0 on the Likert scale) on the following issues relevant to instructional practices (Table 12):

Table 12: Impact on Instructional Practices of Non-Participant Teachers and School Leaders

Impact on Professional Development	Average (5-point scale)
Motivation to embrace and apply innovative instructional approaches	4,09
Implementation of novel and instructional techniques and tools in their lessons	3,96
Implementation of modern / innovative methods and approaches for learning and instruction	3,91
Development of use of foreign languages for instructional purposes	3,78

Results from the items referring to the impact on the Instructional Practices of non-participants, show that Mobility contributes to the development of a school climate that is conducive to innovation and the use of emergent instructional and learning approaches and instruments, even when they are offered in a foreign language. Non-participants show increased interest in innovative instructional practices and materials introduced by their participant peers. Again, involving non-participants depends on the effectiveness of within-school dissemination, but also on the perceived effectiveness of the proposed innovation. Practices with most pervasive impact include ICT, arts related and alternative approaches to established instructional practices (i.e. theater and cinema education, collaborative learning etc.).

4.3.4. *Impact on their pedagogical practice in general, including the practices of the school*

The data from the semi-structured interviews / questionnaires show that non-participant educators (teachers and school directors) find that their schools' involvement in KA1 Mobility had a positive impact (>3,5/5,0 on the Likert scale) on the following issues relevant to instructional practices (Table 13):

Table 13: Impact on School Practices and Students

Impact on School Practices and Students	Average (5-point scale)
Development of expertise on carrying out Erasmus+ projects	4,48
Increased student interest for other cultures	4,05
Development of relations with colleagues from other European countries	4,04
Awareness of the European dimension of education	4,00
Participation in European projects after Mobility	4,00
The teacher assembly expressed interest in applying for European projects in the future	4,00
Increased multicultural awareness	3,96
Improved relations between peers	3,91
Improved collaboration between students	3,86
Development of European dimension in schools	3,83
Improved relations between students and teachers	3,82
Opportunities for schools to open up to society	3,77
Provided opportunities for presentations about Greek culture	3,70
Motivation to participate in lessons	3,68
Development of students' digital competences	3,61
Development of students' social competences	3,59
Advancement of a school climate of tolerance	3,59

Results from the items referring to the impact on the School Practices and Students, show that Mobility contributes to the development of a school culture of involvement in European projects and internationalization of schools involving frequent communication with peers from abroad. Mobility also promotes collaborative relationships between teachers and students and favours tolerance and openness. Mobility projects encourage initiatives for team work and peer learning for teachers but they also provide opportunities for student active involvement and competence development.

4.3.5. *Problems that arose during the mobility project for the school*

The analysis of their responses to the series of questions concerning problems related to the mobility project, revealed that non-participants find the problems which are related to the Mobility to have less impact than the

positive aspects of the projects. It is particularly important that none of the relevant items indicate a significant negative impact (>3,5/5,0 on the Likert scale). Their top-three responses are presented in Table 14:

Table 14: Problems relevant to Mobility

Perceived Problem	Average (5-point scale)
Limited availability of posts for participation to Mobility compared to applications	2,25
Difficulties in accessing and using the material brought by participants	1,86
Limited time for implementation of innovative activities	1,85

It is obvious that the most important problem for non-participants is the limited number of posts in mobility projects. This shows a positive attitude towards applying but also a concern about the application approval rate. The next item on the list pertains to the dissemination of the project outcomes. Non-participants call for more comprehensive within-school dissemination activities led by Mobility participants. The third problem reflects their concern for the rigidity of the regular school program and curricula, which leave limited space for the introduction and implementation of innovative activities. This problem is directly related first, to the limited pedagogical autonomy of Greek schools and, second to the heavy work-load for certain types of schools (i.e. upper secondary schools) and certain learning subjects (i.e. orientation subjects in upper secondary schools or subjects taught for one period per week, which have to cover an extended syllabus in limited time).

4.4. Report and Analysis of the Focus Group discussions

4.4.1. Description of the Focus Group Discussion Research Process

The research team, in cooperation with the National Agency, organized one focus group in Athens in order to better understand the ERASMUS+ KA1 projects' features and aspects which are important for the preparation, implementation, dissemination, sustainability and impact. The focus group discussion was planned to complement and enhance the research process, especially concerning issues that (a) are not readily visible in the analyses of participants' reports and questionnaires, (b) were brought up during interviews with mobile and non-mobile staff and school principals and need further elaboration or cross-examination, (c) were not raised in reports and / or interviews but are important for improving participation, dissemination, sustainability and impact of the projects.

The research team developed a list of the topics and guiding questions for the focus group discussions (see Annex 3).

Focus group discussions were recorded and the research team received the recordings and the transcript in Greek. The research team also translated cited quotes into English.

The analysis was done using a descriptive qualitative analysis approach, which was used taking into account the following methodological stipulations: (1) social reality is perceived and interpreted individually; (2) each individual creates reality actively, on the basis of personal experience; (3) while social reality can differ between different individuals, it can be shared through interaction with others.

4.4.2. Focus Group Participants

The focus group participants were selected by the National Agency, following guidelines from the research team, in order to put together a group consisting of people involved in KA1 projects with different roles, but also fulfilled geographic and gender criteria. The team of 14 participants included 5 teachers (preschool-primary, secondary and special needs education, 4 females, 1 male, coming from 4 different regions of Greece, who participated in training seminars), 4 school directors (preschool, secondary, 3 females, 1 male, coming from 4 different geographic regions who participated in training seminars and acted as project coordinators), 3 promoters and project managers of ERASMUS+ Actions for school education (coming from 3 different regions).

1	Pre-school teacher	East Attica
2	European Programmes promoter	Epirus Regional Directorate of Education
3	Teacher	Lower Secondary School in Central Macedonia
4	School Director	Primary School -South-East Aegean Region
5	Teacher, Promoter	Secondary Education Directorate - South-East Aegean Region (Dodecanese)
6	School Director	Lower Secondary School - Central-South Aegean
7	School Psychologist	Special Education Needs School - Thessaly
8	Pre-School Director	Crete
9	School Director	Lower Secondary School - Attica
10	Teacher	Upper Secondary School - Thessaly
11	European Programmes Promoter	Regional Education Directorate – Western Greece
12	Teacher – Programme Evaluator	VET School - Peloponnese
13	European Programmes Promoter	Regional Education Directorate – Central Macedonia
14	Teacher – Programme Evaluator	Secondary School - Central Macedonia

During the discussions there were also present:

- From the National Agency: The Director -General, the Director for Special Programmes of International Scholarships, the Head of Department of European Union Programmes and the Erasmus+ KA1 Officers.
- From the Ministry of Education and Religions: Two representatives from the Directorate of European Programmes.

The focus group involved five rounds of discussions. The first four rounds addressed different aspects of KA1 mobility impact:

- Impact on participants' personal development.
- Impact on participants' professional development and school practices.
- Impact on participants' school unit as a whole, and on each school stakeholder (i.e. students, parents, administration).

- Impact on school context, local schools and community, and the schooling system.

In the fifth round, participants were asked to work in groups and report back to the plenary discussion. They were asked to discuss, review and reflect on the conversations and exchanges that took place in the previous rounds of the focus group, and pinpoint in their working group report any issue concerning impact that, in their view, either was not given deserved attention or was not brought up during the discussions, but should definitely be included in the final report.

Focus group participants were instructed to discuss not only positive experiences and impact but also negative and problematic situations and obstacles.

4.4.3. *Insights from the Focus Group Discussion*

The focus group data were analyzed following the five thematic axes of discussion. The analysis revealed the following:

Impact of KA1 mobility on participants' personal development

All focus group participants reported a positive impact on their personal development from their participation in KA1 mobility schemes.

Life-changing experiences: Many focus group participants stated that their life in school has changed after their participation in mobility schemes. Mobility renewed their interest in their work and had an "anti-boring" effect in their daily school routine. For some, Erasmus+ KA1 reversed their "burn-out" feeling and restored their interest in teaching. These experiences made them more autonomous learners and increased their internal motive towards self-improvement, and job-related improvement, sharing and collaboration. Participants felt they were "success stories" in their school communities and that they felt more appreciated for their work after their mobility, especially when the school or the local education community asked them to share their experiences, to participate in dissemination activities organized by the local education school support services, or were asked to assist other schools to develop an Erasmus+ application. They felt more confident to speak in public and lead group seminars. Several participants built on the qualifications and credits gained through KA1 mobility in their effort to upgrade their careers, applying for school director, deputy school director and / or school support officers' positions.

Changes in attitude towards other cultures, foreign education systems and peers: Participants mentioned that their mobility experience resulted in a more positive attitude towards other cultures. They felt more "cosmopolitan" and tolerant towards other cultures, and more open towards new cultural experiences. They developed a more "European" thinking towards education, in the sense that they encountered different educational thinking and ways of doing things. In some occasions either "enchantment" or "disenchantment" about the achievements and working conditions of European peers contributed to their self-awareness and their understanding of the realities of other education systems and other teachers' lives.

Motivation for self-improvement: Many participants revealed that KA1 mobility motivated them to improve their knowledge and skills and acquire a lifelong learning attitude. Some took foreign language lessons, in order to improve their communication and comprehension skills and make the most out of the mobility activities, i.e. seminars and educational establishment visits. In some cases, they aimed at upgrading their participation to job shadowing, something that they deemed unthinkable when they filed their first application. Others reported that after mobility they paid more attention in improving their ICT skills. One participant reported that she took

project management courses in order to seek an Erasmus+ project manager / promoter position and help others gain from her experience. Other participants streamlined their preference for post-graduate studies.

Personal networking, communication and follow-up European activities: The participants reiterated the importance of international networking through mobility activities. Most of them reported that they have built a personal network of peers, trainers or experts, with whom they communicate frequently, through e-mail, social media, web 2.0 applications, or on-line streaming services (i.e. Skype). They share information on new opportunities and initiatives for mobility, collaboration or training, they often prepare new applications for European projects (usually e-Twinning and Erasmus+ KA2 projects), but they also exchange views, experiences and teaching materials on school practice-related issues and problems.

Job-related enabling experiences: Participation in KA1 mobility enabled teachers to gain awareness of their strengths as educators. They felt more confident about their knowledge and skills, and more ready to cope with new or demanding situations and pedagogical problems and to embrace changes in their school practice. Even the experience of drafting an application and working with peers towards this project, has given them the opportunity to cooperate within their school, on issues that are not only limited to the school subjects that they teach. Several participants said that after their mobility they were able to materialize their visions about their school and their teaching practice.

Personal obstacles to mobility: Many participants said that they had to overcome several obstacles in order to apply and participate in mobility, including their personal reservations or fears.

- The main obstacle to mobility was reported to be the lack of language and/or ICT skills or, in most cases, the fear of inadequate skills in these areas. Several participants recalled their reservations during their first mobility, and their fear that they will feel embarrassed for their foreign language abilities. But, they remarked, their fear was more perceived than real. Most colleagues who were not native speakers of the activity language shared similar levels of foreign language expertise and in most cases they all found ways of understanding and communication. Lack of ICT skills is more common among teachers who approach retirement age. The lack (actual or perceived) of relevant skills is an important factor related to the low involvement of this group in KA1 mobility schemes.
- A second set of issues that affected their willingness to participate, pertained to their personal and family lives, which were affected by their obligation to prepare, participate and help to disseminate their mobility experience. Especially women teachers with young children felt it was more challenging for them to participate.
- The focus group participants also mentioned that older colleagues, who did not usually participate in personal or professional development activities other than required, did not express any interest in participating in KA1 projects. Their lack of interest was attributed to a lack of internal motivation, lower foreign language skills and a lack of understanding of the usefulness of mobility activities, besides travelling to a foreign country.

Impact on participants' professional development and school practices

The focus group participants discussed extensively about the impact of Erasmus+ KA1 mobility on their professional practice, relating to their role in the school, i.e. teaching, student counseling and guidance, work with peers and school leaders, and leadership.

For many, KA1 training seminars were the most important and systematic professional development activity they had participated in recent years. The financial crisis and the concomitant restrictions in education funding

diminished state-funded professional development initiatives to mostly training about newly introduced subjects or curricula. KA1 mobility provided teachers with more forms and opportunities for professional development according to their preferences and perceived needs.

Most participants of the focus group argued that KA1 mobility schemes can be at the forefront of in-service training and continuous professional development activities that are most relevant to the needs of teachers and schools. These activities could serve as good practices and examples of training activities and should receive due appraisal by education authorities.

Changes in teaching practice: Mobility activities provided participants with insights and experiences that affected their teaching practice in several ways. Among them:

- Learning to use new teaching methods and approaches in their classrooms, i.e. storytelling, mindful teaching etc.
- Improving their expertise to use what they already knew, i.e. using the CLIL approach to Greek language lessons, use of mobile devices in the classroom, facilitate learning for Special Education Needs and Disabilities students etc.
- Making more systematic and beneficial use of educational resources for students and peers, i.e. ICTs, digital resources, open educational resources, new media.
- Developing and using instructional designs and educational scenarios, especially for learning subjects that require innovative approaches.

Training needs in pressing issues: KA1 activities gave participants the opportunity to receive training in issues that are rated high in existing professional development needs surveys, such as inclusive / SEN classroom management, bullying, innovative learning approaches.

Better understanding of school policy and practice initiatives: Many participants chose training activities which provided them with a better understanding of newly introduced school policy and practice approaches and initiatives, i.e. the Zone of Educational Priority scheme.

Improved collaboration with peers and leaders: The collaboration of peers, often of different subjects, in order to draft the proposal and, after the approval, for achieving the aims of mobility and the implementation of its results, provided participants and non-participant teachers with the opportunity to establish more regular meetings for cooperation, which sometimes extended beyond working hours and daily routines.

Forms of professional development: Most participants agreed that “job shadowing” is the most productive and effective form of professional development that they could participate in. At the same time, they found it is the most demanding, requiring, in their view, advanced foreign language and communication skills. Additionally, they found particularly useful those training activities which included targeted and well-organised school visits. They also argue that training seminars can provide effective training opportunities when they meet certain standards. Participants referred to the level and quality of seminar organization and the trainers, the choice of training activities, which should respond to the training needs of the participants, the “chemistry” among trainees.

Professional / work-related obstacles to mobility: Many participants reported significant work-related obstacles to mobility. These usually have to do with the type and the level of school they work at, and its size. More concretely:

- Participants who taught core subjects in upper secondary education reported that it was particularly difficult for them to apply for mobility, because teaching of subjects which are examined in the national

examination that regulate access to higher education is very demanding and has a highly tight yearly teaching schedule.

- Educators who serve in small schools, especially pre-school institutions and primary schools that host up to four classes, face additional difficulties in securing leave-of-absence and replacement by substitute teachers, in order to participate in mobility activities.
- Equally, Special Needs Educators, face two kinds of obstacles: First, most of them do not have permanent positions in their school, meaning that they cannot be certain that they will work at that school in the following school year, when the mobility has to be implemented. Second, due to the nature of their work, which includes individual support to one or two students with Special Educational Needs and Disabilities, or teaching small classrooms of SEND students, they have to secure their replacement and also convince the administration for the usefulness and effectiveness of the mobility scheme.

The focus group participants remarked that the above-mentioned groups of educators are among those who could benefit the most from a mobility project. They mentioned at least two reasons for this: First they need continuous professional development due to the demanding nature of their roles and, second they belong to groups that might experience a “burn-out” feeling, due to the pressure for results (i.e. success of students in university entrance examinations), the special circumstances of their work in school (SEN educators and pre-school teachers).

Impact on participants’ school unit as a whole, and on each school stakeholder

The focus group participants unanimously agreed that KA1 mobility had a positive, although varying, impact on their school unit and all the stakeholders of the school community.

A team effort: Although in many occasions school involvement in KA1 mobility was initiated by the motivation and interest of individual members of the education staff, who were more active in the preparation of the project, it soon became clear that even drafting the proposal, but mostly, implementing, disseminating and sustaining project results, is a collective task. Participation in KA1 mobility gave school the opportunity to teachers of different subjects to work together and created stronger bonds within the school community. In the words of one participant, her school changed “from being miserable to being participatory and active”, there was “interaction and sharing” and a more “family-like” environment.

A vision for schools: Many discussants argued that the schools whose teachers and head-teachers participated in KA1 mobility, were able to articulate and materialize their vision for a better education and learning for students and a friendlier and more rewarding working environment for their peers. They reported that KA1 gave participants the opportunity to express and materialize their ideas, following or inspired from good practices that they encountered during their mobility.

- One participant argued that her involvement in KA1 mobility helped her to formulate her vision for a school that would implement a “pedagogy of joy”. She involved other colleagues, disseminated the idea to all school stakeholders and together with others, they published their ideas and the results of their work.
- Another participant was inspired to create in his school, a remote lower secondary school near the Greek borders, the “classroom of the future”, with the use of ICTs and learning techniques that he studied during a KA1 training seminar.

School improvement: Participants stated that they brought with them innovative learning approaches, new skills for handling pedagogical issues and new practices that could be incorporated into the instructional process. In fact, in most of their comments, they related their personal or professional development with school improvement and the positive impact on their everyday practice and interactions with colleagues. They also reported that they encountered different approaches to school improvement. This is a valuable experience for Greek educators, since there is no relevant state initiative at the moment.

The role of the school head: One of the most important insights from the working group, was the crucial role of the school head in KA1 mobility. Although it was not discussed extensively, it arose clearly from the composition of the focus group and the discussions about the impact of the mobility on the school unit. The school head's active role is important in planning the project and drafting the application. It can influence its orientation, its content and play an important part in its success. Objection of the school head to KA 1 mobility can lead to the cancellation of the project, as the application has to be filed by the school head, bearing her/his signature.

During the project, the school head has a directing role in the management of the process. He/ She can facilitate the changes required and ensure support from the school community and affect the quality and the scope of dissemination and effectiveness of implementation of project-related practices and ideas. The school head can contribute to the recognition of the effort of participating teachers, streamline dissemination within the school and mediate dissemination to neighboring schools and the local community.

Dissemination within the school: KA1 mobility has a significant impact at the school level. The modes of dissemination within the schools mentioned in the focus group, include: Discussions for sharing ideas and experiences, working groups on specific teaching methods and pedagogy-related issues, reproduction and use of educational materials brought by the staff members who participated in the mobility, cooperative development of lesson plans and instructional materials influenced by the new knowledge and competences brought to school by participants. One of the most important aspects of within-school dissemination is that mobility projects had a multiplying effect towards involvement in European projects. Several participants reported that their colleagues seek mobility opportunities, which led them to draft new Erasmus+ KA1 or KA2 proposals, or start e-Twinning partnerships.

Impact on students: The focus group participants agreed that the expected impact on students, and their involvement in the mobility project-related activities should be clearly visible in the application. This would guarantee that the most important group in the school would benefit from the mobility project. Impact on students takes many forms. Among them:

- New methods and forms of lesson delivery, new and innovative instructional materials. Students act creatively upon these materials with exceptional learning results.
- New opportunities for students to participate in interesting and creative projects. These opportunities are present both during the preparation of the mobility and after the return of their teachers.
- Renewed interest towards learning and a more positive attitude towards schooling, due to the new approaches and project/ micro-project involvement.
- Introduction of new forms of student engagement, which are not developed in Greek schools, i.e. participation of students in volunteer activities within and with their school.
- A sense of cosmopolitanism and connection with other cultures. Even decorations and multilingual signs in the school and the classrooms contribute to a more open attitude of students towards the "other".

These are particularly important, according to several participants, for a number of reasons. First, the new and creative approaches make lessons more interesting and the students "happier". Second, those that benefit

more from them are students who attend small, rural and remote schools, students with special educational needs and disabilities and students from disadvantaged and at risk groups. For example, inclusion of students with different ethnic and cultural background was easier to achieve, with the use of experience gained in mobility. One participant reported that the positive impact of KA1 mobility on the school community prevented students from dropping out. In schools that engage in Erasmus+ KA1 activities, students often express their interest in participating in other European projects like e-Twinning or Erasmus+ KA2 projects.

The role of the parents: There was evidence of different attitudes, forms of involvement and reactions of the parents, sometimes connected with the different phases of the mobility or the types of schools of the participants.

- A lot of parents choose schools which have a reputation of staff involvement in mobility projects, aspiring for a more open-minded and outward-oriented school culture and practice. The hope that these activities will be a plus for the education of their children. When this is the case, they accept the fact that teachers have to be absent for several days during the school year. One participant, a pre-school teacher, reported that the parents agreed that they could keep their children at home during her KA1 mobility abroad, and they didn't even ask for a substitute teacher. They especially appreciate the fact that this is a professional development activity, from which will benefit their children's learning.
- There have been reports of reservations from parents, who were concerned about the impact the absence of teachers for mobility may have on their children's academic achievement, especially in upper secondary education, where there is a pressing need for teaching the syllabus of core subjects in view of the national examination for access to higher education.
- When they participate in dissemination activities they express very positive opinions about the benefits of mobility to school and to their children and are very appreciative of the new modes of instruction or the innovative ideas stemming from mobility projects. Some parents contribute with their expertise to the preparation of dissemination activities or visits from foreign colleagues.

Teachers not participating in the KA1 project: The KA1 mobility projects are a trigger towards seeking more involvement in European projects. Non-participants often express their interest to be part of the next mobility opportunity. There were mentions of non-participant teachers who helped preparing the school for the visits or helped during preparation for mobility. KA1 projects give schools the opportunity for a concerted effort towards a shared goal. The overall school climate and the openness of the participants' team play a role in increasing involvement of non-participants, even those who have no intention to participate in similar projects, in dissemination activities and the sustainability of results.

Open minds – open schools: Getting schools involved in KA1 mobility projects according to focus group participants, results in open-mindedness of the school community towards innovation, creativity but also towards probing new ideas for improvement, at the classroom and school level. Receiving educators from other countries, for visits or for job shadowing, also cultivates a sense of openness and transparency. And in several occasions, these schools become "success stories" and a focus of attention of the local educational community, reinforcing their efforts to participate and to get more members of staff involved. Mobility projects provide an opportunity for an exercise in the pedagogical autonomy of the school, a feature much needed in Greek education.

School-related obstacles to mobility: Several factors hindering the application and participation in mobility projects were brought up by the focus group participants. These include:

- A teacher assembly which is opposing a mobility application right from the start. According to the Greek legal framework for schools, school administration is exercised by a dipole, the school director

(who is a teacher) and the teacher assembly, and requires a majority in favor of the decision. Objections to mobility usually stem from (a) ideological reasons (i.e. opposing European projects), (b) not seeing the usefulness of the project for the school, or the response to perceived learning needs, i.e. arguing for the irrelevance of the project or the lack of adequate infrastructure and staff competences, (c) arguing that the project will put an unnecessary extra burden on the school and the students, (d) personal objections against staff members involved in the project. These arguments place additional importance on the role of the school director, who can effectively argue for or against mobility and have an influence on the members of the teaching staff.

- Members of the teaching staff who do not want to participate or assist mobile staff, or get involved with school dissemination activities. Their reactions can bear similar reasons with those mentioned above.
- Frequent changes in the teaching staff, an issue that is more visible in remote or disadvantaged schools. Non-tenured, adjunct staff cannot participate in mobility activities, as they are placed in schools under time-limited contracts, covering the needs of the current school-year. Stability in staff members is crucial for the application, implementation and sustainability of the mobility project.
- Difficulties in securing staff substitution during visits. This is one of the most important school related reasons for educators not opting for “job shadowing” activities which would require a longer absence from school. It is also a dissuasive factor for small schools, i.e. pre-schools or “difficult-to-reach” rural schools, to apply.
- Pressure, especially on upper-secondary schools, to teach the curriculum without any delays, leaving limited time for staff absences during the school year. The pressure to complete the syllabus of core subjects (mainly those examined for university access) could also impede certain activities of within-school dissemination: It could constrain activities which involve experimentation for changes in instructional approaches and reduce participation of senior students in mobility-related projects.

The identification of school-related obstacles to mobility are particularly important, in order to streamline the process, eradicate potentially hindering factors and achieve a significant increase in applications from schools which found it extremely difficult, impossible or even unimportant, to participate.

Impact on school context, local schools and community, the school system

The impact on the local school context and neighboring schools can be traced through dissemination activities, which take different forms, according to, among others: (a) obligations presented in the mobility plan, (b) availability of mobility participants, (c) interest of the local community and (d) support of the regional education structures. The focus group underlined the crucial role of the school leader and the school community in planning, organizing, publicizing, carrying out and sustaining momentum of the dissemination activities.

Dissemination activities usually include:

- Local or national media publications or presentations (i.e. newspapers, audiovisual and digital media).
- Publication of related articles or reports in school bulletins, the school website or blog.
- Social networks’ accounts and groups.
- Scholarly publications, i.e. journal articles, books, collective volumes.
- Development of mobility related websites or web 2.0 tools, which occasionally feature mobility related instructional materials and lesson plans.

- Seminars and workshops for local schools teaching staff by the mobility participants.
- Open events in the school or other local venues, with parents and local authorities
- Seminars organized by the education coordinators who are attributed the pedagogical responsibility of the school or the education specialties of the involved staff.
- Participation in Erasmus+ promotion activities.

Multiplying effects: The multiplying impact of these activities also depends on the wide participation of local educators, their perception of usefulness and relevance of the themes and the timing of events. In any case, focus group participants noted the reinforcing effect of the dissemination activities for participants. They develop their competences in presenting their experiences, teaching and guiding peers and serve as living examples for others to follow their path. A rather secure indicator of the multiplying effects and the impact of dissemination activities is the increase in Erasmus+ applications, not only KA1 but also KA2, increased participation in e-Twinning, Teacher Academy seminars and other European education initiatives.

Impact on the education system: From the discussions one could easily assume that Erasmus+ KA1 mobility projects have a positive impact on the education system in general. Some of these include:

- Opportunities for professional development of teacher with a European added value.
- Acquaintance of mobility participants with innovative or alternative approaches and methods to schooling, instruction and learning, but also with education policy initiatives which may be nascent or in early stage of implementation in Greece.
- School and teacher European networking and competence building, which also benefits the creation of local clusters of schools and communication among peers within and between schools.
- Empowerment of a crucial mass of teachers and leaders, who realize that their skills and competences measure up to those of their colleagues from other European countries, whose education and schooling systems are projected as examples or best practices.

Obstacles to dissemination and wider impact:

- Bureaucracy and administrative demands, including obstacles to approval of mobility and travel, excessive red tape for budget management, substitution of mobile staff.
- Participation of KA1 mobility beneficiaries in dissemination activities.
- Interest and involvement of local education authorities.
- Lack of recognition for Erasmus+ participants, regarding their achieved skills and competences (i.e. recognition of Erasmus+ seminars as professional development activities), or regarding their ability to act as trainers or experts in multiplier events and other professional development activities.
- Low quality of KA1 mobility providers and offered training opportunities. There were several complaints about providers who did not offer the expected or advertised quality of activities and learning opportunities to participants. Most participants agreed that the providers' profile or their ratings were not a secure indicator of the quality of their services.

Important points to be included in the KA1 Mobility Impact Study

As mentioned in the first section of this chapter, in the final round of the focus group, participants were asked to work in groups and report back to the plenary discussion. Their task was to discuss, review and reflect on the conversations and exchanges that took place in the previous rounds, and pinpoint in their group report any issue concerning impact that, in their view, either deserved attention was not given or was not brought up during the discussions, but should definitely be included in the final report.

The participants were divided in three discussion groups. In their reports they referred to the following issues:

GROUP 1

Main points:

1. Connecting mobility to educational needs and to practices that can be implemented at schools.
2. Involve newly appointed or early-stage teachers in mobility activities.
3. The impact of mobility on students has to be visible right from the application phase.
4. The Education Coordinators should be actively involved in dissemination activities both within school and between schools.
5. Examples and good practices should be publicized.

GROUP 2

Main points:

1. We would like the final report to refer to the importance of KA1 project impact for the whole school. We would like to see an increase to the degree of impact of [KA1 related] professional development to the teaching staff, the students, the parents and the local community.
2. The Ministry of Education, which should recognize the impact of the Programme and facilitate the dissemination and widening of participation.
3. Proposals:
 - a. Changes in curricula as a result of the mobility experience, i.e. emphasis on experiential learning.
 - b. Recognition and certification of skills acquired through mobility-related training activities. But only in relation to the quality assurance of the training providers, an issue that has to be emphasized to the Erasmus+ authorities for their actions.
 - c. Solutions to administrative and management issues related to mobility.

GROUP 3

Main points:

1. The crucial role of the director of the school unit
2. Difficulties of KA1 Mobility and the need to remedy them:
 - a. Recognition – participants do not get any [professional development or other] credits from mobility projects and training – Erasmus+ KA1 projects can become the “forefront of professional development”.

- b. Substitute teachers – they cannot participate.
- c. Provision for facilitating mobility in “difficult schools” (i.e. SEN schools).
- d. A common policy between education directorates and between directorates and the Ministry of Education in the process of approval for mobility activities, i.e. the legal framework for the authorization of teacher mobility.



5.1. Conclusions – Introductory note

This section provides insights and conclusions about the impact of KA1 mobility, as these are extracted from the analysis of a. final reports and evaluation questionnaires provided by the National Agency; b. semi-structured interviews conducted with educators who had been actively involved in the preparation of the proposal and subsequently had participated in the KA1 mobility; c. non-participants' interviews and questionnaires and d. the focus group discussions involving participant teachers, school heads and Erasmus+ promoters and managers.

Final Reports' analysis provides evidence about: **(a)** the general impact of KA mobility on participant teachers as individuals and as part of the school community; **(b)** the selection of thematic areas and its correlation to professional development of teachers; and **(c)** the teachers' perceptions about the relation between the original aims and objectives before the mobility to the outcomes and results after the mobility had completed.

Evaluation Questionnaires reflect findings about teachers' perceptions which are classified around the following five key themes, according to the nature of questions: **(a)** the teachers' professional development; **(b)** the teachers' personal development according to EU Reference Framework; **(c)** the school culture and curriculum; **(d)** the dissemination of experiences at the wider school and local community; and **(e)** the School's potential for Internationalization/ Europeanisation.

Qualitative analysis of 1-1 semi-structured interviews follows similar classification: (a) the participants' personal development (b) the participants' professional development and school practices (c) the participants' school units as organisations (d) other local schools and wider community. A further thematic category concerns the difficulties experienced, the ways obstacles were overcome and the respondents' suggestions for improving the Programme.

Findings for Non-participants and the findings of the Focus Group discussions are also similarly classified. Findings for Non-participants reflect how they have perceived their colleagues' KA1 mobility in school with additional insights on the school's pedagogical practice.

The findings of the Focus Group discussions provide insights and suggestions on the above key themes with additional focus on: (a) impact on Students and Parents; (b) reflection with colleagues; (c) impact on educational system and the curriculum and (d) the role of school heads.

5.1.1. Overall impact

Participant teachers are overall **satisfied with the mobility schemes**, responsiveness of participant organizations, the organizational structures of the schools visited, the learning experience, the social interaction, the preparation and general organization of the mobility as well as the relevant support by the Hellenic National Agency before and after the mobility.

Evidence from reports, questionnaires, the focus group, interviews, participants and non-participants reflects the **popularity of KA1 mobility**, which is closely linked to: the participant teachers' intention to re-apply for KA1 mobility; other colleagues' desire to participate; teachers' willingness to join European/international projects; schools' familiarity to EU funding mechanisms; the schools' positive attitude towards mobility schemes.

The wide range of regular and digital dissemination means implies that **teachers are highly responsive to sustainability of outcomes**, thus highly contributing to the school's opening to local, national and European society.

- Almost half of the participant teachers are satisfied with the relevance between original goals and final results. More than one third of teachers were enthusiastic about the goals' achievement, and three of

them reported that mobility achievements had exceeded their initial expectations. It can be concluded that KA1 mobility has reached a satisfactory level of accomplishment, excluding certain objective obstacles mentioned. **Quite interesting is that certain reports mention differences in national curricula, school textbooks or even the use of I.C.T. in the educational process as the basic obstacles for not achieving the expected results.**

- Linking thematic areas and the overall impact as perceived by teachers, there is a **close association** between the selection of specific themes and their perception that their skills and competences in these areas have been improved.
- As regards the thematic areas, the teachers' interest on new methodology and innovative techniques, **best practices and cognitive expertise** in school subjects is evident. This is also visible in Reports, in which a variety of teaching techniques are efficiently offered by organisations, as well as in "semi-structured interviews", in which cooperative learning strategies based on constructivist principles and the increased use of ICT have been reported as very positive practices through KA1 mobility.
- Quite interesting for 2014-2017 KA1 mobility is the fact that **teachers showed little interest in selecting and elaborating on themes/topics which are considered of high importance nowadays**. These topics are: EU citizen and Democracy, Migrant issues, Inclusion and Social Dialogue, Environment and Climate Change, Open distance learning and Quality assessment (findings vary between 2,6% to 0,3%). **This probably has to do with reluctance on behalf of the partner organisations or the participant teachers themselves to deal with social issues that entail a degree of high responsibility. The cases of Open-Distance Learning and Quality Assurance are relatively new issues, at least in the Greek context, thus not highly prioritised by Greek teachers.**
- More than half of the responses are positive in what concerns improvement of professional competences through KA1 mobility. **This highlights the significance of professionalism in the mind and heart of teachers, also in relation to self-motivation for improving professional skills and job satisfaction, as evidenced in the questionnaires. This is an issue that needs to be seriously taken into account in future policy-making.**
- KA1 mobility Assessment is a two-level approach: (a) the administrative process of the mobility and (b) the performance of teachers in activities' implementation. The first approach deals with the mobility process as a whole, mainly through pre-and post-training teacher questionnaires, open-ended questions and online questionnaires in relation to the degree of satisfaction, benefits, difficulties and future suggestions. The second approach assesses the performance of teachers in the activities, mainly through peer discussions, mini workshops and self-evaluation tools so that to keep track of what is being done both individually and in teams. **What is actually missing is the assessment of the methodology provided in KA1 mobility, that is its effectiveness in relation to indicators and the target groups it addresses each time.**
- Assessment of the Methodology also has to do with its **Practical Implementation in class/school on a systematic basis** so that there is a continuum of KA1 mobility learning outcomes and their gradual integration in the curriculum, as also evidenced in the teachers' perceptions about "school culture and curriculum".

5.1.2. *Teacher Professional Development*

Evidence in the field of Professional Development Results is really challenging and highlights the significance that teachers attribute to the teaching profession. Assertions about the professional development potential

of KA1 mobility was unanimous. At the same time, evidence reveals valuable insights on the situation of the teaching profession in Greece. Many participants argued that **KA1 training seminars were the most systematic types of activities they had participated in recent years, which can lead to professional development.**

- Based on the responses, it can be concluded that –through KA1 mobility - teachers feel positive in relation to knowledge enhancement in the subject/s of their specialty, which coincides with the mobility topic. **It may imply that teachers prefer to select mobility topics that are relevant to their subject area at school.** However, people's contemporary skills in the globalized world require having a good grasp of a variety of disciplines and knowledge.
- Training seminars and other mobility-related activities encouraged many participants to adopt innovative teaching strategies and to familiarize themselves with established instructional strategies. **It is important that teachers' knowledge complies with all the latest developments** and is constantly updated.
- Irrespective of the topics and thematic areas involved in KA1 mobility, it is concluded that mobility teachers have been exposed to a variety of educational techniques and alternative practices within the mobility. **These techniques may be directly linked to teachers' specialties or the subjects they teach; they may also apply to similar or other curricular subjects, as they refer to more general education issues,** like organizing lesson plans, triggering students' motivation, managing classroom, treating students' behavior etc. Thus, a suggestion for future design of KA1 mobility would be teachers to participate in KA1 mobility under **topics which are not strictly related to their own subject areas, so as to get acquainted with general approaches of teaching.**
- **Practical skills in teaching** - through KA1 mobility - were the first to be appreciated among the teacher professional skills (59.27%-highly appreciated and 33.71% rather appreciated). It is quite encouraging that Greek teachers were provided with practical skills, which otherwise are not sufficiently provided in their studies/training so far. **It can be argued that KA1 mobility covers a gap in the Greek school reality: the practical versus the theoretical aspect of their job.** Greek teachers usually complain about the lack of practical training (pre-service training) as well as the insufficiency of updated formal training for in-service teachers. It could be argued that the difficulty to bridge theory and practice could also be partially attributed, i.e. in the case of secondary education specialty teachers, to the insufficient pedagogical and instructional training during their undergraduate studies.
- Equally important is **the strong connection between mobility and job satisfaction** and the desire to continue developing their professional skills, whether this has to do with alternative teaching, watching colleagues apply new techniques or implementing good practices at school. **Many participants commented that being satisfied with their job increases self-motivation and autonomy and triggers their students' desire to learn.** It actually leads to personal fulfillment; nevertheless, an equal important 35.79% rather agree that new paths of teaching refresh themselves as professionals.
- Considering also that the teaching profession is exhausting throughout the years, **Lifelong learning through Mobility, as an EU policy, is truly significant in the field of constant self-improvement and refreshment.**
- Quite mixed is also the evidence regarding teachers' perceptions in **entrepreneurial skills'** improvement (questionnaires) combined to evidence in Employment and career opportunities (Final Reports). Evidence, thus, suggests that there is space for improvement in what concerns the link between school and enterprises, but also providing students with opportunities to develop and apply their ideas. Contemporary market needs ask for training of entrepreneurial nature, so that teachers can support students' familiarity with future jobs and work opportunities.

- **“Job shadowing” is an excellent opportunity for teachers to get acquainted with such entrepreneurial skills and other key competences.** Evidence has shown that “job shadowing” is the most productive activity towards professional development; however, it is the most demanding type of KA1 mobility because, apart from teachers’ full commitment, it requires extra administrative school arrangements (teachers’ substitution). This is also an issue that needs to be seriously taken into account in future policy-making.

5.1.3. *Teacher Personal Development*

Many teachers described KA1 Mobility as a “life-changing experience”, affecting the way they see their daily school routine and the teaching profession in general.

- All participants felt that KA1 mobility had offered them the opportunity to get familiarized with different educational systems, to exchange ideas with colleagues from abroad and, more important, to get acquainted with innovative approaches of learning and teaching practices which are not “common” in Greek education. Either “enchanted” or “disenchanted” about the achievements and working conditions of European peers, participants gained self-awareness and understanding of the European reality and the teacher professional status around Europe.
- The majority of EU competences, as included in the European Reference Framework, have been enhanced, practiced and improved through KA1 mobility. According to teachers’ perceptions, the biggest changes are ranked -in order of percentages- as following: (a) Social and Civic Skills, (b) Interpersonal skills, (c) Cultural awareness and (d). Team skills.
- The significance of KA1 mobility is evident in **practicing the above fundamental skills, which are necessary in school and the wider social and political life.** Especially, Cultural awareness skills are more than necessary in teaching contemporary multicultural classes (migrants, immigrants and asylum seekers).
- Mobility projects motivated participants for self-improvement. KA1 mobility stimulated them to improve their knowledge and skills, especially in foreign languages and ICTs but also in project management, and acquire a lifelong learning attitude. **“Learning how to learn” through mobility** is rated high in teachers’ appreciation. This kind of skills is purely compatible to the contemporary style of learning according to individual abilities and is crucial for independence and autonomy, especially when it concerns special needs.
- **The results concerning Maths, Science and ICT skills as well as Analytical skills are rather controversial, thus reflecting a necessity in the future design of KA1 mobility.** It can be concluded that either the mobility thematic areas have little to do with STEM sciences or teachers do not prefer this thematic area. **In any case, future mobility should be enriched with STE(A)M courses,** including the Arts component which, for many participants, is considered highly relevant to contemporary educational approaches.
- Commonly reported personal development includes **gaining experience of innovative practices,** involving the implementation of cooperative learning strategies based on constructivist principles, as well as the increased use of Information and Communication Technologies (ICT) in instructional practice.

5.1.4. *The school culture and curriculum*

School Culture and School Curriculum have both been affected by KA1 mobility, providing valuable insights for improvement in both school areas. **Three significant observations** have been made in relation to Learning outcomes (for teacher participants, non-participants, students and parents) as well as Institutional improvement.

- A variety of **Learning outcomes for teachers** are recorded: good teaching practices, cognitive and metacognitive knowledge, and school management/organisation. Evidence from focus group and interviews also stresses **the learning outcomes for students' involvement in mobility related projects; this was particularly evident in small or rural schools, with limited student possibility in European-oriented educational activities.** It also highlights the role of school heads in initiating, preparing and disseminating results; nevertheless, school heads bear much of the bureaucratic burden. A substantial number of responses had to do with impact on parents; their attitude towards mobility was either accommodative or hindering, depending on their expectations about the mobility effectiveness for the students. Interviews reveal impact on non-participants, which was mainly informative, but depending on their personal attitude and the efforts of participants, could develop to active involvement, strengthening dissemination and sustainability of Mobility outcomes.
- Concerning **Institutional Improvement**, less than half of teachers agree that –due to KA1 mobility- the schools have gained expertise on how to best organize their institutional practices or adapt bureaucratic practices so that to facilitate the KA1 mobility procedures. **This means there is space for improvement and it can be certainly linked to the future policy-making in school administration, for example the issue of teachers' substitution in cases of absence.**
- **Quite significant is the evidence deriving from the combination of Learning outcomes and Institutional changes.** It can be argued that the teachers are not satisfied neither with the degree of new techniques' implementation at school level nor with the modifications in the school curriculum. This may be due to a number of reasons; **institutions not ready for changes; limited school time for personnel to familiarize themselves with new practices; school stakeholders not confident to apply changes; limited freedom in working on subjects according to new knowledge; rigid curricular framework.**

5.1.5. *Other local schools and wider community*

In the local and educational community KA1 mobility teachers often become "success stories" and their schools are projected as "best practices", according to interviews and focus groups discussions. **The variety of dissemination means reflects participants' need to communicate their accomplishments to society** as a kind of reward for their efforts; it is also suggestive of the **time and effort they devote to increase the sustainability and impact of their project** within their school and for the benefit of the educational community.

What is striking, however, to observe in this section are the results about new knowledge implementation at school level.

- **There seems to be a mismatch between teachers' commitment in applying new knowledge and the actual situation in Greek schools (visible in questionnaires and focus groups).** The majority of teachers **feel that schools provide many opportunities** to share knowledge in practice. Around half of the **teachers actually share knowledge** in class which reveals the teachers' commitment (a 37% has implemented practices -taught through mobility at their own school institutions and another 30% has tried new concepts at school.) At the same time, **implementation of new knowledge can be considered fragmentary**, since all changes in the school curriculum need to be introduced centrally by the Ministry of Education.

- **Great variations (and rather low percentages) are visible in teachers' responses related to the introduction of (a) new teaching subject/s and (b) new teaching methods.** Since it is not possible to introduce new teaching subjects, responses refer to alternative activities under the same subjects or cross-curricular approaches. Thus, the following conclusions can be resulted: School curriculum is not yet open to curricular changes; teachers are not adequately trained for modifications of new practices to the Greek context. **The significance of quality training arises regarding teaching.**

5.1.6. *School's potential for Internationalization*

There is much space for improvement as regards the Internationalization potential, that is links to partner organisations, professional teacher networks, market players and civil society stakeholders.

- KA1 mobility action is a small network by itself.
- Almost half of the participant teachers feel they have been part of a wider professional network of colleagues sharing the same vision. Mobility has partly (and rather limited) succeeded in providing teachers with opportunities to maintain contacts. This is probably either because partners did not find a common ground to enhance communication, or the time allocated to mobility was not enough to sustain relations. A suggestion for future mobility schemes to be organized with a clear cooperation potential in the future is recommended.
- Low percentages in responses related to 'labour market links' (41,85% neither agreed nor disagreed, 21,35% rather disagreed, 17,13% strongly disagreed) **validate the evidence provided also for the entrepreneurial skills' improvement.**
- In any case, links between schools and labour market is a contemporary need, irrespectively of the teachers' specialty.
- Results in the Links to Civil society stakeholders mean that there is much space for improvement in the area. The teacher responses imply that mobility opportunities have not sufficiently provided teachers with links to civil society and other stakeholders. **Since civil society plays a key role in promoting dialogue about decisions that affect people, opportunities to strengthen cooperation with schools enhance effectiveness and impact at school.**

5.1.7. *Challenges and Areas of Improvement*

Participants reported a number of challenging issues and problems that impede Mobility projects and /or undermine their impact and scope.

- It was widely reported in interviews and the focus group discussion that the **bureaucracy involved in applying for and subsequently implementing the KA1 project had been a serious obstacle that needs to be addressed.** Surprisingly, participants from different schools reported varying responses from regional education authorities, indicating that not all education authorities work under the same standard.
- Sometimes **teacher assemblies at schools are not favourable to mobility projects** for several reasons. This could revoke the initiative of other peers to participate. Further information and effort to understand and refute or entertain disagreement would be helpful.
- **Schools with a large number of substitute teachers face additional difficulties** in their effort to apply and participate in mobility. On the other hand, schools with stable, tenured teaching staff could more

easily sustain and disseminate mobility outcomes. An effort from the Ministry and Education Directories **to secure stability of teaching staff in participant schools** would be greatly beneficial to widening the possible applicants' pool.

- There have been instances of schools where either the continuation of the mobility project, or the mobility outcomes become unsustainable, because **members of the core team of the project left the school**. The same has been evident in cases that **the school director changed**. Again, stability of teaching staff and school leadership is essential for mobility to yield results for the school.
- Another obstacle that was regularly mentioned by the respondents concerned the **rigid structure of the curriculum and the absence of flexibility in replacing the colleagues** who go on a KA1 mobility. This is particularly true for upper secondary schools, teachers of core subjects and special need teachers, who have more difficulties to participate, because of their heavy workload and existing difficulties in substitution.
- Sometimes participants chose training programs **which were of low quality or did not correspond to their expectations**. This is related to insufficiencies in the process of quality assurance for host organisations. Some respondents commented on the demanding nature of the training program they chose, which was seen as too heavy and tiring, indicating shortcomings in the planning and implementation process from host organisations.
- **Foreign language knowledge, personal commitments, reduced ICT skills, failure to see any benefit in Mobility other than travelling abroad** have been reported as the main personal obstacles to participate in KA1 projects. These were particularly evident in the responses of teachers and school directors with many years of service or close to retirement.
- Attempts to disseminate Mobility outcomes are often challenged by the **reduced interest of peers from within the school or from the neighbouring schools** and /or the local communities. On the other hand, there is evidence that participants also **fail to adequately fulfill their obligations to organize or participate in multiplier events**.

Referring to the obstacles and challenges they encountered, participants made the following suggestions in order to diminish their influence and enhance the impact of mobility projects:

- Simplify the process of applying for a KA1 project and provide additional technical support and seminars.
- Require a stronger commitment by everybody in the school, right from the start of the application process. The planning should be carried out by all interested staff in the school unit and not only those few who initiated the process.
- Dissemination, both within school and towards the educational and local community should be carried out in a more systematic way, which has to be secured and monitored by relevant authorities.
- There should be some kind of assistance for choosing the needed type and form of mobility as well as the right training program to attend.

5.2. Recommendations

The research team, having studied all available research evidence and based on the conclusions cited above, would like to make the following recommendations to the National Agency:

A. In relation to Erasmus+ KA1 Mobility projects

- **KA1 mobility schemes can be at the forefront of in-service training and continuous professional development activities**, relevant to the needs of teachers and schools. These activities could also serve as good practices and examples of training activities and should receive the appropriate attention and appraisal by Greek Educational authorities. The National Agency, in cooperation with the National Authority should communicate further the very positive impact of KA1 Mobility projects for teachers and schools.
- The impact on professional development is maximized when host organisations offer high quality, state-of-the-art, well organized, active learning training seminars and targeted, well-prepared school visits. The National Agencies should work in cooperation with the European Commission to **establish a system of quality assurance for mobility providers**. This would improve value-for-money of the Programme, strengthen the credibility of mobility activities and facilitate certification and appraisal of participants.
- Participant teachers have to be incentivized to **opt for “job shadowing” mobility more often**. According to participants’ views, this is the most productive and effective form of professional development that they could experience. In order to achieve this aim, administrative provisions for timely and adequate teacher replacement should be secured, as the mobility period required for “job shadowing” is significantly longer than training visits.
- **The role of school leaders is essential along every phase of the mobility and dissemination process**. School directors have to be specifically targeted and trained in order to facilitate a mobility-conducive school environment, maximize application quality, and ensure sustainability and dissemination of mobility impact within the school community.
- **Rural, remote and small schools have to be targeted**. These schools are in greater need for mobility related improvement, since their staff has limited opportunities to participate in educational or training activities, compared to their peers from urban or bigger schools, who can be more easily substituted but also participate in other educational activities.
- **Student involvement has to be clearly visible and adequately secured in the mobility application**. Student involvement contributes to stimulate a climate of collaboration, creativity, inclusion and more constructive learning. All these factors contribute to maximizing the impact of mobility on school community.
- **Further identification of school-related obstacles to mobility** is particularly important, in order to streamline the process, eradicate potentially hindering factors and achieve a significant increase in applications from schools which found it extremely difficult, impossible or even unimportant, to participate.
- Schools have to be encouraged to apply after identifying their actual needs and to choose mobility schemes that would be effective in meeting those needs. Furthermore, impact and sustainability of KA1 projects outcomes could be connected with the quality assessment framework and be considered **a whole school improvement process**.
- **Newly appointed teachers have to be involved in the mobility process**. It is a long term investment which could contribute to the development of a critical mass of involved, innovative and nuanced teaching force that would support school improvement.
- KA1 Projects can **promote interdisciplinarity**, by encouraging participation of teachers to “out-of-field” (other than their own specialization) training topics.

- **Certain topics of KA1 Mobility could be further promoted**, as participant teachers report that they bring positive effects to themselves, their classrooms and their schools. Such topics include: **(a) Social-oriented and Environment-oriented topics: EU citizenship and Democracy, Migrant issues, Inclusion and Social Dialogue, Environment and Climate Change and others; (b) STEM Training.**

B. In relation to future Education Policy decisions

- **Timely substitution of participant teachers** is essential for schools to be able to participate without complaints from parents and gaps in student learning due to lost teaching hours.
- **Stability in the school staff** is crucial for the sustainability of mobility outcomes. Schools with a large percentage of substitute or non-permanent staff face greater difficulties to participate, accomplish the terms of the application and sustain mobility outcomes.
- The Ministry of Education could take measures to **reduce bureaucracy and secure a common framework of policy implementation between Education Directorates** which would facilitate participation of schools, especially those which lack relevant experience and are doubtful about the benefits of mobility versus the administrative or educational workload which it requires.
- Education policy makers could **leverage experience from KA1 Mobility as “best practice” to supplement State-wide initiatives for Professional Development of teachers.** They could be particularly effective for (a) connecting theory on practice through innovative instructional strategies; (b) peer-learning and co-teaching; (c) applying alternative approaches at school; (d) updating Knowledge on subject area/s.
- Education authorities could **recognize, certify and award professional development credits to participants of KA1 Mobility projects** after consulting with the National Agency on the issue.
- Sustainability and dissemination of Mobility outcomes could benefit from **increasing school pedagogical autonomy and curriculum flexibility.**
- Schools could benefit greatly from internationalization and Europeanisation, from **networking and collaboration with foreign schools and peers.**

C. In relation to Teacher Wellbeing and Appraisal

- **Appraisal and recognition of training activities** and, after a careful quality assurance process, conditional certification of professional development activities accomplished during mobility and dissemination, would increase participation and motivate teachers to participate.
- Participation and dissemination could benefit from **bestowing trust to teachers**, regarding their disposition to support their students by seeking training through mobility, not just a chance to “travel abroad”.
- **Teachers in danger of “burn out”**, such as special needs teachers, and teachers of core subjects who feel excessive pressure due to their workload **need to benefit more from mobility.** Mobility increased job satisfaction and renewed interest of participants to bring innovation and change in their established school practices.
- Teacher networking, an expected corollary of mobility, contributes to **opening-up schools to the world** and bringing in new experiences which renew daily schooling for teachers and students.

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Annex I

Interview Questionnaires (in Greek)

———— *Participants' Questionnaire*

———— *Non-Participants' Questionnaire*

ΕΠΙΔΡΑΣΗ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1 ERASMUS+ ΣΤΟΥΣ ΣΥΜΜΕΤΕΧΟΝΤΕΣ

ΕΠΙΔΡΑΣΗ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1 ΣΤΗΝ ΠΡΟΣΩΠΙΚΗ ΒΕΛΤΙΩΣΗ ΤΩΝ ΣΥΜΜΕΤΕΧΟΝΤΩΝ					
<i>Παρακαλούμε σημειώστε με ένα √ τον βαθμό στον οποίο συμφωνείτε με τα παρακάτω. Το σχέδιο Erasmus+ στο οποίο συμμετείχα:</i>					
	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Μου παρέιχε διδακτικές μεθοδολογικές γνώσεις					
Μου παρέιχε ψηφιακές γνώσεις					
Μου έμαθε τρόπους αξιολόγησης μαθητών					
Με βοήθησε να αποκτήσω κίνητρα μάθησης ξένων γλωσσών					
Με βοήθησε να βελτιώσω τη γνώση μου στην/στις ξένες γλώσσες					
Με βοήθησε να αποκτήσω γνώσεις στην ειδική αγωγή					
Με βοήθησε να βελτιώσω τις γνώσεις μου στην ειδική αγωγή					
Με βοήθησε να μάθω καλύτερα άλλα εκπαιδευτικά συστήματα					
Μου έμαθε νέες προσεγγίσεις στη διαχείριση και διοίκηση ζητημάτων					
Μου πρόσφερε περισσότερες πληροφορίες για διάφορα θέματα συζήτησης					
Με βοήθησε στη διαχείριση συγκρούσεων					
Με βοήθησε να αποκτήσω διαπολιτισμικές δεξιότητες					
Μου παρέιχε κίνητρα καινοτόμου διδασκαλίας					
Με βοήθησε να αποκτήσω κοινωνικές δεξιότητες					
Με βοήθησε να αποκτήσω καλύτερη γνώση του αντικειμένου μου					
Με βοήθησε να συμβάλλω στην εξάλειψη/ αντιμετώπιση προκαταλήψεων					
Με βοήθησε να γνωρίσω άλλους πολιτισμούς					
Μου έδωσε ευκαιρίες να μιλήσω για τον δικό μου πολιτισμό					
Με βοήθησε σε διαμόρφωση σχέσεων με άτομα από άλλες χώρες					
Άλλο:					
Άλλο:					

ΕΠΙΔΡΑΣΗ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1 ΣΤΗΝ ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΒΕΛΤΙΩΣΗ ΤΩΝ ΣΥΜΜΕΤΕΧΟΝΤΩΝ

Το πρόγραμμα:

	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Μου έδωσε κίνητρα για συνέχιση ανάπτυξης των επαγγελματικών μου δεξιοτήτων					
Με βοήθησε να δημιουργήσω επαγγελματικά δίκτυα με ξένους εταίρους					
Με βοήθησε να εφαρμόσω νέες διδακτικές και μαθησιακές μεθόδους					
Με βοήθησε να γνωρίσω νέα στοιχεία στα αντικείμενα των σπουδών μου					
Με βοήθησε να συνειδητοποιήσω την ευρωπαϊκή διάσταση του σχολείου και της εκπαίδευσης					
Με βοήθησε να βελτιώσω τις δεξιότητές μου στην αντιμετώπιση πολυπολιτισμικών ομάδων					
Με βοήθησε να εφαρμόσω νέα εργαλεία και μεθόδους στην τάξη					
Με βοήθησε να χρησιμοποιήσω περισσότερο τις ξένες γλώσσες στη διδασκαλία					
Με βοήθησε να διαχειριστώ τις τάξεις μου πιο αποτελεσματικά					
Με βοήθησε να έχω καλύτερες σχέσεις με τους μαθητές μου					
Με βοήθησε να έχω καλύτερες σχέσεις με τους συναδέλφους μου					
Μου έδωσε επαγγελματικές ευκαιρίες					
Με βοήθησε στη χρήση των Ν.Τ.					
Με βοήθησε να αξιοποιήσω διδακτικά τις Ν.Τ.					
Άλλο:					
Άλλο:					

ΕΠΙΔΡΑΣΗ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1 ΣΤΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΙΔΡΥΜΑ

Τα αποτελέσματα του σχεδίου

	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Ενίσχυσαν την επιθυμία των συναδέλφων να συμμετέχουν σε περισσότερα σχέδια Erasmus+					
Βοήθησαν στην υιοθέτηση διαπολιτισμικής συνείδησης					
Έδωσαν ευρωπαϊκή διάσταση στο σχολείο					
Βοήθησαν στην υιοθέτηση καινοτόμων πρακτικών στη διδασκαλία					
Ενίσχυσαν τη σύναψη σχέσεων με άλλα εκπαιδευτικά ιδρύματα					
Βοήθησαν στην υιοθέτηση καλών πρακτικών για την οργάνωση και τη διοίκηση του σχολείου					
Ενίσχυσαν το ενδιαφέρον του συλλόγου καθηγητών για την εκμάθηση ξένων γλωσσών					
Εισηγήσαν διδακτικές καινοτομίες					
Βοήθησαν στην αντίληψη της πολυπολιτισμικότητας					
Βοήθησαν στην εκμάθηση καλών πρακτικών για τη διαχείριση της διαφορετικότητας					
Βοήθησαν στην καλύτερη λειτουργία του συλλόγου διδασκόντων					
Βοήθησαν στη βελτίωση των σχέσεων μεταξύ γονέων και σχολείου					
Βοήθησαν στη βελτίωση των σχέσεων σχολείου-μαθητών					
Βοήθησαν στη σύναψη σχέσεων με φορείς που στηρίζουν το παιδαγωγικό έργο του σχολείου					
Βοήθησαν στο άνοιγμα του σχολείου στην κοινωνία					
Βοήθησαν στην αντιμετώπιση της πρόωρης σχολικής εγκατάλειψης					
Βοήθησαν στην αντιμετώπιση φαινομένων σχολικής βίας					
Άλλο:					
Άλλο:					

ΕΠΙΔΡΑΣΗ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1 ΣΤΟΥΣ ΜΑΘΗΤΕΣ

Τα αποτελέσματα των σχεδίων

	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Βελτίωσαν τις δεξιότητες των μαθητών στην ξένη γλώσσα					
Βοήθησαν στη συνεργασία των μαθητών με το σχολείο					
Βοήθησαν στη βελτίωση των σχέσεων μεταξύ των μαθητών					
Βοήθησαν στη βελτίωση των σχέσεων μεταξύ εκπαιδευτικών και μαθητών					
Βοήθησαν στη βελτίωση των σχέσεων μεταξύ μαθητών και γονέων					
Βοήθησαν στη βελτίωση των κοινωνικών δεξιοτήτων των μαθητών					
Βοήθησαν στη βελτίωση των επαγγελματικών δεξιοτήτων των μαθητών (επαγγελματικές σχολές/λύκεια)					
Βοήθησαν στην καλλιέργεια θετικού κλίματος απέναντι στην ανεκτικότητα					
Βοήθησαν στην οργάνωση δεξιοτήτων μελέτης					
Βοήθησαν στην αντίληψη της ευρωπαϊκής ταυτότητας					
Ενίσχυσαν την επιθυμία τους να συμμετέχουν σε άλλα σχέδια ΚΑ1					
Ενίσχυσαν το ενδιαφέρον τους για άλλους πολιτισμούς					
Ενίσχυσαν το ενδιαφέρον τους για την Ευρωπαϊκή Ένωση					
Παρείχαν κίνητρα για μεγαλύτερη συμμετοχή στο μάθημα					
Άλλο:					
Άλλο:					

ΕΠΙΔΡΑΣΗ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1 ΣΕ ΜΕΛΛΟΝΤΙΚΕΣ ΔΡΑΣΕΙΣ					
	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Το σχολείο συμμετείχε και σε άλλο/άλλα σχέδια Erasmus+ κατόπιν					
Τα αποτελέσματα του σχεδίου επηρέασαν θετικά τον σύλλογο διδασκόντων για να συμμετάσχουν και αυτοί σε σχέδιο Erasmus+ στο μέλλον					
Ενισχύθηκε η τεχνογνωσία υλοποίησης των σχεδίων Erasmus+					
Επιθυμία συνεργασίας με προηγούμενους εταίρους στο μέλλον					
Άλλο:					
Άλλο:					

ΠΡΟΒΛΗΜΑΤΑ ΠΟΥ ΠΡΟΕΚΥΨΑΝ ΚΑΤΑ ΤΗ ΔΙΑΡΚΕΙΑ ΥΛΟΠΟΙΗΣΗΣ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1					
	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Έλλειψη συνεργασίας με τη διεύθυνση του σχολείου					
Πολλές αιτήσεις για συμμετοχές εκπαιδευτικών σε σχέδια κινητικότητας αλλά λίγες θέσεις διαθέσιμες					
Υψηλότερο επίπεδο εκπαίδευσης από αυτό στο οποίο μπορούν να αντεπεξέλθουν οι εκπαιδευόμενοι					
Λίγοι συμμετέχοντες					
Ελλιπής ενημέρωση/καθοδήγηση από τους εταίρους					
Έλλειψη δεξιοτήτων/ικανοτήτων από τους εταίρους					
Δυσκολίες επικοινωνίας στην ξένη γλώσσα					
Ανεπαρκής επιχορήγηση					
Δυσκολίες κατά τη διαμονή					
Χαμηλό επίπεδο επιμόρφωσης					
Προβλήματα διαχείρισης από τους εταίρους					
Προβλήματα διαχείρισης από τον εθνικό φορέα					
Δυσκολίες πρόσβασης σε υλικό					
Διαφορές σε γνωστικό επίπεδο και δεξιότητες μεταξύ των συμμετεχόντων					

ΠΡΟΒΛΗΜΑΤΑ ΠΟΥ ΠΡΟΕΚΥΨΑΝ ΚΑΤΑ ΤΗ ΔΙΑΡΚΕΙΑ ΥΛΟΠΟΙΗΣΗΣ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1					
	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Ακυρώσεις επισκέψεων και δράσεων					
Έλλειψη ενημέρωσης/πληροφόρησης					
Κακή ποιότητα δραστηριοτήτων					
Ανεπαρκής χρόνος για την υλοποίηση των δραστηριοτήτων					
Άλλο:					
Άλλο:					

ΣΥΝΟΛΙΚΗ ΕΠΙΔΡΑΣΗ ΤΗΣ ΣΥΜΜΕΤΟΧΗΣ ΣΤΟ ΠΡΟΓΡΑΜΜΑ ERASMUS+					
	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Από διδακτικής άποψης					
Από παιδαγωγικής άποψης					
Προσωπική βελτίωση					
Επαγγελματική βελτίωση					
Άλλο/άλλα:					

ΕΠΙΔΡΑΣΗ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1 ERASMUS+ ΣΤΟΥΣ ΜΗ ΣΥΜΜΕΤΕΧΟΝΤΕΣ

<i>Παρακαλούμε σημειώστε με ένα √ τον βαθμό στον οποίο συμφωνείτε με τα παρακάτω. Το πρόγραμμα Erasmus+ που υλοποιήθηκε στο σχολείο:</i>					
	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Βοήθησε στην υιοθέτηση νέων διδακτικών μεθοδολογικών προσεγγίσεων					
Ενίσχυσε τις ψηφιακές δεξιότητες					
Παρείχε νέους τρόπους αξιολόγησης μαθητών					
Βοήθησε στην απόκτηση κινήτρων εκμάθησης ξένων γλωσσών					
Βοήθησε στην αντιμετώπιση μαθητών με μαθησιακές δυσκολίες					
Προσέφερε γνώσεις για άλλα εκπαιδευτικά συστήματα					
Παρείχε νέες προσεγγίσεις στη διαχείριση και διοίκηση ζητημάτων του σχολείου					
Βοήθησε στη διαχείριση συγκρούσεων					
Βοήθησε στην απόκτηση διαπολιτισμικών δεξιοτήτων					
Μου παρείχε κίνητρα καινοτόμου διδασκαλίας					
Βοήθησε στην απόκτηση κοινωνικών δεξιοτήτων					
Παρείχε πληροφορίες και νέα στοιχεία για τα διδακτικά αντικείμενα					
Συνέβαλε στην εξάλειψη/αντιμετώπιση προκαταλήψεων					
Βοήθησε στη γνωριμία με άλλους πολιτισμούς					
Παρείχε ευκαιρίες ενημέρωσης και παρουσίασης του ελληνικού πολιτισμού					
Βοήθησε σε διαμόρφωση σχέσεων με άτομα από άλλες χώρες					
Έδωσε κίνητρα ανάπτυξης των επαγγελματικών δεξιοτήτων					
Βοήθησε στη δημιουργία επαγγελματικών δικτύων με ξένους εταίρους					
Βοήθησε στην εφαρμογή νέων διδακτικών και μαθησιακών μεθόδων					
Βοήθησε στην αντίληψη της ευρωπαϊκής διάστασης του σχολείου και της εκπαίδευσης					
Βοήθησε στη βελτίωση των δεξιοτήτων για την αντιμετώπιση πολυπολιτισμικών ομάδων					

	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Βοήθησε στην εφαρμογή νέων τεχνικών και διδακτικών εργαλείων στο μάθημα					
Πρώθησε τη χρήση των ξένων γλωσσών για διδακτικούς σκοπούς					
Βοήθησε στη διαχείριση των τάξεων					
Βελτίωσε τις σχέσεις εκπαιδευτικών με μαθητές					
Βελτίωσε τις σχέσεις μεταξύ των συναδέλφων					
Έδωσε επαγγελματικές ευκαιρίες					
Πρώθησε τη χρήση των Ν.Τ.					
Ενίσχυσε την εκπαιδευτική αξιοποίηση των Ν.Τ.					
Ενίσχυσε την επιθυμία των συναδέλφων να συμμετέχουν σε περισσότερα προγράμματα					
Βοήθησε στην υιοθέτηση διαπολιτισμικής συνείδησης					
Έδωσε ευρωπαϊκή διάσταση στο σχολείο					
Βοήθησε στην υιοθέτηση καινοτόμων πρακτικών στη διδασκαλία					
Ενίσχυσε τη σύναψη σχέσεων με άλλα εκπαιδευτικά ιδρύματα					
Βοήθησε στην υιοθέτηση καλών πρακτικών για την οργάνωση και τη διοίκηση του σχολείου					
Ενίσχυσε το ενδιαφέρον του συλλόγου καθηγητών για εκμάθηση ξένων γλωσσών					
Εισήγαγε διδακτικές καινοτομίες					
Βοήθησε στην αντίληψη της πολυπολιτισμικότητας					
Βοήθησε στην εκμάθηση καλών πρακτικών για τη διαχείριση της διαφορετικότητας					
Βοήθησε στην καλύτερη λειτουργία του συλλόγου διδασκόντων					
Βοήθησε στη βελτίωση των σχέσεων μεταξύ γονέων και σχολείου					
Βοήθησε στη βελτίωση των σχέσεων σχολείου-μαθητών					
Βοήθησε στη σύναψη σχέσεων με φορείς που στηρίζουν το παιδαγωγικό έργο του σχολείου					

	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Βοήθησε στο άνοιγμα του σχολείου στην κοινωνία					
Βοήθησε στην αντιμετώπιση της πρόωρης σχολικής εγκατάλειψης					
Βοήθησε στην αντιμετώπιση φαινομένων σχολικής βίας					
Βελτίωσε τις ψηφιακές δεξιότητες των μαθητών					
Βελτίωσε τις δεξιότητες των μαθητών στην ξένη γλώσσα					
Βοήθησε στη συνεργασία των μαθητών με το σχολείο					
Βοήθησε στη βελτίωση των σχέσεων μεταξύ των μαθητών					
Βοήθησε στη βελτίωση των σχέσεων μεταξύ εκπαιδευτικών και μαθητών					
Βοήθησε στη βελτίωση των σχέσεων μεταξύ μαθητών και γονέων					
Βοήθησε στη βελτίωση των κοινωνικών δεξιοτήτων των μαθητών					
Βοήθησε στη βελτίωση των επαγγελματικών δεξιοτήτων των μαθητών (επαγγελματικές σχολές/λύκεια)					
Βοήθησε στην καλλιέργεια θετικού κλίματος απέναντι στην ανεκτικότητα					
Βοήθησε στην οργάνωση δεξιοτήτων μελέτης					
Βοήθησε στην αντίληψη της ευρωπαϊκής ταυτότητας					
Ενίσχυσε την επιθυμία τους να συμμετέχουν σε άλλα προγράμματα					
Ενίσχυσε το ενδιαφέρον των μαθητών για άλλους πολιτισμούς					
Ενίσχυσε τον ενδιαφέρον τους για την Ευρωπαϊκή Ένωση					
Παρείχε κίνητρα για μεγαλύτερη συμμετοχή στο μάθημα					
Το σχολείο συμμετείχε και σε άλλο/άλλα προγράμματα κατόπιν					
Ο σύλλογος διδασκόντων επιθυμεί να συμμετέχει σε άλλο πρόγραμμα στο μέλλον					

Ενισχύθηκε η τεχνογνωσία υλοποίησης των προγραμμάτων Erasmus+ Άλλο/άλλα:					
Άλλο/άλλα:					

ΠΡΟΒΛΗΜΑΤΑ ΠΟΥ ΠΡΟΕΚΥΨΑΝ ΚΑΤΑ ΤΗ ΔΙΑΡΚΕΙΑ ΥΛΟΠΟΙΗΣΗΣ ΤΩΝ ΣΧΕΔΙΩΝ ΚΑ1 ΣΤΟ ΣΧΟΛΕΙΟ

	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Έλλειψη συνεργασίας με τη διεύθυνση του σχολείου					
Πολλές αιτήσεις για συμμετοχές εκπαιδευτικών αλλά λίγες θέσεις					
Δυνατότητα λίγων συμμετεχόντων στο σχέδιο Κινητικότητας					
Ελλιπής ενημέρωση/καθοδήγηση από τους συμμετέχοντες					
Ανεπαρκής επιχορήγηση					
Προβλήματα διαχείρισης από τον εθνικό φορέα					
Δυσκολίες πρόσβασης σε υλικό					
Διαφορές σε γνωστικό επίπεδο και δεξιότητες μεταξύ των συμμετεχόντων					
Ακυρώσεις επισκέψεων και δράσεων					
Κακή ποιότητα δραστηριοτήτων					
Ανεπαρκής χρόνος για την υλοποίηση των δραστηριοτήτων					
Άλλο:					
Άλλο:					

ΣΥΝΟΛΙΚΗ ΕΠΙΔΡΑΣΗ ΤΗΣ ΣΥΜΜΕΤΟΧΗΣ ΤΟΥ ΣΧΟΛΕΙΟΥ ΣΤΟ ΠΡΟΓΡΑΜΜΑ ERASMUS+ ΑΠΟ ΤΟΥΣ ΜΗ ΣΥΜΜΕΤΕΧΟΝΤΕΣ					
	1 (καθόλου)	2 (λίγο)	3 (αρκετά)	4 (πολύ)	5 (πάρα πολύ)
Από διδακτικής άποψης					
Από παιδαγωγικής άποψης					
Προσωπική βελτίωση					
Επαγγελματική βελτίωση					
Άλλο/άλλα:					

Annex II

Pilot Interview (in English) and Interview questions (in Greek)

Pilot Interview analysis

The paragraphs that follow discuss the pilot interviews for the purposes of this study and provide information in relation to the participants' views on their mobility.

The first pilot interview conducted for the purposes of this study took place in Volos, Thessaly. The teacher was informed of the process and gave her consent for an in-depth interview. The focus areas of the semi-structured interview questions were about issues such as a) the impact of the KA101 impact on interviewees' personal improvement, b) the impact on their professional improvement, c) the impact of the projects on the institution, d) the impact it had on the learners, e) the impact of the projects to future actions and f) possible problems that may have appeared.

In relation to the first focus area, the teacher was very positive on a number of issues that concerned the impact of the project on her personal improvement. As she explained she was very satisfied with the fact that the mobility project had offered her a lot of opportunities to get acquainted with new teaching methods and in particular to develop her digital skills. She also explained that the mobility project enhanced her knowledge of student assessment techniques and helped her improve her English language skills:

"...I found it very useful... I had the opportunity to improve my computer operation knowledge... and even more... we worked with game-based techniques... very interesting for young ones especially...and I also liked the fact that I had the chance to speak a lot of English...it helped me improve a lot, I think..."

Among the benefits gained, according to the teacher, was the knowledge about educational systems of other countries and the ability to handle paper work more effectively, improving her organizational and managerial skills and her knowledge on a variety of school office tasks:

"I never expected to know so much on work done in the office.... I had to plan our communication... a lot of correspondence and paper work... tiring but useful to know how it works... it helped me a lot in my work outside the classroom..."

The teacher admitted that she gained a lot of knowledge on matters such as multicultural skills, motives for innovative teaching techniques, socializing, instructive tools to help students become better aware of the subject taught, tools for self-awareness, or even information and techniques to familiarize herself with the plurilingual features of her classes to handle them more effectively and address stereotypes or prejudice. She also had opportunities to inform others about Greek culture and to develop interesting relations with partners from other countries.

She would have liked to be better informed on the sensitive issue of conflict management (student-student/student-teacher), which she did not have the opportunity to experience to the extent she would have liked. Her opinion is depicted on the following words:

"It was a great experience to get to know colleagues from other countries... so much to offer... each and every one ... and me, I shared my knowledge about us, our school, Greece, I received a lot of knowledge for my teaching, and my classes, I have a better knowledge on team work now... I have already used it... in my class... with the students; team work is very effective for classes with children from different backgrounds and cultures... we have a lot of them in my school; the only thing we did not work much is how to handle naughty kids and children with aggressive behavior... that would have been interesting to do more..."

The teacher also discussed the impact the KA101 mobility had on her professional life. As she argued, the project she had participated motivated her into wishing to continue developing her professional skills as she benefited a lot from her involvement in it. More specifically, the teacher stated that her participation helped her to form a professional network with the partners and other people she had the opportunity to meet during her mobility. She said that through her participation, she was able to gain further knowledge on her discipline, improve her English language skills and most of all practice her digital skills for educational purposes and become digitally competent.

She particularly stressed the fact that the project was, unexpectedly for her, very effective in offering tools to address pedagogical issues: multicultural classes, gaps in student – teacher relationship or relationships between colleagues that need reinforcement. The teacher also clarified the importance of her self-awareness on the issue of the European dimension of education, a fact, which she made an effort to convey to her colleagues and her students through a number of relevant activities inside and outside the classroom. Her words are depicted on the paragraph below:

"I got a lot from the project for my job and more than what I expected, the truth is... I have already applied for another project, and I am in contact with [name of partners] to see if we can do it together; we had a great cooperation. Their work in the project was very well organized Especially about how to work in classes with kids from different cultures which is difficult to handle, you know... and also about problems between us, how to work better, how to communicate better, even when we have different opinions..... I was so glad I had to speak English and I remembered a lotand how to use computers too...[smiles] I am a little better now than before..."

Regarding the impact that KA101 had on the teacher's institution the interviewee commented on a number of things. She noted that peer teachers' intention to participate in further similar future projects augmented. As she argued, the positive outcomes of that mobility enhanced the intercultural awareness and promoted a European dimension of her school. Teachers were curious to know about new and innovative teaching methods, they improved their ability to maintain contact with other educational institutions, exchanging good practices for the organization and management of the schools. Teachers enhanced their interest to learn foreign languages, they introduced differentiated activities in their classes, they helped their learners become aware of the multicultural features of their school classes, given that, immigrants and Roma students also attend the school, exploiting these features through a variety of activities.

According to the teacher, her participation in the project had a positive impact on the school's efforts to open up to local community and cooperate with other stakeholders that support the school and its practices. However, she remarked, there was not much work done on issues related to the improvement of relationships between school authorities and parents. As she added, she would have liked to see some progress in matters that deal with early dropouts and/or school bullying but admitted that these issues might have needed more time to address and/or perhaps these might be the topics of another/other KA101 mobility/ties which, in her opinion, is an issue of most teachers' high concern.

The teacher argued that, through mobility, the school has gained expertise for project applications and the intention to cooperate with more partners in the future is evident. The above are depicted on the following paragraph:

"Many teachers in my school intend to apply for mobility, I will help them of course. The principal is still in contact with [names of partners] ...we sometimes have Skype meetings with the students... it's good to feel as one among other people from Europe, as citizens of Europe... we have made progress in many things, like how to communicate better with one another, we follow some of the examples they [the project] gave us how to do it ... I think we only had good things to gain... and now we are more prepared for more applications... with more partners from other countries. "

The teacher also commented on how the students perceived changes that the institution employed as a result of the mobility participation. An example of her words is shown below:

"Students like to welcome foreign partners... they love to speak English with them and we prepare a lot for it... they have become more social... they even want to know more about [names of students] ... they are here from Syria and they have become more involved and curious to ask them about their place of origin...I think they understand better their European identity.... their international identity... If I could say that ... at the moment, we are working on a theatrical play on multicultural groups and diversity...all students are taking part.... parents will also be invited"

According to the teacher there were some problems which she and her school had to confront. These had to do with a variation on partners' cognitive and/or linguistic level, which was an obstacle to effective communication. There were also some cancellations due to managerial issues. What is more, the teacher complained about the time offered for these mobility and argued that more time should be allocated both for activities and the mobility as a whole. An example of her words is shown below:

"Yes, there were some problems about the level of understanding... good language skills help a lot... there were also some visits that were not implemented... it had to do with their national agency I think... as well, time is not enough... we would like more days to work on more activities..."

When asked to comment generally on the impact of the mobility she had participated in, the teacher replied:

"European projects are challenging for the school units; it all begins with a good idea; an innovative idea can give you many opportunities to be selected for participation in a KA101 mobility; such projects offer schools the opportunity to open up to the society; their "voice" is better heard; more attention is given to them and the school becomes more popular; yes, it may be hard work to get there but it is worth the effort; there is so much to gain: cooperation/collaboration skills, organizational skills; digital skills; linguistic improvement; cooperation improvement with students, colleagues and parents; students become more responsible; they become more active and participant in the learning process; the school becomes a member of the European community; the perspective of education changes and turns from bureaucratic to more pedagogically oriented; But there are also things that need consideration... when we are away to participate in the mobility it would be very helpful to have some kind of substitute teachers, just as it happens in other countries; funding should be better and cover for more expenses; authorities should not be so bureaucratic but allow some flexibility of practices; authorities should learn from other countries' good practices".

**Ερωτήσεις Συνεντεύξεων Διευθυντών και Εκπαιδευτικών
Σχολείων που συμμετείχαν σε σχέδιο Erasmus+ KA1**

ΕΡΩΤΗΣΕΙΣ ΣΥΝΕΝΤΕΥΞΗΣ

Ποια είναι η εμπειρία/ γνώμη σας από/για το σχέδιο Κινητικότητας KA1;

Τι έχετε να πείτε για την επίδραση που είχε το σχέδιο Κινητικότητας σε εσάς;

Τι επίδραση είχε η διάχυση του σχεδίου Κινητικότητας στο σχολείο (παιδιά/συναδέλφους) και στην τοπική κοινωνία;

Υπάρχουν κάποια σημεία που θα τα σχολιάζατε ως αρνητικά;

Είχατε κάποιες δυσκολίες και ποιες;

Έχετε κάτι να προτείνετε;

Annex III

Focus Group Questions (in Greek)

ΕΡΩΤΗΣΕΙΣ FOCUS GROUP Αθήνα 20-1-2020

ΕΝΟΤΗΤΑ 1 – ΠΡΟΣΩΠΙΚΗ ΑΝΑΠΤΥΞΗ

1. Συμμετέχοντες στο σχέδιο κινητικότητας KA1

- Γιατί και πώς επιλέξατε τη θεματική και τη μορφή κινητικότητας στην οποία συμμετείχατε;
- Ποιες ήταν οι προσδοκίες σας σε ό,τι αφορά την προσωπική σας βελτίωση;
- Πως βοήθησε η συμμετοχή σας στην προσωπική σας ανάπτυξη (ενδεικτικά: αντιλήψεις, στάσεις, αξίες, δεξιότητες, γνώσεις, ικανότητες, πρακτικές)
- Ποια είναι τα πλεονεκτήματα που αποκομίσατε; Ποια τα μειονεκτήματα της συμμετοχής;
- Πως θα μπορούσε αυτή η εμπειρία να γίνει καλύτερη;
- Ποια προβλήματα αντιμετωπίσατε σε προσωπικό επίπεδο (ενδεικτικά: μητρότητα, δεσμεύσεις, κακή οργάνωση και φιλοξενία, ματαίωση στόχων)
- Πως επέδρασε η συμμετοχή σας στις προσωπικές σας προοπτικές;

2. Μη συμμετέχοντες – Εκπαιδευτικά στελέχη

- Τί βαραίνει στην επιλογή της θεματικής ενότητας και της μορφής / του είδους της κινητικότητας;
- Ποια είναι η δική σας άποψη σε ό,τι αφορά τα προσωπικά οφέλη των συμμετεχόντων με βάση την εμπειρία σας;
- Ποια είναι τα κύρια προβλήματα σε σχέση με τα πρόσωπα, τις προσδοκίες των συμμετεχόντων, τις δράσεις που επιλέγουν;
- Πως θα μπορούσε να μεγιστοποιηθεί η επίδραση στην προσωπική ανάπτυξη;
- Επιδρά η συμμετοχή σε KA1 στις προοπτικές των συμμετεχόντων;

ΕΝΟΤΗΤΑ 2 – ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΑΝΑΠΤΥΞΗ

- Το σχολείο σας βοήθησε – σας ώθησε να πάρετε μέρος στη συγκεκριμένη θεματική της κινητικότητας; Θα λέγατε ότι το σχολείο σας έχει «ευρωπαϊκή διάσταση»;
- Επηρέασε η επιστημονική / επαγγελματική σας ταυτότητα τη συμμετοχή σας στην κινητικότητα στο συγκεκριμένο τομέα / συγκεκριμένη θεματική;
- Πως σας βοήθησε η συμμετοχή στην κινητικότητα στην καθημερινή εκπαιδευτική και διδακτική πράξη; Στην καινοτομία; Στην ανάπτυξη δραστηριοτήτων πέρα / συμπληρωματικά στο πρόγραμμα σπουδών / στην εφαρμογή του Π.Σ. / στη συνεννόηση με συναδέλφους / διευθυντή κλπ;

- Ποιες συγκεκριμένες αλλαγές πραγματοποιήσατε στις εκπαιδευτικές σας πρακτικές και στην εκπαιδευτική σας καθημερινότητα μετά την κινητικότητα;
- Βρήκατε συμπαράσταση στο πρόσωπο συναδέλφων / Δ/ντή/ γονέων / μαθητών;
- Ποια μορφή κινητικότητας KA1 θεωρείτε ότι έχει τα μεγαλύτερα οφέλη / τη μεγαλύτερη επίδραση στον επαγγελματικό σας τομέα, όντες εκπαιδευτικοί στο ελληνικό σχολείο;
- Ποια προβλήματα αντιμετωπίσατε λόγω της συμμετοχής σας ή για τη συμμετοχή σας στην κινητικότητα; Από συναδέλφους / Δ/ντή / σύστημα.
- Βελτιώθηκαν οι επαγγελματικές προοπτικές σας;
- Υπήρξε αναγνώριση από τη σχολική μονάδα και τους αρμοδίους για τη συμμετοχή σας;
- Υπήρξε πιστοποίηση της συμμετοχής σας; Θα βοηθούσε αν υπήρχε; Σε τί; Για ποιο λόγο;

ΕΝΟΤΗΤΑ 3 – ΣΧΟΛΙΚΗ ΚΟΙΝΟΤΗΤΑ

- Πώς θα επωφεληθεί καλύτερα ένα σχολείο από την κινητικότητα KA1;
- Πώς επιδρά η κινητικότητα KA1 στη σχολική κοινότητα;
 - Στους συναδέλφους που δεν συμμετέχουν (Ηλικίες; Ειδικότητες; Γνώσεις;)
 - Στους μαθητές
 - Στη διεύθυνση
 - Στους γονείς
 - Στον τοπικό περίγυρο
 - Στο σχολικό κλίμα
 - Στις σχολικές δράσεις
- Υπήρξαν ορατά αποτελέσματα και αλλαγές από την κινητικότητα στο σχολείο; Πώς τα διαπιστώσατε;
- Ποιες νέες ικανότητες απέκτησε το σχολείο;
- Πώς έγινε η διάχυση στο σχολείο; Με ποιους τρόπους / αφορμές / σε ποιες περιόδους;
- Ποιες πτυχές, ποιες μορφές, ποια αποτελέσματα της κινητικότητας προσφέρονται περισσότερο για διάχυση και σχολική βελτίωση;
- Επίδρασε η κινητικότητα στα μαθησιακά αποτελέσματα;
- Υπήρξε κινητοποίηση και άλλων στο σχολείο για μελλοντικές δράσεις;
- Είχε επίδραση σε θέματα ταμπού για τον εκπαιδευτικό κόσμο (π.χ. αξιολόγηση, αυτοαξιολόγηση, κλπ)
- Είχε επίδραση στην αντιμετώπιση προβλημάτων; (π.χ. σχολική βία, διαρροή, ειδικές ανάγκες;)
- Πώς θα μπορούσε να μεγιστοποιηθεί η επίδραση της κινητικότητας στη σχολική κοινότητα;
- Ποια προβλήματα έχει για τη σχολική κοινότητα η συμμετοχή εκπαιδευτικών σε KA1;
- Πως θα μπορούσαν να ξεπεραστούν τα προβλήματα για το σχολείο;

ΕΝΟΤΗΤΑ 4 - ΕΠΙΔΡΑΣΕΙΣ ΣΤΟΝ ΕΚΠΑΙΔΕΥΤΙΚΟ ΠΕΡΙΓΥΡΟ ΚΑΙ ΤΟ ΣΥΣΤΗΜΑ

- Θεωρείτε ότι η συμμετοχή σας είχε επιδράσεις / επιπτώσεις στην εκπαιδευτική περιφέρειά σας;
- Μπορεί η κινητικότητα να βοηθήσει την εκπαιδευτική αλλαγή; Τη βελτίωση της εκπαίδευσης;
- Αναλάβετε δράσεις διάχυσης; Ποιες;
- Ποιες δράσεις διάχυσης είναι πιο αποτελεσματικές;
- Αναλάβετε δράσεις ενίσχυσης της συμμετοχής στην κινητικότητα; Υπήρξε ενδιαφέρον από άλλα σχολεία να τα βοηθήσετε;
- Ποιες δράσεις ενίσχυσης της συμμετοχής κάνατε;
- Υπήρχε αναγνώριση για το σχολείο / για τους εκπαιδευτικούς;
- Ωφελείται το εκπαιδευτικό σύστημα;
- Πώς μεγιστοποιείται το όφελος;
- Πώς ενισχύεται η μελλοντική συμμετοχή;
- Υπάρχουν ζητήματα γραφειοκρατίας; Τι μπορεί να γίνει;

ΕΝΟΤΗΤΑ 5- Τελική

Εργασία σε ομάδες και ανακοίνωση στην ολομέλεια:

Θέμα: Τί θα περιμένατε οπωσδήποτε να περιλαμβάνει στα ευρήματα και τα συμπεράσματα η μελέτη επιπτώσεων που συγγράφεται, ώστε να αισθάνεστε πως σας εκφράζει, ότι συμπεριλαμβάνει τις εμπειρίες, τα προβλήματα αλλά και τις προτάσεις σας για την κινητικότητα KA1; Τί θα θέλατε οπωσδήποτε να διαβάσετε στο κείμενο;

Annex IV

CV Notes of Research Team Members

Elias Avramidis is an Associate Professor at the Department of Special Education, University of Thessaly, Greece. He holds a doctorate (PhD) in Education and a Master's degree (MEd) in Special Educational Needs from the University of Exeter (UK). Prior to assuming his current post in Greece, he held academic posts in British Higher Education institutions, namely the Universities of Exeter, York and Bath. His research (covering primary, secondary and tertiary settings) mainly focuses on the theory and practice of inclusive education. He has a strong record of publications in esteemed international journals and his work has been widely disseminated in a range of national and international fora to inform policy-making and practice.

Marianthi Batsila works for the Ministry of Education as a Coordinator for the English Language for Primary and Secondary Education, as an assistant professor by contract for the University of Thessaly, teaching ESP courses and as a professor at the Higher School of Pedagogical and Technological Education, teaching specialties' methodology. She has also taught in Secondary General and Vocational Education for 18 years. She has participated in many seminars and international conferences, has published her work in many domestic and international blind-reviewed journals and has numerous references to her work. She is a reviewer for domestic and international journals and conferences, an author of four books in ESP and education, responsible for the edition of conference proceedings and has taken part in various research projects for the Ministry of Education as well as European Programmes. Her research interests lie in the field of ESP, ICT in education, Adult Education and training.

Yiannis Roussakis is an Assistant Professor of Pedagogy at the University of Thessaly, Department of Special Education where he teaches Comparative Education, Introduction to Pedagogy and supervises the Teaching Practicum. Before that he worked as a Counselor at the Greek Institute of Education Policy and as adjunct faculty at several Universities. He holds a Ph.D. in Comparative Education and Education Policy (University of Athens), M.Ed. in Pedagogy, B.Sc. in Physics and B.Ed. in Primary Education (all from the University of Crete). Co-author of one book ("European Union: Policies for Education", Greek Pedagogical Institute, 2008) and co-editor of two collective volumes in comparative education and education policy, he has also published extensively in collective volumes and scientific journal in Greek and in English. He has a long record as a researcher in projects funded by European and national agencies and university research grants. His publications and research include issues of European education policies in comparative perspective, teacher education policy and practice, educational assessment and school improvement, education for sustainable development and ICTs in education.

Charilaos Tsihouridis works as Laboratory Teaching Staff at the Department of Special Education in the School of Humanities, in the University of Thessaly. He has also taught in Secondary Education for 21 years, where he implemented many innovative projects and participated in various European programmes like Leonardo da Vinci, Grundtvig, or Erasmus+. He also teaches at the Higher School of Pedagogical and Technological Education (ASPETE). His research interests relate to educational research and innovation and experimental science teaching. He has published many blind-reviewed papers in international and domestic journals and conferences, with numerous references to his work. He is a member of scientific educational institutions, a reviewer for domestic and international journals and conferences as well as editor-in-chief of the international Journal of Educational Innovation (I.J.E.I) which focuses on educational research and educational innovation.

Eleni Zografou is an English Language teacher in state school education. She has expertise in evaluating European projects. She has been an expert evaluator for the European Commission since 2007, assessing centralized actions in the field of Education & training, Intelligent Energy, Energy Awards, Cost and EU Aid volunteers. She has collaborated with the State Scholarships Foundation/I.K.Y. as a seconded teacher and later as an independent expert for "Lifelong Learning" & "Socrates". She has collaborated with the Cyprus Foundation for Management of European Lifelong Learning Programmes, the Czech National Technology Agency and the Boddosaki Foundation. Eleni holds a BA degree in English Literature from the University of Athens, an MA degree in Governance & Sustainable Development from the Department of International & European Affairs, Panteion University and an MA Degree in European Union & Developing Countries from the Jean Monnet Chair of the same University. She is internal evaluation advisor for two Erasmus+ KA3: "T4E: Agora for Democracy" and "ACT", coordinated by the University of Piraeus and the Ministry of Education respectively. Her research interests are in the fields of Democracy and Human Rights, in the context of which she has participated in four KA1 mobility schemes and has coordinated six school projects, one of them in collaboration with the Council of Europe.

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The views and conclusions in this study are the product of the research team and not necessarily those of State Scholarships Foundation/IKY.

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