Impact of the Lifelong Learning Programme on primary and secondary education with respect to national priorities

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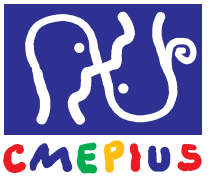
Ljubljana, November 2014

REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION, SCIENCE AND SPORT



Impact of the Lifelong Learning Programme on primary and secondary education with respect to national priorities

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Abstract

The present study provides an analysis of the impact of the Lifelong Learning Programme (LLP), in particular the Comenius and Leonardo da Vinci sub-programmes, on participating schools, teachers and pupils with respect to the national priorities for the development of education in Slovenia. The aim of the study was threefold: (1) to determine the impact of the Lifelong Learning Programme on participating schools, teachers and pupils and its compatibility with the priorities laid down by the national educational reform; (2) to determine the intensity and sustainability of the identified impact; and (3) to identify the factors that have positively contributed to the intensity and sustainability of the identified impact.

The educational reform in Slovenia that started in 1996 requires changes in the functioning of schools as well as in the approaches to teaching and learning, which were based on the long-standing traditional mind set and experience, and have proven to be more difficult to implement than originally expected. The aim of the reforms was to increase the autonomy of schools, which should develop into professional learning communities with the ability to respond to the changing world and support pupils in the development of their competencies and study habits, necessary for a successful life and work in modern society. In order to develop such capacities the teaching staff must adopt a systematic and critical approach to the quality of their work and overcome the traditional thinking patterns, which prevent them from changing the established teaching practice, in the spirit of mutual cooperation and support. The introduction of modern approaches to teaching requires the teachers' readiness to accept innovations and shifts in perception of their role, from providers of definite knowledge (which renders pupils passive) towards facilitators of active learning.

A review of the goals of the Comenius and Leonardo da Vinci sub-programmes reveals that they are completely compatible with the goals of the educational reform in Slovenia. Furthermore, participating in the activities of the Lifelong Learning Programme can provide incentives to schools to change the specific aspects that seem to have been hard to change according to various evaluation studies. The key areas that were shown to constitute a barrier to the implementation of reform include the prevalence of frontal instruction, based on the transmission of knowledge from teacher to pupil; inadequate focus on the development of motivation for learning; development of key aspects of the pupils' development (e.g. moral and social critical thinking patterns, creativity, innovation, entrepreneurship, functional literacy, understanding of knowledge and development of its application in authentic problem situations.

The results of the present mixed study have confirmed that participation in Lifelong Programme activities has a positive impact on the majority of variables at the levels of schools, teachers and pupils, which were identified by comparing the national strategic goals for the development of education with the main aims of the Lifelong Learning Programme. Among the most significant factors with respect to schools for which a high percentage of headmasters and teachers surveyed assessed that they had a long term positive impact and which are the most important from the aspect of this study are primarily those, which contribute to the building of a learning community and thus a more successful introduction of reforms; i.e. the school headmaster's support

to teachers, cooperation between teachers and the headmaster, the headmaster's interest in teachers' work, teachers' commitment to common goals, and the development of a culture of collegiality amongst the staff. When assessing the impact of project participation on the work and competencies of teachers a high share of the surveyed headmasters and teacher coordinators assessed that the participation in the LLP programme also has a high long-term impact on the variables which contribute to the readiness of teachers to adopt innovations (e.g. knowledge and understanding of education systems in partner countries; cooperation and coordination among teachers and implementation of inter-curricular links). In relation to the impact on pupils a high share of respondents assess that the participation in the LLP activities has a high long-term impact on the non-cognitive aspects of learning, including self-confidence when using or speaking a foreign language, motivation, wish and interest in foreign language learning and acquisition of new knowledge, respect for diversity, as well as the awareness of different cultures. In the light of findings that our pupils are not motivated for school work this demonstrates an important contribution of participation in the LLP.

The interviews indicated that the intensity and duration of the observed impact depends on a number of key factors, such as the role of school headmaster – namely, on whether (s)he actively incorporated the project work into school activities and school life, set up a climate of cooperation and mutual professional support, and developed commitment from teachers to common goals (i.e. making international collaboration an explicit and important school goal). Another important factor is the role of coordinators in the school and their ability to attract their colleagues to participate in the projects, thus mobilising the entire school community, instead of involving just a few colleagues. Yet another factor is the ability of the school headmaster and teachers to keep the momentum going by ensuring the continuity of international collaboration. This, however, is not supported by the logistics of application to LLP activities, but can be preserved if the headmaster and staff are aware of the added value of international cooperation and if the school proactively and efficiently seeks different possibilities to provide for uninterrupted international cooperation.

I. THEORETICAL BASIS

1 INTRODUCTION

1.1 Slovenian national priorities in the field of education development

In this evaluation we identified the impact of participation in the activities of the Lifelong Learning Programme (hereinafter: LLP) on school work and management, and on teachers and primary and secondary school pupils, assessed in light of national priorities and linked to the development of education in Slovenia. During the ongoing curriculum reform, the Slovenian education system has been confronted with numerous innovations that create a need for changes in the management and work of schools, as well as in teaching and learning practices. The basic aim of the reform was to improve the quality of pupils' knowledge in order to ensure the capacity to act successfully, as a society, in the modern world where knowledge has become crucial for the prosperity of the country, individuals and individual societies. The criterion of a successful education has thus become high quality learning, which schools and teachers cannot provide with the traditional learning and teaching process practiced before the reform. The strategic aims, and strategies for their achievement, were adopted at the national level (White Paper[1], 1995, 2011; Basis of Curricular Reforms[2], 1996), followed by the preparation of educational programmes and syllabi for different subjects at individual levels of education, and choice of suitable textbooks, as well as several years of teacher training. Upon Slovenia's accession to the EU we carried out an additional revision of the curricula and provided training to school management staff and teachers, required for the introduction of changes, i.e.: inter curricular links and cross curricular methods; integration of the development of pupils' key competencies in the education process; inter-curricular development (European Reference Framework[3], 2007) of the more complex thinking skills with pupils; transformation of school environments with the help of education technology; and the provision of an active learning environment outside of schools. The changes were followed by the corresponding adoption of legislation (ZOFVI, Official Gazette RS 16/2007), which – besides the development of a large range of pupil abilities – encourages lifelong learning and creativity, and puts much more emphasis on the complex area of equal opportunities in the field of education, including children, youth and adults with special needs and those from the under-developed social areas.

However, it turned out that the steps from the establishment of strategic aims and curriculum reform to the implementation of modern methods of teaching and active forms of learning in practice are neither simple nor automatic. The concrete implementation of the reform demands changes in the management and work of schools and also of the patterns of learning and teaching, which are rooted in experience and beliefs and therefore extremely difficult to changed (Marentič Požarnik, 1998). Evaluation and follow up studies of the Slovene educational system (eg. Bevc and Cankar, 2009; Cankar et al., 2013; Flere et al., 2008; Gabrščeк, 2004;

1 *Bela knjiga, 1995*
2 *Izhodišča kurikularne prenove*
3 *Evropski referenčni okvir*

Ivanuš Grmek and Krečič, 2005; Piciga, 1993; Razdevšek-Pučko, 2006; Rutar Ilc and Šteh Kure, 1999; Sardoč, 2002; Saunders, 1999; Slivar, 2000; Štraus, 2008) point out the problems, namely that the changes, which are necessary for the successful implementation of reforms, are not carried out in practice, and we are therefore lagging behind developed and competing countries. The following challenges were exposed by the above-mentioned studies:

- Excessive number of components of programmes and curriculums;
- Inadequate emphasis on the development of motivation for education;
- Excessive fragmentation of knowledge across subjects;
- Inadequate interdisciplinary connections, deriving from pupils' own experiences, and practical value of knowledge;
- Inadequate quality, sustainability and use of acquired knowledge, and excessive focus on covering topics, inability to transfer knowledge to actual real-life situations;
- Limited use of various forms, methods and techniques and excessive passivation of pupils;
- Inadequate focus on specific key aspects of the pupils' development and education – besides the ability to learn, more focus is required on the development of cognitively, morally and socially critical individuals;
- Inadequate focus on the development of pupils' key competencies, including creativity, innovation and entrepreneurial skills;
- Inadequate focus on the development of an individual's ability to manage their knowledge, and reflective use of knowledge;
- Inadequate focus on the implementation of principles of sustainable development;
- Excessive emphasis on teachers as facilitators of knowledge;
- Weak integration role of the school;
- Falling behind developed countries in the functional literacy of pupils and in the development of competencies and skills required for participation in knowledge-based society;
- Excessive share of population without vocational qualifications.

The gap between the efforts of experts researching education, school policy and actual school practice is also observed in other European countries. Research of the OECD Centre for Educational Research and Innovation (Dumont et al., 2013) shows that the impact of reforms is usually limited to the high-level structure and institutional parameters of schools (e.g. changes of curriculum, decreasing the size of classes, equipping schools with modern technology, etc), while it is much harder to transform/reshape the core activities and dynamics of learning in class. The core education model of most schools remains based on the preparation of pupils for the industrial economy, instead of providing them with key skills for successful lives in the knowledge-based societies emerging in the 21st century (Ibid, 2013). This is the result of a number of reasons, especially the fact that scientific findings cannot be transferred directly into education practice, due to the fact that education practice is often unpredictable and/or the result of a process of interactions between teachers and pupils and second, due to the fact that teaching and learning are determined by the environment, organisation and general beliefs (Hargreaves, 2003; Schollaert, 2006). These are also the key reasons why the practice of teachers remains unchanged even after teachers accept innovations, since they often introduce innovations

within the framework of their operation and current thinking models – as some sort of diversification of the education process – instead of implementing them as a radical change, which requires a shift of the current paradigms (Marentič Požarnik, 2005; Sentočnik, 2013). Thus, the understanding of the learning process on its own does not suffice for the design of an effective school environment, since this also requires the integration of findings from the field of organisational operation and introduction of organisational change.

The examples of countries that have been more successful implementing changes in school practice show that it is possible to overcome resistance to changes by developing definite forms of institutional transformation, e.g. by establishing a culture of mutual cooperation throughout the whole system and not only within individual subject teams (i.e. by the implementation of cross-curricular cooperation); by developing learning communities; building mutual trust and implementing mutual accessibility and a safe environment, in which teachers test and observe new practices; and also by implementing new structures for the functioning of the school community (Lambert, 2003; Hargreaves and Hopkins, 1991; Leithwood et al., 1998; Rupnik Vec and Rupar, 2006; Sentočnik, 2013). Modern forms of management also show promising results. Instead of the traditional hierarchy of decision making from the headmaster down, these forms are based on management and project teams (in which the headmaster is an active member, working on an equal basis), which adopt decisions regarding changes to the established (traditional) modes of management (Fullan, 2001; Harris, 2004; Hopkins and Jackson, 2003; Spillane and Diamond, 2007) – these are the most common barrier to the introduction of changes into practice. Important tools for changing the paradigms and beliefs (and thus teaching practice) include the integration of all education stakeholders in the process of creating the vision (of the education system) and consideration of their opinions and proposals; dissemination of knowledge and broadening the horizons of teachers by subjecting them to new school environments and enabling them to acquire experience within different education environments; opening towards the local and the broader (international) environment, creation of school networks etc. (Rupar and Sentočnik, 2006).

1.2 Definition of changes envisaged

This evaluation study examines the impact of the participation of schools in the activities of the LLP, which was identified on three levels, namely, school, teachers and pupils, and the compatibility of the impact with the national priorities for the development of education. The changes envisaged are specified below for each specific level. After the verification of the aims of the LLP, the potential contribution of the impact of the implementation of the proposed changes is discussed.

1.2.1 Schools

For decades, schools were used to carrying out their mission in a way that was ordered from outside or "top down," which in some way absolved them from taking real responsibility for their own development. **Nowadays it is expected that schools will become learning communities capable of providing, sharing and adopting knowledge in accordance with their needs, on the basis of cooperation and mutual assistance**

and support. In order to be successful in achieving the aims of such learning communities, they must develop their ability to react quickly to the needs of the changing world and at the same time maintain awareness about their moral responsibility to their pupils and to society as a whole (Schollaert, 2006).

Through reform, schools should become more autonomous and able to create their own management policies and also take the responsibility for changes being implemented in practice, in accordance with the obligations resulting from the adequate national and European strategic documents and also legislation. **It has been acknowledged that changes, which demand paradigmatic shifts and the change of mental models, can only be successfully introduced if all the members are collectively committed to them.** This approach demands common attitudes, beliefs and aims, which can only be reached in an atmosphere of mutual respect and trust permeating the whole school community. The appointment of school development teams with the responsibility for the development and management (i.e. dispersed or distributed management) at a school has proven itself as a successful practice for the management of schools, and also increases the possibility that an institution will introduce change (Rupnik Vec and Rupar, 2006; Sentočnik, 2006). The distribution of management among team members facilitates the constructive use of competencies of specific team members, who – as successful practitioners – have a better chance to inspire their colleagues to accept change. Moreover, due to their in-depth knowledge of teaching practice, including all the barriers and obstacles set by different regulations, legislation and expectations of users, they also form a filter to prevent the non-critical adoption of innovations (Sentočnik, 2013). The headmaster, as an important member of the school development team, must act as a catalyst, directing the attention of the teachers towards teaching and learning and towards needs and possible changes, which are not themselves the end goal, but are necessary for the improvement of the conditions for learning and increasing the quality of the education process and knowledge acquired. Usually, a number of changes are being introduced at the same time in schools, and the task of the school development team, with the headmaster as an active member, is to integrate all the changes into a complex process so that changes are not conceived as isolated actions, which often result in teachers feeling overburdened and unequal. The development team should ensure that all new approaches and changes are sensibly implemented and in accordance with the general vision of the school (Ibid, 2013). The way, in which a school develops its vision and prepares its own development plan, is of utmost importance. They must both be the result of one open process, which is conducted as a democratic dialogue where all members of the teaching staff can take part on an equal basis, and thus enables the positive discussion of values and perspectives. This is the optimal way for raising teachers' awareness of the mental models and/or basis. (Schein, 2004), who determine their behaviour in concrete learning situations. Raising awareness and engaging in discussion are pre-conditions for the process of changing, and therefore crucial for the introduction of concrete changes into practice.

1.2.2 Teachers

Teachers are the main actors of changes at schools. In order to enable active learning and support the development of pupils' competencies, teachers should be open for innovations and changes. It is no longer adequate for teachers to master only the subject they teach, they must also work on and receive support

for upgrading their own competencies; i.e. the ability to apply various teaching forms and methods to facilitate active learning (e.g. problem-based and research-based learning approaches, cooperative learning, inquiry-based learning, project work, real-life tasks, etc). Furthermore, teachers must be skilled in building a safe environment in the classroom, thus allowing pupils to risk and explore, which constitutes the basis of creativity and innovation, as well as a culture that enables pupils to differentiate between originality and conformity (Marentič Požarnik, 2004; Plut Pregelj, 2005). With such approaches it is possible, unlike in the case of frontal lessons, to take into consideration the interests of pupils, and stimulate them for experiential learning and concrete life situations, thus helping them to find the real meaning of the knowledge gained. Instead of understanding themselves as omniscient, merely transferring the content of the curriculum to pupils in a passive way, teachers in the role of mentors create life situations in the school environment, which enable pupils to use their own minds to upgrade their knowledge (Šteh, 2004). A concrete shift in teachers' perceptions should be achieved so that they don't see themselves merely as transmitters of certain knowledge, but as facilitators of successful learning (Marentič Požarnik, 2005). Thus, their role must change from transferring knowledge to encouraging learning. **Teachers create active pupils by stimulating their curiosity and thirst for knowledge, and enabling them to investigate and face life problems.** Instead of demanding that pupils follow a cognitive approach, teachers should support pupils in their own recognition process by initiating, encouraging and directing their acquisition of knowledge, enabling them to acquire and arrange their experiences, and assess the correctness of their conceptions, judgements and conclusions (Sentočnik, 2003; 2004). **Teachers in the reformed school connect with other teachers within the school and from other schools. They share their experience and consult each other, while they plan inter-curricular content in teams. They use learning technology as a base for innovative teaching, they actively participate in the school development planning, they build a climate of mutual trust and support, they are open for learning and critiques, they feel the need for continuous professional and personal growth and they plan further work on the basis of the analysis of past experience.**

1.2.3 Pupils

The national strategic documents (*Basis for curricular Reform*[4], 1996; Journal of Curricular Reform[5] 1997;*White Paper*[6], 1995; 2011) state that the basic aim of reform is for schools to ensure that pupils move beyond the passive acquisition of mediated learning content from teachers, and develop their own cognitive skills of critical and creative thinking, learning strategies and examine the knowledge acquired, which will enable them to gain sustainable, flexible and integrated knowledge, applicable in various professional and life situations. Schools undergoing the process of reform have been oriented towards teaching and training pupils to independently research and assess data and information, building skills and strategies for solving problems that they will be faced with in real-life circumstances, and engaging in the active learning of new content with argumentation, independent research and thinking and reflection of their

4 *Izhodišča kurikularne prenove*
5 *Zbornik kurikularne prenove*
6 *Bela knjiga*

own learning experience. (Sentočnik, Rutar Ilc, 2001). The educational process must guide pupils towards a flexible and successful life in an increasingly globalised, competitive and complex environment, in which creativity, innovation, initiative, entrepreneurship and commitment to lifelong learning is as important as specific knowledge of individual subjects (Claxton, 2002; Lucas et al., 2012; Sentočnik, 2004; Šteh, 2004). Other important aspects include the raising of awareness and promotion of the inter-cultural dimension (raising of awareness about one's own cultural identity, cultural diversity, other cultural contexts, one's own values and beliefs, the development of respect of different values and beliefs, and the ability to form one's own opinion, developing of understanding and respect of other nations, races and cultures, religion and beliefs). **Besides the knowledge of individual subjects, lessons in the classroom should also support individual personal growth in the sense of democratic and active citizenship, and also gaining competencies that are necessary for the successful integration into economic and social life (**White Paper[7]**, 2011).** The reformed curriculums, bases and guidelines for the preparation of new vocational education programmes include the requirement for the integration of key competencies into education; thus facilitating and implementing overall qualifications for work, the ability to participate in society, personal development and further education. The key competencies needed by individuals to fulfil their personal goals and for their lifelong development, as well as active citizenship and employability (*Recommendation of the European Parliament and Council on Key Competencies*, 2006), include: communication skills in mother tongue and foreign languages, numeric skills, aesthetics competence, intercultural competence, learning to learn, entrepreneurial skills and career planning and management, ICT skills, occupational health and safety, environmental education and social skills. The development of social dimension of competencies means that pupils develop a willingness and ability to form interpersonal relationships; and the ability to rationally and consciously solve conflicts; social responsibility and understanding; and the ability to independently organise and engage in learning (choice of corresponding strategies) and communication skills (presentation skills, rhetorical skills). Schools should also stimulate pupils to develop cognitive competencies (Newman et al.,1996) and enable them to adopt a learning to learn strategy, be responsible for making decisions to act in the wider community (i.e. also outside of schools), face the consequences of their decisions, commit to an identified aim, develop and test their own organisational and managing abilities.

1.3 Contribution of the LLP to the implementation of national priorities

The overview of the aims of the Lifelong Learning programme, above all the *Comenius* and *Leonardo da Vinci* sectorial programmes, on which we focused for the needs of this evaluation, show us that they can be a positive contribution to the capacity of schools and also to the development of abilities and orientation of teachers and pupils, which consequently facilitates the implementation of changes in the sense of reaching the aims of school reform. **The overview of the basic aims of the LLP confirms the fact that the programme is oriented towards the integration of the European dimension into education, development of key competencies and skills (generic and lifelong skills), development of functional literacy, integration**

7 *Bela knjiga*

of key competencies, consolidation of school staff, and development of innovative school management, which is completely compatible with the aims foreseen by reform in Slovenia. Moreover, the LLP objectives focus on those areas that past follow-up and evaluation studies found to be problematic and could not be successfully introduced into our education area. The aims of the LLP cover both the management of school staff, teachers' competencies and teaching and learning approaches, as well as the problem of quality of knowledge, which should be gained by pupil at school. The implementation of the European dimension into the educational process with awareness of common European heritage as well as political, cultural and moral values, development of multilingualism and respect of different cultures and knowledge of European institutions and their functions (Green Paper on the European Dimension of Education[8], 1993) is binding for Slovenia as a member of the EU, if we want to act as European citizens. Moreover, participation in the LLP makes it possible for schools to enable pupils to gain this dimension in an authentic and interesting way.

The special objectives of the *Comenius* and *Leonardo da Vinci* programmes are the attainment of general objectives of the LLP. In Comenius two crucial objectives are stressed:

- Developing the knowledge and understanding of the diversity of European cultures and languages, and their meaning among the youth and educational staff;
- Helping the youth gain basic life skills, which are needed for their personal development, future employment and active European citizenship.

Both aims mentioned are operationalised into a series of other aims, like:

- Improving and increasing in the number of mobilities of pupils and teachers in different member countries;
- Improving and increasing partnerships among schools of different EU members;
- Encouraging the learning of foreign languages;
- Supporting and developing innovative learning by integrating current European contents and ICT support;
- Increasing the quality and European dimension of teacher training and pupil education;
- Improving pedagogical approaches and school management.

Priorities of the programme:

- Increasing the motivation for learning and acquiring learning skills;
- Integrating key competencies into lessons (communicative ability in mother tongue and foreign languages, entrepreneurship, creativity and innovation);
- Encouraging the acquisition of generic, lifelong skills;
- Assuring that school management will support the implementation of changes;
- Reducing social differences and early school leaving;
- Improving functional literacy.

8 *Zelena listina o evropski dimenziji izobraževanja*

All the above-listed objectives and priorities support the creation of a learning environment that facilitates pupils' acquisition of high quality knowledge and development of skills that will not only ensure their survival, but also guarantee their prosperity in an increasingly unstable and dynamic world. This is also the main objective of the education reforms in Slovenia. It is of utmost importance that the aims of the programmes are directed towards encouraging the motivation and development of learning strategies. We do not pay adequate attention to motivation in our schools and we often behave as if pupils will bring it to school by themselves. Researches show that the motivation, which is formed by pupils in connection with learning challenges, has a significant impact on their readiness for engagement in learning activities and also on their learning success (Boekaerts, 2013). The development of learning strategies at schools has only been practiced in recent years, although it was already stressed in the documents in connection with the reform of education (e.g. *Starting points,* 1996), and it is only observed in some individual projects, carried out by schools on voluntary bases (e.g. the project Learning to Learn at the National Education Institute of the Republic of Slovenia). The mastering of learning strategies is of essential importance for pupils if they are to develop into lifelong learning individuals, who will be able to face life challenges successfully. Participation in the activities of the Comenius programme can thus be a welcome opportunity for integrating these important components of effective learning into lessons.

The objectives of the *Leonardo da Vinci* programme are directed in the area of vocational education and training, and are the following:

- Supporting the acquisition and use of knowledge, skills and qualifications for an occupation;
- increasing the number and quality of international trainings of different target groups;
- increasing individual employability and integration into the European labour market;
- improving the quality of, and introducing innovations and a European dimension into, vocational education and training;
- increasing the attractiveness of vocational education and training.

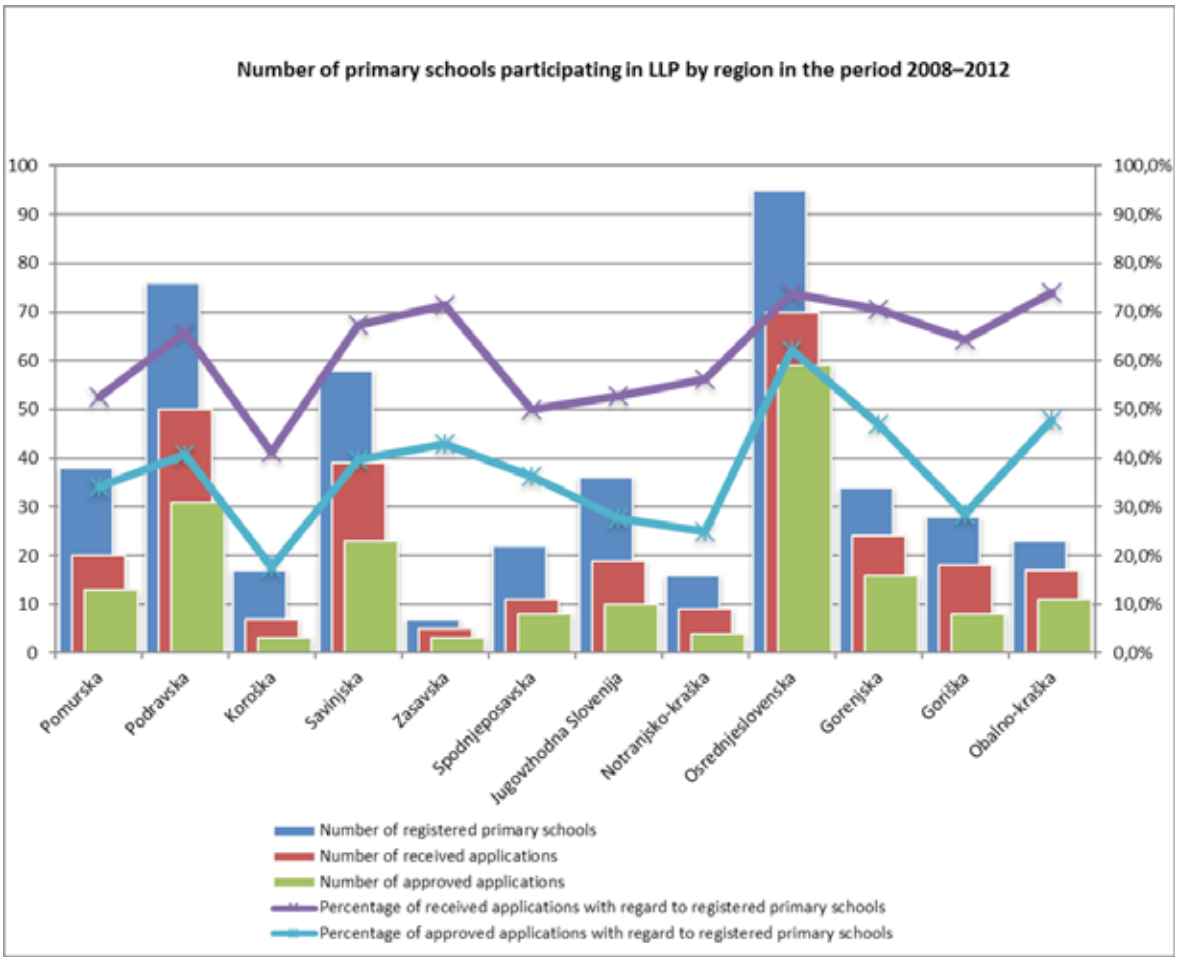
The evaluation and follow-up studies mentioned above emphasise that Slovenia is lagging behind developed countries in several areas, including the level functional literacy of pupils and the development of competencies and skills for participation in a knowledge-based society, and we also have too great a share of population without proper vocational qualifications. **The objectives of the Leonardo da Vinci programme thus present an exceptional added value to the regular and obligatory programmes in our vocational schools, as they can support the schools in assuring pupils a suitable environment for gaining high quality knowledge, skills and qualifications and thus assist them in being more competitive with their colleagues within the European labour market, which is even more important when taking into account the global crisis and the lack of employment possibilities for young people in Slovenia.**

1.4 Participation of primary and secondary schools in the Lifelong Learning programme

Participation of institutions from the field of primary school education in the LLP

Within the LLP primary schools can participate in the Comenius sub-programme, which is intended for school education. During the period from 2008 to 2012 we received a total of 1,061 applications from primary schools, of which 487 were approved.

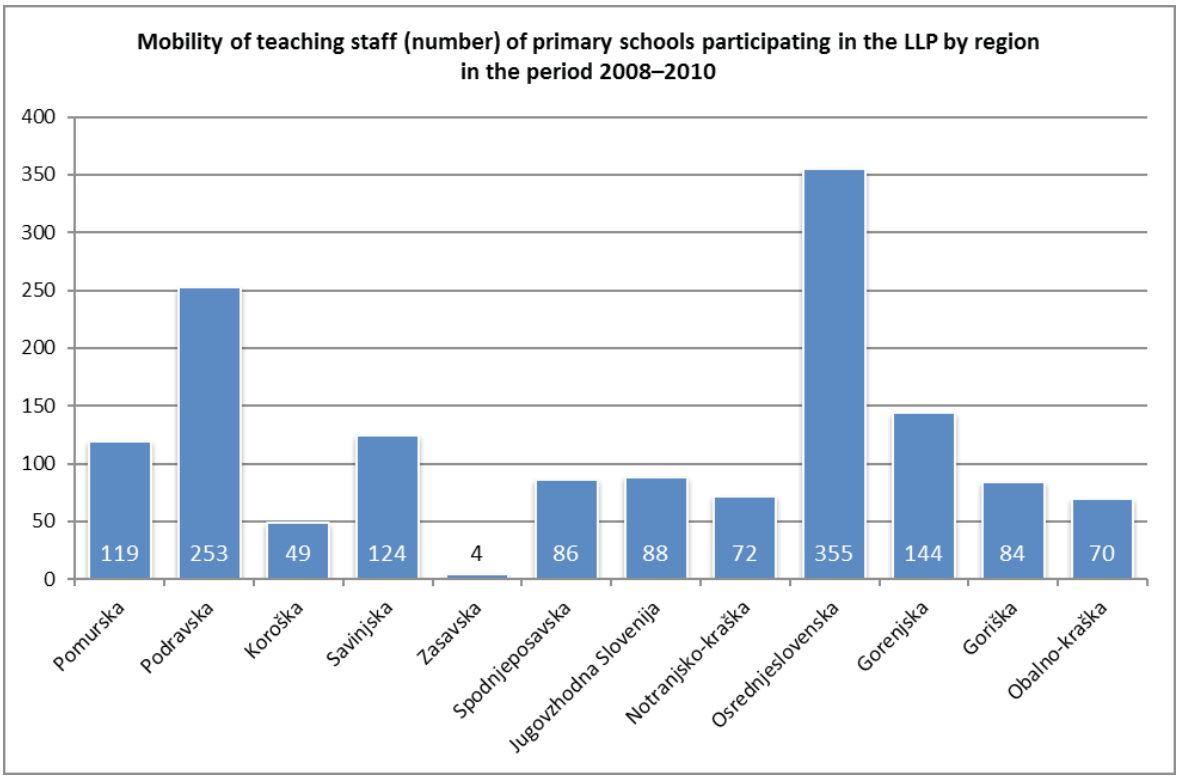
Chart 1: Number of primary schools participating in LLP by region in the period 2008–2012



Within the frame of LLP projects in which primary schools can participate, each year we observe an increase in the number of pupils and teachers participating in mobility. During the programme period 2008-2010, 1,448 teachers, headmasters and the other teaching staff at primary schools participated in mobility within the LLP.

It is of particular importance to mention that almost half (42%) of all primary schools actively participate in LLP in Slovenia, while applications for participation were submitted by 64% of all primary schools in Slovenia. Taking into account the regional coverage, there are some regions where half or even more primary schools in the region participate in the activities of the LLP.

Chart 2: Mobility of teaching staff (number) of primary schools participating in the LLP by region in the period 2008–2010

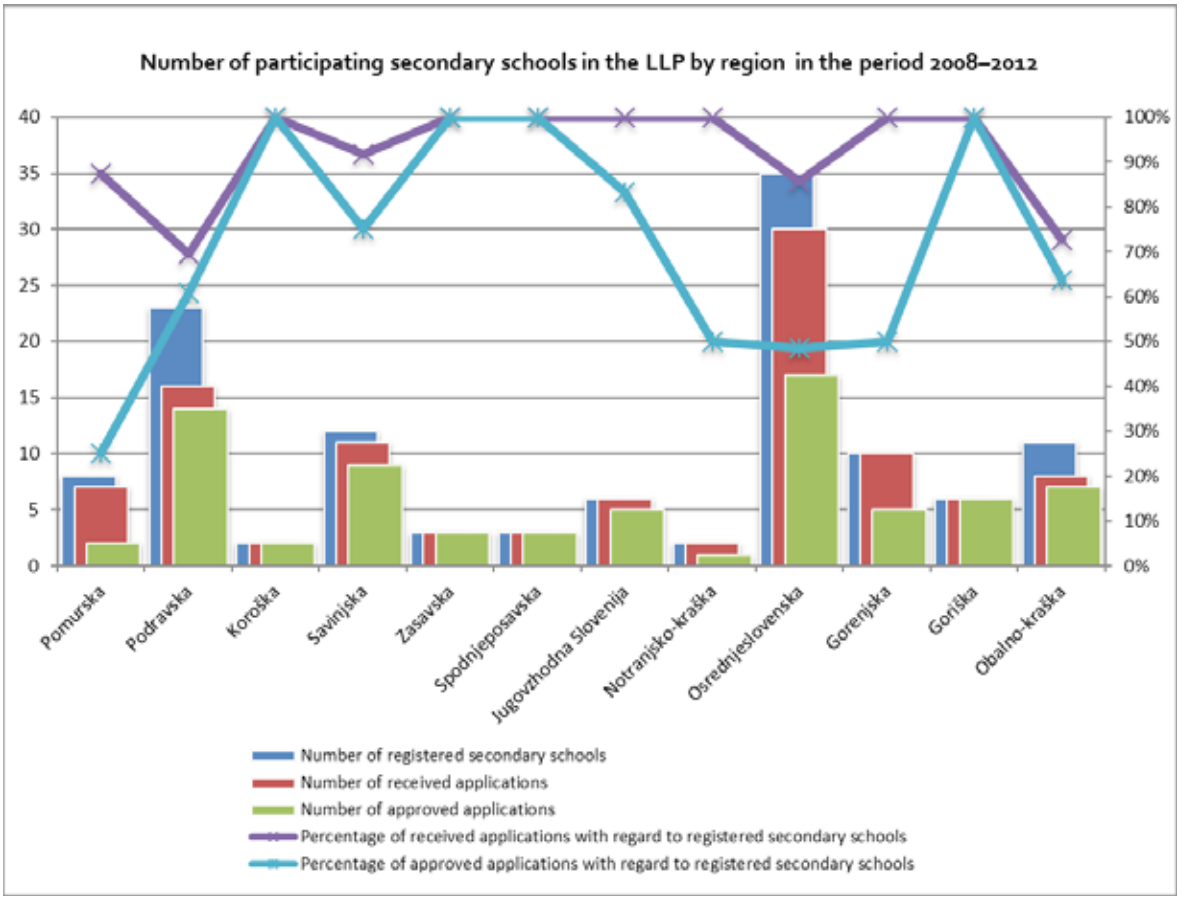


Cooperation of individuals and institutions from the field of secondary education

During the programme period from 2008 to 2012, 757 applications were received, from which 186 applications (25%) were received from gymnasiums (Slovenian general secondary schools) and 571 applications (75%) were received from vocational secondary schools. The cooperation of secondary schools is limited to cooperation in the Comenius sub-programme, while vocational schools can, besides Comenius, also choose to participate in the Leonardo da Vinci sub-programme. During this period a total of 410 applications were approved, of which 95 were applications (23%) by secondary schools and 315 (77%) by vocational schools.

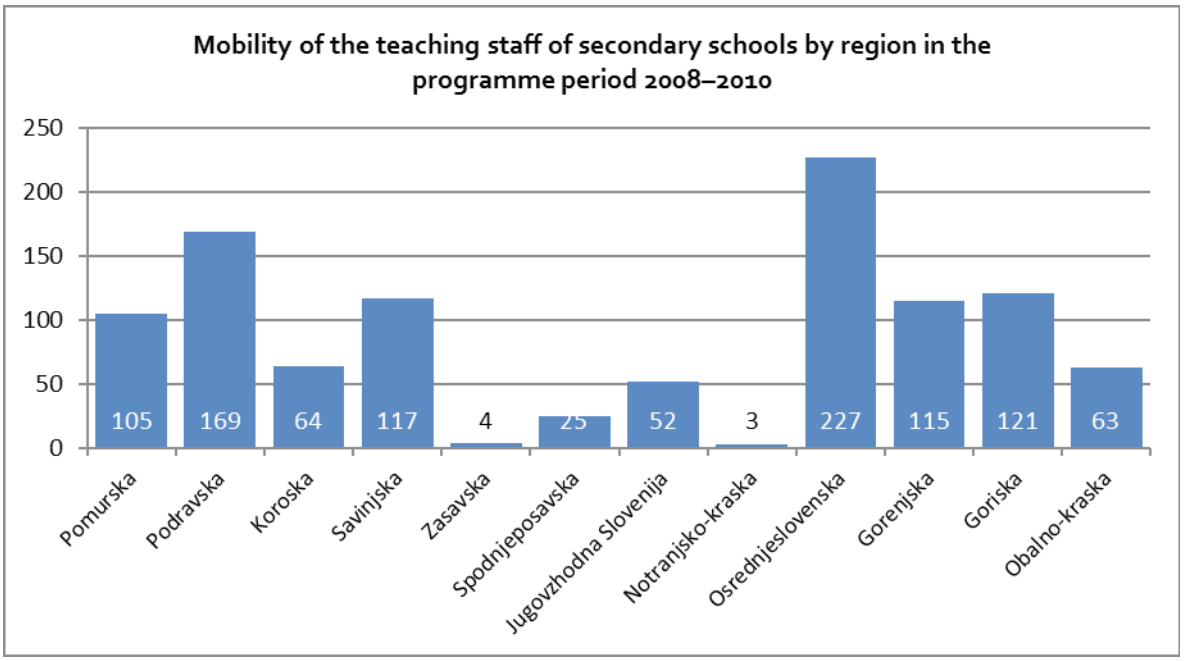
Participation of secondary schools in international cooperation activities within the LLP is at an extremely high level. Over 60% of all Slovenian secondary schools already participated in the programme. As illustrated in Chart 3 all secondary schools in 4 (out of 12) regions participate in the LLP.

Chart 3: Number of participating secondary schools in the LLP in the period 2008–2012



During the period 2008–2010, 1065 teachers and headmasters participated in mobility projects.

Chart 4: Mobility of the teaching staff of secondary schools by region in the programme period 2008–2010



II. EMPIRICAL ANALYSIS

1 Aim and objectives of the study

The aim of this study was to identify the impact of the participation in the Lifelong Learning programme on schools, teachers and pupils from the point of view of national priorities in the development of primary and secondary education in Slovenia. According to the needs of the existing evaluation it was necessary to focus on two programmes of LLP, namely *Comenius*, which is intended for pupils, teachers and for the other staff of primary and secondary schools (bilateral and multilateral school partnerships, continuous in-service teacher education and training and e-Twinning) and *Leonardo da Vinci*, which is intended for the area of vocational education and training (mobility projects, partnership projects, transfer of innovation projects). In their interviews, the headmasters also stated their experiences in connection with the transversal programme *Study visits,* which is intended for decision makers in education, so the influences of this programme were taken into consideration in the evaluation.

The objectives of the study are in line with its aim:

1. Evaluation of the intensity and duration of the impact identified.

2. Identification of the impact of cooperation in the activities of the LLP on schools, teachers and pupils from the point of view of the national priorities.

3. Identify factors that have a positive influence on the intensity and sustainability of cooperation in the activities of the LLP.

2 Basis of the evaluation

The impact of the participation of schools in the activities of the LLP was evaluated on the three levels: schools, teachers and pupils. Variables for each level and indicator, which served as a base for the preparation of a questionnaire, were defined by the national strategic objectives and challenges encountered during their implementation into schools practice with the key aims of the LLP. The national strategic objectives were taken from the relevant legislation (ZOFVI, Official Gazette RS no. 16/2007), national strategic documents (White Paper on Education in the Republic of Slovenia[9], 1995; 2011; Bases of Curricular Reform[10],1996; Journal of Curricular Reform[11] 1997), national directions for development of educational programmes of secondary vocational education (Bases for the design of lower and secondary vocational education programmes[12], 2001;

9 *Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji*
10 *Izhodišča kurikularne prenove*
11 *Zbornik kurikularne prenove*
12 *Izhodišča za pripravo izobraževalnih programov nižjega in srednjega poklicnega izobraževanja ter programov srednjega strokovnega izobraževanja*

Curriculum at the School and National Level[13], 2006) and also from different national evaluation studies and reports, from which it is possible to see the national strategic priorities on the level of secondary education and failure or success of their introduction (e.g. Monitoring and Evaluation of Impact of Project Work when Introduced in instruction[14]*, 1995;* Evaluation Study of curricular reforms in general secondary education[15]*, 2000;* Evaluation of Introduction of Technical *Gymnasiums*[16]*, 2003;* Report on the monitoring of integrated key qualifications[17], 2008; Monitoring of the education work in primary schools[18], 2009; Teaching approaches when teaching the Environment subject in grade 3 of the primary school[19]*, 2009*). Variables and indicators were defined for each level separately on the bases of the assessment of the aims of the LLP, especially of the *Comenius* and *Leonardo da Vinci* programmes, with national priorities.

13 *Kurikul na nacionalni in šolski ravni*
14 *Spremljanje in evalvacija učinkov projektnega dela pri uvajanju v pouk*
15 *Evalvacijska študija kurikularne prenove gimnazijskega izobraževanja*
16 *Evalvacija uvajanja strokovnih gimnazij*
17 *Poročilo o spremljanju integriranih ključnih kvalifikacij*
18 *Spremljanje vzgojno-izobraževalnega dela v osnovni šoli*
19 *Didaktični pristopi pri poučevanju predmeta spoznavanje okolje v tretjem razredu osnovne šole*

2.1 Variables with indicators

LEVEL	Variables	Indicators
SCHOOL	Teaching	Use of diverse teaching forms and methods Use of cooperative learning in class More real-life value (learning in real-life situations, connection with outside institutions and experts). More cross-curricular connection. Use of materials/content from LLP projects for the enrichment and deepening of contents.
	School climate	Improvement of cooperation among teachers. More collegiality. Greater dedication and commitment to common objectives and school vision. Higher awareness (inclusion of teachers into the process) of common vision. Improvement of cooperation of teachers with the headmaster. Better contact with pupils, mutual respect and partnership.
	Teacher education and training	More ICT training for teachers. More foreign language (English) training. Increased demand for training in the use of new methods and forms of learning (cooperative work, project approaches, authentic tasks, problem-based lessons, positioning of research work).
	International mobility of pupils	Exchange of pupils with partner schools from abroad after completion of LLP projects. More excursions abroad. Personal contacts with pupils from partner schools participating in a project. Personal contacts with teachers from partner schools in a project.
	Reputation of schools	Improvement of school reputation and recognition in the narrower and wider environment.
	Self-confirmation of quality	School is doing well. School is doing the right things.
	Establishment of connections	School establishes connections with schools abroad on its own initiative and also outside of a project; School connects with Slovenian schools. School is actively looking for possibilities for cooperation with a purpose of creating added value for pupils.
	Openness of school	Greater openness of school to the environment (connecting with local authorities, cultural institutions, enterprises, the local community, actively seeking partnerships with societies, various institutions, experts and companies).
	Internal organisation and consolidation of the staff	Changes in school organisation: more team cooperation because of the need for coordination for project-based work; more cross-curricular connection. More time for dialogue among teachers, establishment of a community that is committed to common aims.
	School offer	Enrichment of offer and/or programme. Additional activities for pupils.

LEVEL	Variables	Indicators
TEACHERS	Professional knowledge and skills	Higher awareness and control of new methods of teaching, use of new didactic concept. Additional knowledge in the subject field. Greater stress on own cultural heritage in teaching. Improved abilities for teaching pupils with special needs.
	Competencies	Improvement of ICT supported teaching and related skills. Improvement of social and organisational competencies (abilities of participating in European interdisciplinary teams, cooperative skills, organisational skills). Improvement of foreign language communication skills.
	European dimension	Establishing and maintaining personal contacts with teachers from partner schools, exchanges, scope of thinking. Greater awareness of the common European heritage of political, cultural and moral values, respecting of different cultures and deepening of knowledge about European institutions and their work, and introducing this into lessons.
	Scope and openness for innovation and novel approaches	Better knowledge and understanding of education systems in partner countries. Influence of different didactic environments (curriculum, professional cultures, aims and competencies) on the introduction of various approaches to teaching;
	Professional autonomy and responsibility	Increasing the motivation for the introduction of changes and novelties into teaching; Trust in one's own abilities; Reflective introduction of novelties into lessons.
	Social skills an commitment to work	More democratic dialogue with colleagues, openness for cross-curricular cooperation - interest in other subjects, not only one's own. More dialogue with pupils and acceptance of their interests. Involvement of pupils in decisions concerning teaching.
	Knowledge of foreign languages	Improvement of language abilities, above all communication in foreign languages.
	Project management and organisational skills	Improvement of project managing skills, willingness to work in teams, interest in leading role in project management, also after the end of an LLP project.

LEVEL	Variables	Indicators
PUPILS	European dimension	Increasing interest for other European countries and their cultures. Greater awareness of different cultures and better understanding of their characteristics. Higher awareness of language diversity in Europe.
	Knowledge and effective use of mother tongue and foreign languages	Increased motivation for foreign language learning (there is an actual need for the use foreign language, which makes foreign language learning more meaningful). Greater self-confidence when using or speaking foreign languages. Improvement of foreign language skills. Improvement of knowledge and communication competencies in mother tongue.
	Competencies	Development of the citizenship competency: respect of diversity, development of European identity and citizenship in collaboration with pupils from European schools. Development of creativity: more opportunities for concrete expression of creative skills in collaboration with pupils from different nationalities. Improvement of digital (ICT) skills. Better knowledge and use of learning strategies. Development of entrepreneurship and self-initiative.
	Social skills	Improvement of cooperation skills and greater wish for cooperation with peers at home and abroad; developing respect for different opinions, dealing with different perspectives – greater broad mindedness.
	New knowledge and directions	Acquisition of new knowledge: new content, extending of horizons. A higher level of self-criticism and openness, better motivation for learning, more sensitivity for knowledge, skills for new and unknown situations, reflectivity and thoughtfulness.

3 METHODOLOGY

In this evaluation study the combined quantitative and qualitative research approach was used. While it was the aim of quantitative research to acquire objective and reliable findings on the impact of LLP activities on a set of predefined variables (school work, competencies and orientation of teachers and pupils), the qualitative research focused on the in-depth research of specific findings based on the analysis of information, acquired through the survey. We analysed the findings characterised by statistically significant discrepancies in the grades awarded by headmasters and teachers, or findings where we wanted to acquire a more consistent and in-depth perception of specific aspects of factors, which affect their intensity and duration.

3.1 Data sources

3.1.1 Quantitative part

Research was conducted from February 6, 2013 to July 6, 2013. Data for quantitative part of the study were collected with a questionnaire, which was comprised of an introductory and central part. The introductory part was aimed at collecting data on the basic characteristics of schools, which participated in the research and also about the type of projects of the LLP performed by the school from the year 2008 onwards. The central part was aimed at discovering the concrete impact of the LLP on different aspects of school management and work and also on the work of teachers and on the development competencies and attitudes of teachers and pupils. The questionnaire included all three levels on which the impact of the LLP was established: schools, teachers and pupils. **In the grading scale the argumentations were elaborated on the ground of the intersection between the aims of the LLP and national priorities in the field of the development of pre-university education and training in Slovenia. Argumentations (21 in connection with school work and management, 27 in connection with the work and competencies of teachers and 17 oriented towards the desired competencies and attitudes of pupils) integrate elements of quality, which are defined by the national priorities and to which the LLP can contribute in accordance with its aims and way of implementation.** With the questionnaire we measured how the headmasters and teachers in the function of project coordinators at schools, who have performed the activities within the Comenius and/or Leonardo da Vinci programmes over the past eight years, assess the impact of the LLP on the possible changes in the work of the school and also on the work of teachers and on the development of competencies and attitudes of teachers and pupils. While the headmasters answered the questions in connection with general school work and the management and work of teachers, teachers were, besides these questions, asked in which way the LLP has influenced pupils. The contents of the questionnaire are shown in the annex (Annex 1). **The respondents assessed the impact of the activities within the *Comenius* and *Leonardo da Vinci* sub programmes on a five-grade scale:**

-2: high (long-term) negative impact;
-1: low (short-term) negative impact;
0: project did not have any impact;
1: low (short-term) positive impact;
2: high (long-term) positive impact.

With the use of such a scale, the intensity and duration of the impact of the LLP could be assessed. The questionnaire was first tested on a smaller sample of the target population and it was improved in accordance with the comments received. It was then submitted to schools in the form of an e-questionnaire to schools. Data collection on the basis of the e-questionnaire took place from April 8 to April 29, 2013.

3.1.2 Qualitative part

Data for the qualitative part of the study were collected by half-structured interviews, which took place at seven schools in June and at the beginning of July 2013. We carried out individual interviews with headmasters and teacher coordinators (when there was only a single coordinator at a specific school) which lasted from 35 to 60 minutes. In the event that there were several teacher coordinators at a single school the focused interviews were carried out with each teacher and group, with the aim to promote group discussion among team members. Focused interviews lasted between 30 and 60 minutes, and the groups comprised from 4 to 6 people. Respondents had been selected in advance by purposive sampling. They were selected by headmasters upon the recommendation to select those teachers, who were not project coordinators and for whom they anticipated that they will be ready to provide a critical opinion on the project impact from both the positive, as well as any potential negative aspects. All the interviews were recorded by audio device, and then transcribed directly from the record, which enabled the precise analysis of the data collected.

We decided to conduct half-structured interviews, because this method enabled a more flexible approach to data collection at schools, as opposed to only using questions prepared in advance with rigid structures. We prepared reminders in advance for each interview. The reminders included the most significant open questions for all respondents and/or groups, whereby sub-questions were formed during the interview according to our own discretion with the aim to provide information, important for the attainment of research objectives. Topical aspects, which were included in the essential interview questions, were defined on the basis of the analysis of the results from the questionnaire. Individual aspects of the impact of the LLP on school management and work, development and attitudes of teachers and competencies and attitudes of pupils, were highlighted in this part of research from the point of view of headmasters, coordinators and teachers. Special efforts were made in the interviews to give the interviewees the freedom to formulate their experience and opinions they judged to be important for the discussed topic.

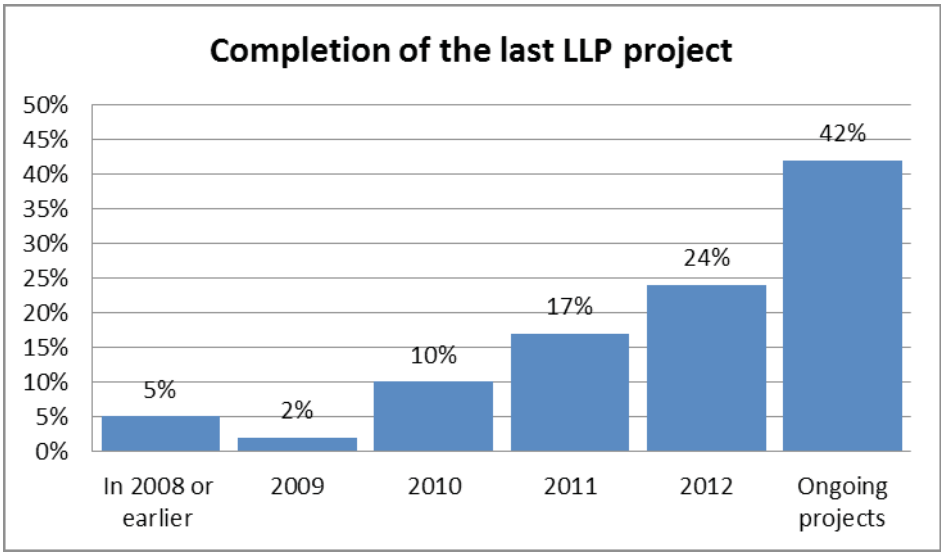
3.2 Target population in the research and sampling

3.2.1 Quantitative part

The questionnaire in the form of an online survey was sent to all primary and secondary schools that participated in the LLP (*Comenius* and/or *Leonardo da Vinci*) including the programme year 2008 (207 primary schools and 95 secondary schools). Questionnaires were answered by 97 headmasters, which was a 32% response rate. From the 97 questionnaires received, 72 were from primary schools and 25 from secondary schools. Of these, 60 (61.9%) were from urban schools, while 37 (or 38.1%) were from rural schools. **A total of 170 responses were received from teacher coordinators,** 104 from primary and 66 from secondary schools. Of these 87 (or 51.2%) were from urban schools and 83 (or 48.8%) were from rural schools. At the majority of schools from which responded to the questionnaires, we received answers from both headmasters and teachers. The highest number of responses was from schools with more than 600 pupils enrolled, followed by schools with up to 450 pupils and schools with to 300 to 600 pupils. The response rate was lowest from headmasters and teachers at schools with less than 150 pupils. The research study thus included headmasters

and teacher coordinators from primary and secondary schools with different numbers of pupils enrolled (the number of enrolled pupils is the basis for the definition of the size of the school), as well as schools from both the urban and rural environment. In Chart 5 below, detailed information is shown regarding the completion of projects at schools. At the time the interviews were conducted, the projects implemented within the LLP were still being performed at 40.2% of schools, while at the remaining schools the projects were most often finished within the previous three years.

Chart 5: Completion of the last LLP project



Hereinafter (Chart 6) the number of projects within the LLP that were completed or are still being implemented by schools responding to the questionnaire is shown. The majority of schools participated in four or more projects.

Chart 6: Number of LLP projects, in which schools participated or still participate

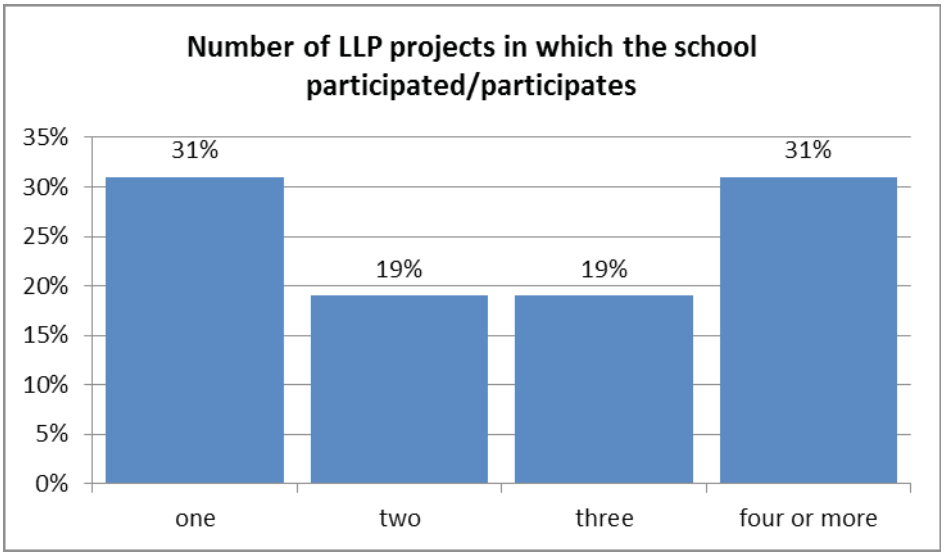


Table 1: Survey respondents, Participation in LLP programmes

In which LLP sectorial programme have you participated?	Type of school							
	Primary school				Secondary school			
	a) Headmaster		b) Coordinator		a) Headmaster		b) Coordinator	
	Number	%	Number	%	Number	%	Number	%
Comenius	67	93.1%	102	98.1%	21	84.0%	54	81.8%
Leonardo da Vinci	0	0.0%	0	0.0%	15	60.0%	33	50.0%
Study visits	26	36.1%	13	12.5%	15	60.0%	13	19.7%
eTwinning	27	37.5%	32	30.8%	7	28.0%	14	21.2%

3.2.2 Qualitative part

In the qualitative part of the research, seven schools were selected by purposive sampling, after the results of the quantitative research were already known. Additional efforts were made to get representative schools in order to ensure regional coverage. We tried to cover as large a variety of activities of sectorial programmes as possible (including schools that participated in more projects from different sectors), and also tried to include both urban and rural schools. We chose schools that we felt would help us collect the most precise and correct data in order to achieve the aims of the research. Interviews were performed in two secondary education

centres, two secondary schools, one gimnazija (general secondary school) and two primary schools. For sampling we followed the instructions of experts in the field of qualitative research (Creswell, 2007; Sagadin, 2001; Vogrinc, 2008), who recommend focusing on a smaller number of examples with the purpose of getting an interpretative understanding of the discussed topic from the perspective of the research participants. Our sampling was structured in accordance with the purpose of qualitative research, which is not a statistic generalization of the obtained results from the sample based on ground mass and would demand research on the representative sample of the target population, but it concerns obtaining a more comprehensive and in-depth understanding of definite aspects of discussed theme; in our case the impact of LLP on schools, teachers and also on the factors, which influence the intensity and duration of the impact obtained.

3.3 Methods of data processing

3.3.1 Quantitative research

Data obtained by interviewing teachers, coordinators and headmasters, were processed using the SPSS programme package. Basic descriptive statistics were calculated (frequencies, averages, minimum, maximum, standard deviation) and also comparative statistics (comparison of averages, contingency tables). Statistical significance of variance between averages and differences from the average value 0 was verified with the corresponding t-tests. Mutual correlation of variables was tested using the Pearson correlation coefficient. For the graphical display of data, histograms and graphs were prepared. The single indicators from the same set were joined into new variables. The reliability of the new variables was checked by the 'Cronbach alpha' measurement (tables 3 and 4), which showed a high reliability – Cronbach alpha reliability coefficient is thus close to or above the value of 0.9 in both the responses of teacher coordinators and headmasters.

Table 2: Reliability of the new variables – headmasters' answers

Set of indicators	Number of answers	Number of indicators	Cronbach alpha
Impact on school work	97	21	0.896
Impact on teachers' work	97	27	0.932

Table 3: Reliability of new variables – teacher coordinators'

Set of indicators	Number of answers	Number of indicators	Cronbach alpha
Impact on school work	170	21	0.878
Impact on teachers' work	170	27	0.921
Impact on pupils	170	17	0.905

3.3.2 Qualitative part of the research

For the processing of qualitative data collected by interviews, the inductive approach to analysis was used (Hesse-Biber & Leavy, 2004). The full text of interviews, which was obtained by transcription from audio recording, was first broken down into constituent parts or units of coding (phrases, sentences, paragraphs), i.e. we selected those parts of the text that were believed to consist of information relevant to the research objectives were chosen for further analysis. In order to organise our data coding units were assigned specific codes, while the parts of text labelled with the same code were collected and separated from the texts which were labelled with other codes. At the end we gathered related codes into categories by abstracting common characteristics of different descriptions and by defining the links between specific codes. Thereby we compared answers of different persons to the same questions and thus established the context, causal links between codes, intervention requirements, etc. Specific categories were then assigned its significance by recording all codes in a specific category from the core material and by labelling the core material and/or citations which explained the category exceptionally well. With the description of categories and the relationships among them we formed our findings.

The validity of the findings, formed on the basis of data analysis obtained from interviews was assured in many ways: (1) by an external expert, who served as the head of research and performed all the interviews. While she was well informed about objectives of the programme, she was not in any way included in its coordination nor in its performance, so that she could keep her distance and avoid the possible danger of influencing, consciously or unconsciously, the statements or stories of respondents; (2) by triangulation of data sources, i.e. by comparing the statements and descriptions that of one interviewee, with similar statements and descriptions of other interviewees (e.g. statements and descriptions of the headmaster were compared with statements and descriptions of teachers and coordinators at the same school, statements and descriptions of coordinators with statements and description of teachers at the same school, etc); (3) by an audio recording of all interviews, which enabled the recording of the whole interview and prevented potential recording of that part of a story or statements, which were in line with the expectations of researcher, and also enabled multiple listens for details; (4) by literal transcription, which was performed by a person who was not included in the research, which enabled the whole and systematic analysis of the data obtained through interviews.

4 THE MAIN RESEARCH FINDINGS

The results are presented comparatively from the point of view of headmasters and teacher coordinators, and for each level (schools, teachers, and pupils) separately. They are indicated according to aims of the study and presented in the added tables and graphs, where the results obtained by questionnaire are completed by findings from the qualitative part of the research. Through interviews we tried to obtain a deeper insight into the impact of participation in projects on specific aspects of school work, teachers and pupils, which either stood out in the quantitative analysis due to their low average, or there were discrepancies in the respondents' grades which were statistically significant or near the border of statistical significance. Furthermore we used interviews to research the reasons underlying the differences in respondents' grades by location and type of school.

4.1 Objective 1: Intensity and duration of the impact of identified changes

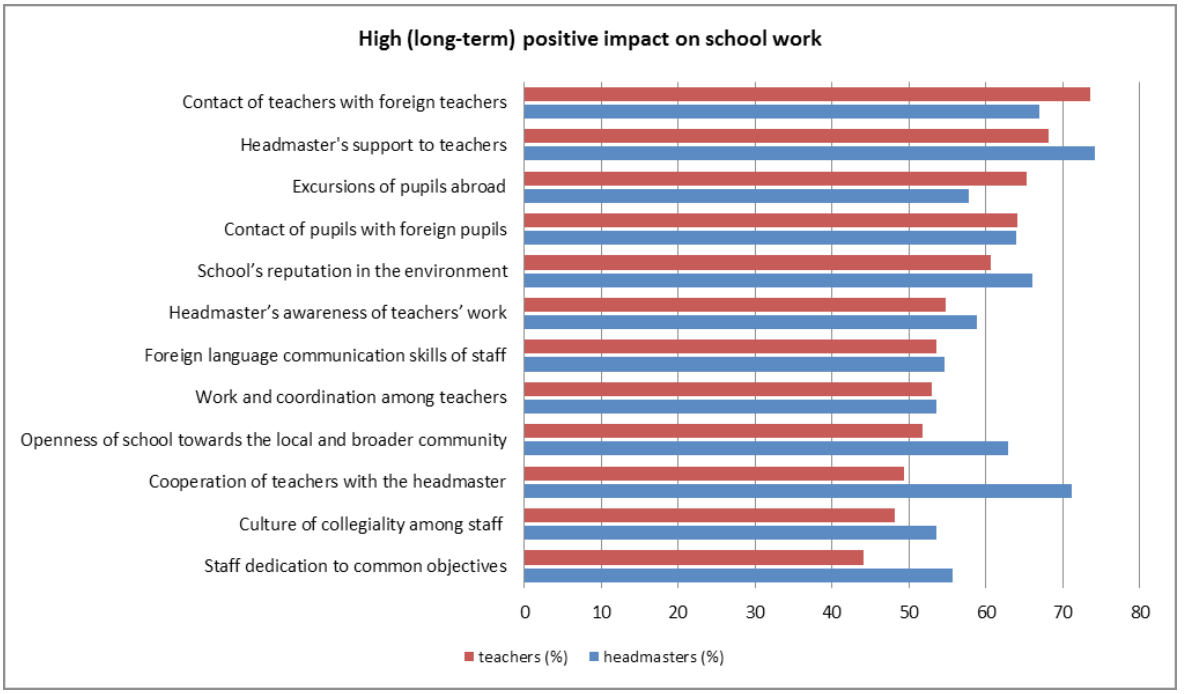
We illustrate below the duration of the project's impact at the levels of the school, teachers and pupils by presenting a comparison of frequencies of headmasters' and teacher coordinators' responses for the impact duration at the levels of schools and teachers, and frequencies of teacher coordinators' responses with respect to impact duration at the level of pupils. The figures show the variables referring to the operation of the school and work of teachers and pupils on which the project had a *high (long term) positive impact* and *low (short term) positive impact*. Very few headmasters and teacher coordinators assessed that the participation in projects had a high negative impact or low negative impact on specific variables (all information is included in Appendix 2: Frequency of answers by specific fields).

4.1.1 Assessment of the impact on a specific variable with respect to school work

In this section, the frequencies of responses with respect to the impact of participation in the projects on specific variables of the school work are shown, comparatively by headmasters and teacher coordinators. The intensity of opinions is stated (frequencies in the answers of headmasters and teacher coordinators, which exceed 50%) about (a) *high (long term) positive impact* (Chart 7) and about (b) *low (short term) positive impact* (Table 4) on single variables with respect to school and work.

(a) High (long-term) positive impact on:

Chart 7: A comparison of teacher coordinators' and headmasters' *high (long term) positive impact* scores for the impact of participation in the project on specific variables regarding the school's work



(b) Low (short-term) positive impact on:

Table 4: Low (short-term) positive impact on the variables of the school's operation

VARIABLES WITH RESPECT TO SCHOOL WORK	headmasters	teachers
Provision of the compulsory programme at the school	49.5	49.4
Cooperation with pupils' parents	48.5	48.8
Provision of additional activities for pupils	43.3	47.6

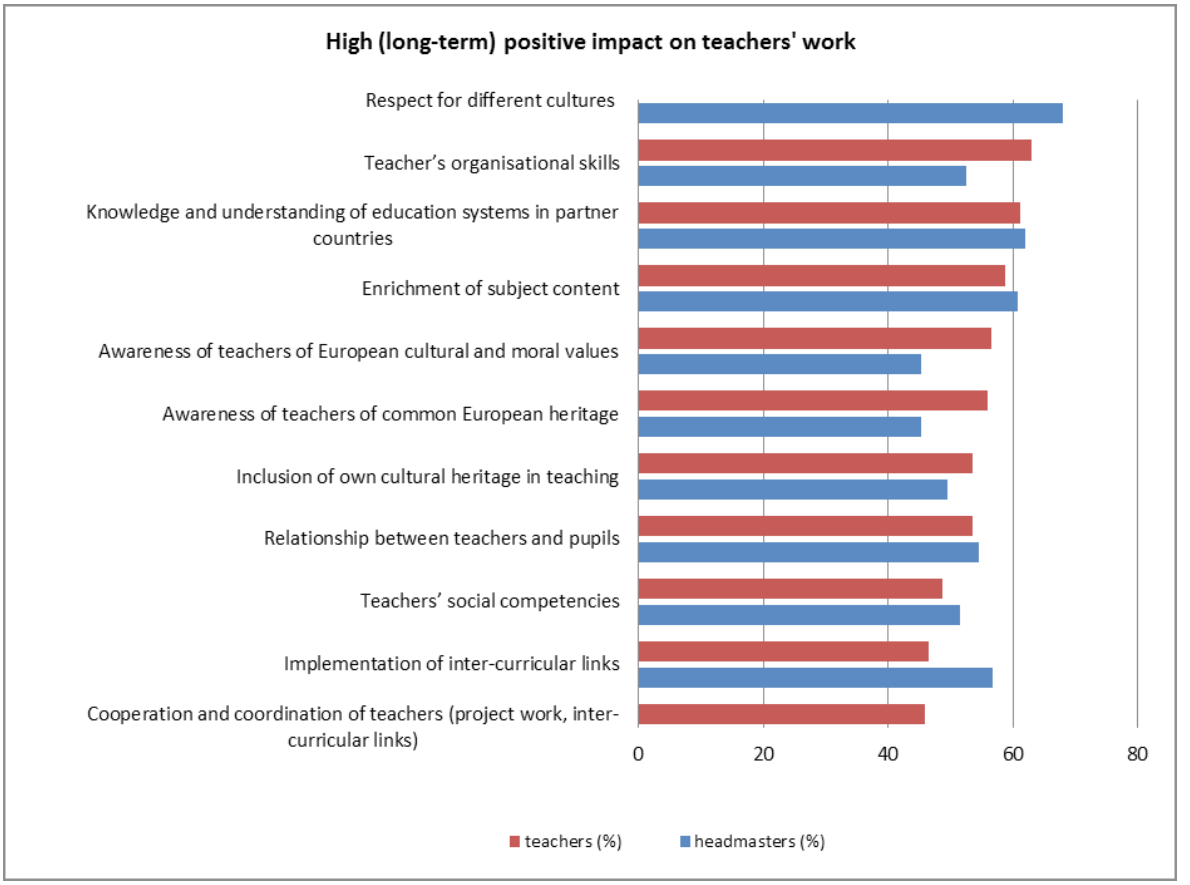
There are no significant differences in the frequencies of responses of headmasters and teacher coordinators. The only exception is the *Cooperation of teachers with headmasters*; the percentage of headmasters who believe that participation in projects had a high long-term positive impact on this variable is significantly higher than the percentage of teacher coordinators. When assessing the impact of project participation on school work only one variable received a *No impact* score, i.e. the *Cooperation with other Slovenian schools* variable, whereby the frequency of this answer was significantly higher among teacher coordinators.

4.1.2 Assessment of impact on the work and competencies of teachers

In this section, the assessment of the impact of participation in LLP activities by headmasters and teacher coordinators on specific variables with respect to teachers' work are presented. The intensity of opinions is stated (frequencies in the answers of headmasters and/or teachers, which exceed 50%) for (a) *high (long-term) positive impact* (Chart 8) and (b) *low (short-term) positive impact* (Table 5) on specific variables with respect to teachers' work. The opinion that participation in the projects had high negative impact or low negative impact on the variables was held by a negligible number of headmasters and teacher coordinators (all the data are shown in Appendix 2: *Frequencies of the assessment of the impact in specific areas*).

(a) High (long-term) positive impact on teachers:

Chart 8: Comparison of headmasters' and teacher coordinators' frequencies for high (long-term) positive impact on variables regarding teachers work



(b) Low (short-term) positive impact on teachers:

Table 5: Low (short-term) positive impact on single variables related to teachers' work

VARIABLES RELATED TO WORK AND COMPETENCIES OF TEACHERS	headmasters	teachers
Awareness about new forms and methods of teaching	55.7	44.7
Use of diverse teaching forms and methods	52.6	47.1
Use of cooperative learning in class	52.6	47.6
Motivation of teachers for introduction of change and new methods in teaching	48.5	51.8
Knowledge of foreign education environments	47.4	50.6
Use of new learning tools and resources	38.1	50.6

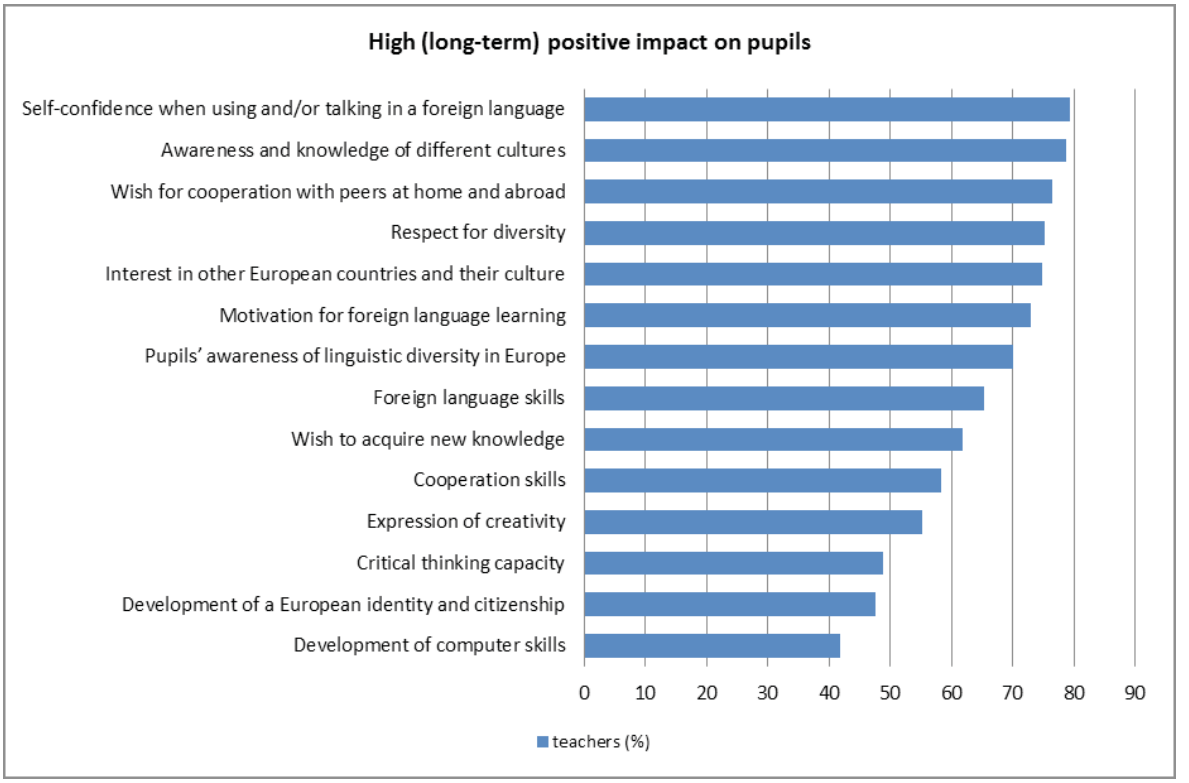
There are no major differences in the frequency of answers of headmasters and teacher coordinators. Somewhat bigger differences were only observed in the long-term positive impact grades for the *Awareness of teachers of common European cultural heritage* and the *Respect for different cultures* variables, which received higher impact grades from teachers than headmasters, and the *Work and coordination among teachers in the implementation of inter-curricular links* variable which received significantly higher impact grades from headmasters. The low short-term impact grades were also similar. The only differences were observed in the headmasters' grades for the *Use of the cooperative learning in class*; *Use of diverse teaching forms and methods* and the *Awareness about the new forms and methods of teaching variables*, where the frequency of headmasters' answers was significantly higher. However, teachers awarded more low short-term impact grades for the *Use of new learning tools and resources*, *Knowledge of foreign education environments* and the *Motivation of teachers for introduction of change and new methods in teaching* variables. Over 50% of both headmasters and teachers awarded the *No impact* grade for only one variable, i.e. the *Ability of teachers to teach pupils with special needs*. However, the number of teachers' grades was significantly higher compared to headmasters.

4.1.3 Assessment of impact on pupils

In the questionnaire the impact of participation in projects on pupils was only assessed by teacher coordinators. In this section (Chart 9), we see the frequencies of their answers (from the highest to the lowest percentage of answers) when assessing the impact of participating in projects on specific variables regarding the competencies and attitude of pupils (all frequencies are listed in Appendix 2).

***(a)* High (long-term) positive impact:**

Chart 9: Frequencies of teacher coordinators' grades for the impact of cooperation in projects – high (long-term) positive impact on specific variables related to competencies and attitude of pupils



***(b)* Low (short-term) positive impact:**

Table 6: Low (short-term) positive impact on pupils

VARIABLES RELATED TO COMPETENCIES AND ATTITUDE OF PUPILS	percentage teachers
Development of entrepreneurship and self-initiative	40.6
Knowledge and use of learning strategies	38.8

According to the frequency of their answers, teacher coordinators believe that the projects have a (long-term) positive impact on the following variables related to competencies and attitude of pupils (we list the scores in descending order where the frequency of the score exceeds 50%): (1) *Self-confidence when using and/or*

talking in a foreign language, (2) *Awareness and knowledge of different cultures*, (3) *Wish for cooperation with peers at home and abroad,* (4) *Respect for diversity,* (5) *Interest in other European countries and their culture,* (6) *Motivation for foreign language learning,* (7) *Pupils' awareness of linguistic diversity in Europe,* (8) *Foreign language skills*, (9) *Wish to acquire new knowledge*, (10) *Cooperation skills,* and (11) *Expression of creativity*. Frequencies of the *low (short-term) positive impact* were, as follows (in descending order, where frequency exceeds 38.8%): *Development of entrepreneurial skills and self-initiative* and *Awareness and use of learning strategies.* More than 40% of teachers assessed that the participation in the projects did not have any impact on *Communication skills in mother tongue.*

4.1.4 Intensity and duration of impact – common findings

Considering the intensity and duration of the impact of participation in projects on schools, teachers and pupils, the majority of headmasters assess (Table 7), that participation in projects had the highest impact on the school's management and work (an average of 1.388), followed by the impact on the work of teachers (an average of 1.242).

Table 7: Assessment of the impact of projects on schools and teachers by headmasters (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Variable	Number of answers	Minimum	Maximum	Average	Standard deviation	t-test (test value = 0)	
						t	sig.
Impact on school work	97	-0.29	2.00	1.388	0.408	33.548	0.000
Impact on the work of teachers	97	0.11	2.00	1.242	0.424	28.821	0.000

Teacher coordinators assessed (Table 8) that participation in projects had the highest impact on pupils (an average of 1.470), which is followed by the impact on school (an average of 1.336), and the impact on teachers (an average of 1.226).

Table 8: Assessment of projects' impact on schools, teachers, and pupils by teacher coordinators

Variable	Number of answers	Minimum	Maximum	Average	Standard deviation	t-test (test value = 0)	
						t	sig.
Impact on school work	170	0.19	2.00	1.336	0.381	45.790	0.000
Impact on the work of teachers	170	0.07	2.00	1.226	0.409	39.071	0.000
Impact on pupils	170	0.00	2.00	1.470	0.392	48.909	0.000

Correlations among variables were tested in the answers of headmasters, and it was established that in cases of positive impact in one area, positive impact also exists in the other area. (Table 17):

Table 9: Correlation between variables

Pearson coefficient correlations (n=97)	Impact on school work	Impact on the work of teachers
Impact on school work	1	0.793(**)
Impact on the work of teachers	0.793(**)	1

** Correlation is typical at the level of 0.01 (two-sided)

4.2 Objective 2: Assessment of the impact of cooperation in LLP activities from the perspective of teachers and headmasters with respect to national priorities

4.2.1 Impact on schools

An analysis of the data obtained by the questionnaires gave the following results: for **teacher coordinators, participation in the LLP activities had positive impact on all the tested areas of work at school.** The averages are much higher than the value 1. The highest average was acquired for the assessment of the impact of projects on the *Contacts of teachers with foreign teachers* (1.69), which is followed by *Headmaster's support to teachers* and the *Reputation of school in the environment* (1.58).

Headmasters also think that participation in LLP projects had a positive impact on all the tested areas of work at school. The averages in this area are also higher than the value 1. The highest average was acquired for the assessment of the impact of projects on the *Headmaster's support to teachers* (1.68), which is followed by *Cooperation of teachers with the headmaster* (1.64), and *Contacts of teachers with foreign teachers* (1.63).

Impact on the provision of the compulsory school programme

Positive impact on the provision of the school programme was stressed in interviews by both headmasters and teachers at schools where the project activities were integrated in everyday lessons and combined with projects that had already been implemented by the school, especially where the school integrated the LLP activities into regular school work.

Headmaster of a primary school:

All school year round we were preparing for the guests from abroad, who visited us through the Comenius programme. While our youngest pupils were making dolls with costumes of the different countries from where our guests come from, the older ones helped them. And when the younger ones learned a foreign anthem, the older ones also helped them. For many years our school has run the project 'Big and small friends', and we use it to help pupils who enrol in the first grade of school each year ... and so the pupils from the seventh grade welcome the pupils from the first grade on their first school day and they remain friends with them for three years, they visit them at lessons ... Their teachers talk about it. They read them fairy tales, sports days are organized, where they really help the young ones. And so we also arranged it with Comenius ... Although we started with the gradual introduction of content in the first four grades, the remaining five grades were already absorbing this content and beginning to participate, which applies to both teachers and pupils. Our pupils from higher grades took the guests on a sightseeing tour through town. We don't hire tourist guides, because our pupils from the higher grades assume the role of tourist guides. During the regular classes they prepared in advance a brochure in English, German, French, and how they would guide ... at first this was a research task, realized in Slovene, where they researched different materials together with IT science, they also did research on the Internet, and then the foreign languages joined in. In the relevant subjects, pupils chose and drafted the texts and worked on them technically, they also prepared a video conference ... the younger ones had the video conference with Germans and Spaniards … thus, making education more meaningful and related to real life. At the final performance, which was prepared for foreigners, the pupils acted and performed their roles ... we have a vision, that all of them are performers, also pupils with special needs...they were preparing the whole year in all subjects, we had gym and recitals, dance and meetings with the guests from abroad and there was live communication in foreign languages, older pupils organised a gym lesson for foreigners in front of the school in the morning ... the whole school lived for the project.

A coordinator from the same school (teachers on the class level):

We have a rule at school, that if we deal with a project, we all deal with it. We also believe that the project is not something to be parallel or additional work, but you work on it during lessons. We discuss what the programme will be during regular internal meetings of pedagogical staff and leadership (for visiting schools from abroad in the school partnership). In the teachers' room we hang up the plan of activities and results. The teachers all plan together and include everything in lessons, pupils also prepare. We also facilitate cross-curricular links. My pupils learned a lot from this ... I told them that we were working on a Comenius project, and that there were more countries participating, and we found these countries on the map. They already know what Europe is, and where some countries are, they know the flags, we have drawn them, we learned to say 'hello' in all these languages and when you present them a project, they are interested in it. "Is there like this? Is their day as long as ours? Are the children there the same as we are? Are they black?" And after they researched these things ... they had video conference – they had nice time – "O, look, Spaniards also dance and sing, and they can..."

Teachers from the same school:
We are all included in the project and it would not be good, if only a few were involved. We wouldn't even feel that the school is involved in the project – teachers nor pupils. We all work really hard, everyone makes some part ... we integrate this in the year plan and we plan in advance. We already plan in August what we will do in the future and then we do our best on the project...this year we prepared the presentation of our school during computer lessons "All about us", we made a short film, and projection, presentation of other countries, Slovenia, we got involved in such a way.... Pupils like it very much, they were excited, you cannot believe what their reaction was…So, the teachers also had much more energy...

At schools, where only coordinators (usually the foreign language teacher) and a few other teachers (who felt the moral duty to assist the coordinator occasionally) worked on the projects, the headmasters and teachers who participated in the interview could not tell us much about the impact of the project on the implementation of the school programme. We got a general impression that headmasters and pupils at some schools perceived specific actions (designed for the participation of individuals) more in light of isolated impact on specific pupils. However, interviews revealed that these actions were perceived in a broader sense at other schools, where they tried to extend the project's impact over the entire school.

Headmaster of a secondary school:
You know, the project does not affect everyone. We do not even need all the teachers. It concerns the professional subjects, which are in preparation for the performance of the practical lessons abroad, it concerns the language teachers, but the other subjects are excluded. I don't like too many projects at school; we are not hunters of projects. Supposing that these generations of pupils will perform a special role on the wider labour market in Europe. ...our pupils, who perform part of their practical work abroad, are also privileged, because they get an experience and it will be easier for them in the labour market. Such projects can also be an enrichment of secondary school life. If this happens, I find it acceptable and good.

Coordinators from the same school:
One small group of people is involved. It's the same people all the time...others don't see this value and say to us "it is useless. You just go abroad and spend money, nothing concrete happens". They avoid the project because of language… I had some assistants who wanted to attend a course of English for teachers, but they were against it...one likes it, the other has family obligations ... they cannot accept that one needs time for knowledge.. One group of people is overburdened, the others pay no attention to it, I lead the class and also have additional work……the only possibility to work on the project is during free time.

Coordinators from the other secondary school (about mobility of pupils in Leonardo):
During exchanges we make an effort to spread the profit...then the pupils, who were on an exchange, present to the others the different standpoints in foreign languages, how the exchange was, cultural characteristics, also geographical...it's their choice. The exchange is also presented to parents and the local community. We noticed that it all made a great impression on them. ...they noticed how long people work in Germany, how hard they work all the time, etc. And then pupils tell everything to their friends...

… we had special preparations for teachers who travelled with the project, twice ten hours of English classes and the other teachers joined, too ... and we became even more connected.

Table 10 illustrates the differences between the headmasters' and teacher coordinators' grades for the impact of implemented projects on school work.

Table 10: Differences between headmasters and teacher coordinators in the assessment of projects' impact (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on school work	Headmasters			Teachers			*t-test*	
	No. of answers	average	No. of deviations	No. of answers.	average	No. of deviations	*t*	*sig.*
Staff dedication to common objectives	97	1.40	0.799	170	1.29	0.735	*1.118*	*0.265*
Culture of collegiality among staff	97	1.40	0.773	170	1.32	0.781	*0.793*	*0.429*
Exchange of pupils with partner schools	97	1.47	0.779	170	1.46	0.770	*0.157*	*0.876*
Excursions of pupils abroad	97	1.36	0.831	170	1.45	0.807	*-0.887*	*0.376*
Contact of pupils with foreign pupils	97	1.48	0.792	170	1.56	0.643	*-0.787*	*0.432*
Contact of teachers with foreign teachers	97	1.63	0.565	170	1.69	0.544	*-0.929*	*0.354*
Cooperation of teachers with the headmaster	97	1.64	0.632	170	1.35	0.717	*3.387*	*0.001*
Headmaster's support to teachers	97	1.68	0.587	170	1.58	0.711	*1.153*	*0.250*
Headmaster's awareness of teachers' work	97	1.51	0.647	170	1.46	0.645	*0.492*	*0.623*
Provision of the compulsory programme at the school	97	1.06	0.733	170	0.98	0.773	*0.823*	*0.411*
Provision of additional activities for pupils	97	1.41	0.658	170	1.35	0.637	*0.797*	*0.426*
School's reputation in the environment	97	1.58	0.659	170	1.58	0.552	*0.011*	*0.991*
Readiness of staff to participate in new projects	97	1.30	0.806	170	1.22	0.825	*0.781*	*0.435*
Openness of the school towards the local and broader community	97	1.49	0.738	170	1.39	0.716	*1.094*	*0.275*

Cooperation with pupils' parents	97	1.16	0.702	170	1.12	0.707	*0.462*	*0.645*
Cooperation with other Slovenian schools	97	0.72	0.760	170	0.50	0.715	*2.380*	*0.018*
Readiness of staff to establish contact with schools abroad	97	1.39	0.686	170	1.32	0.700	*0.838*	*0.403*
Dialogue among staff	97	1.26	0.754	170	1.18	0.774	*0.772*	*0.441*
Use of ICT at the school	97	1.25	0.791	170	1.32	0.733	*-0.731*	*0.465*
Staff foreign language communication skills	97	1.47	0.631	170	1.47	0.617	*0.046*	*0.963*
Work and coordination among teachers (project work, inter-curricular links)	97	1.47	0.631	170	1.45	0.635	*0.264*	*0.792*

In their assessment of projects' impact on school work, teachers and headmasters statistically significantly differ in two variables. These variables are the *Cooperation of teachers with the headmaster* and *Cooperation with other Slovenian schools* (both findings are at the border of statistical significance). In both areas the average grades of headmasters are much higher than the grades of teachers.

Differences between urban and rural schools in the assessment of the impact on schools

Differences in the assessment of the impact on school work were also noticed between urban and rural schools. Table 11 illustrates the differences in the assessment of the impact of performed projects on the school's work by headmasters of urban and rural schools.

Table 11: Differences in the assessment of the impact of projects on the work of schools among headmasters by school environment (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on school work	Urban			Rural			*t-test*	
	No. of answers	Average	Standard deviation	No. of answers	Average	Standard deviation	*t*	*sig.*
Staff dedication to common objectives	60	1.45	0.790	37	1.32	0.818	*0.751*	*0.455*
Culture of collegiality among staff	60	1.37	0.802	37	1.46	0.730	*-0.572*	*0.568*
Exchange of pupils with partner schools	60	1.48	0.792	37	1.46	0.767	*0.146*	*0.884*
Excursions of pupils abroad	60	1.38	0.865	37	1.32	0.784	*0.338*	*0.736*

Contact of pupils with foreign pupils	60	1.58	0.809	37	1.32	0.747	*1.576*	*0.118*
Contact of teachers with foreign teachers	60	1.75	0.437	37	1.43	0.689	*2.510*	*0.015*
Cooperation of teachers with the headmaster	60	1.67	0.542	37	1.59	0.762	*0.543*	*0.588*
Headmaster's support to teachers	60	1.70	0.530	37	1.65	0.676	*0.417*	*0.678*
Headmaster's awareness of teachers' work	60	1.52	0.624	37	1.49	0.692	*0.222*	*0.825*
Provision of the compulsory programme at the school	60	1.12	0.666	37	0.97	0.833	*0.937*	*0.351*
Provision of additional activities for pupils	60	1.45	0.594	37	1.35	0.753	*0.716*	*0.476*
School's reputation in the environment	60	1.53	0.623	37	1.65	0.716	*-0.836*	*0.405*
Readiness of staff to participate in new projects	60	1.37	0.736	37	1.19	0.908	*1.054*	*0.294*
Openness of the school towards the local and broader community	60	1.48	0.748	37	1.51	0.731	*-0.195*	*0.846*
Cooperation with pupils' parents	60	1.17	0.717	37	1.16	0.688	*0.031*	*0.976*
Cooperation with other Slovenian schools	60	0.70	0.766	37	0.76	0.760	*-0.356*	*0.723*
Readiness of staff to establish contact with schools abroad	60	1.45	0.649	37	1.30	0.740	*1.066*	*0.289*
Dialogue among staff	60	1.27	0.710	37	1.24	0.830	*0.148*	*0.883*
Use of ICT at the school	60	1.20	0.819	37	1.32	0.747	*-0.750*	*0.455*
Staff foreign language communication skills	60	1.47	0.650	37	1.49	0.607	*-0.150*	*0.881*
Work and coordination among teachers (project work, inter-curricular links)	60	1.48	0.596	37	1.46	0.691	*0.180*	*0.857*

The responses of headmasters show that the impact of projects on the school's work was slightly more positively assessed by headmasters of urban schools. The greatest difference, which is also statistically significant, was observed in the assessment of projects' impact on the *Contact of teachers with foreign teachers*, where the awarded grades of headmasters of urban schools were much higher. However, significant difference, which is not statistically significant, was also observed in the assessment of the impact on the

Contact of pupils with foreign pupils, the *Readiness of staff to participate in new projects*, *Provision of the compulsory school programme* and the *Readiness of staff to contact schools abroad*. In all the above-listed cases the impact was assessed higher by headmasters of urban schools. **In the assessment of teacher coordinators the opposite trend was observed, as the grades awarded for the impact of projects on school work by the teacher coordinators from rural schools were much higher than those, awarded by teacher coordinators from urban schools (Table 12).**

Table 12: The differences in teacher coordinators' grades for projects' impact on schools by school environment (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on school work	Urban			Rural			*t-test*	
	No. of answers	Average	Standard deviation	No. of answers	Average	Standard deviation	*t*	*sig.*
Staff dedication to common objectives	87	1.26	0.754	83	1.33	0.718	*-0.539*	*0.590*
Culture of collegiality among staff	87	1.25	0.866	83	1.40	0.680	*-1.209*	*0.229*
Exchange of pupils with partner schools	87	1.44	0.788	83	1.48	0.755	*-0.381*	*0.704*
Excursions of pupils abroad	87	1.41	0.815	83	1.49	0.802	*-0.646*	*0.519*
Contact of pupils with foreign pupils	87	1.52	0.626	83	1.60	0.661	*-0.862*	*0.390*
Contact of teachers with foreign teachers	87	1.75	0.463	83	1.64	0.616	*1.294*	*0.198*
Cooperation of teachers with the headmaster	87	1.32	0.755	83	1.39	0.678	*-0.578*	*0.564*
Headmaster's support to teachers	87	1.62	0.703	83	1.54	0.721	*0.719*	*0.473*
Headmaster's awareness of teachers' work	87	1.46	0.679	83	1.47	0.612	*-0.102*	*0.919*
Provision of the compulsory programme at the school	87	0.94	0.783	83	1.02	0.765	*-0.687*	*0.493*
Provision of additional activities for pupils	87	1.26	0.655	83	1.43	0.609	*-1.744*	*0.083*
School's reputation in the environment	87	1.51	0.568	83	1.65	0.528	*-1.720*	*0.087*
Readiness of staff to participate in new projects	87	1.23	0.817	83	1.20	0.838	*0.198*	*0.844*

Openness of the school towards the local and broader community	87	1.31	0.687	83	1.48	0.739	*-1.569*	*0.119*
Cooperation with pupils' parents	87	1.09	0.693	83	1.16	0.724	*-0.595*	*0.552*
Cooperation with other Slovenian schools	87	0.46	0.775	83	0.54	0.650	*-0.750*	*0.455*
Readiness of staff to establish contact with schools abroad	87	1.37	0.667	83	1.27	0.734	*0.956*	*0.340*
Dialogue among staff	87	1.08	0.824	83	1.29	0.708	*-1.767*	*0.079*
Use of ICT at the school	87	1.26	0.754	83	1.37	0.711	*-0.970*	*0.334*
Staff foreign language communication skills	87	1.44	0.623	83	1.51	0.612	*-0.730*	*0.466*
Work and coordination among teachers (project work, inter-curricular links)	87	1.38	0.686	83	1.53	0.570	*-1.561*	*0.120*

The greatest difference was observed in the assessment of projects' impact on the *Dialogue among staff*, which was graded much higher by teacher coordinators of rural schools than teacher coordinators of urban schools. It is followed by the *Provision of additional activities for pupils*, *Openness of the school towards the local and the broader community*, *Work and coordination among teachers*, *Friendliness among staff* and the *Schools' reputation in the environment*. Teachers of urban schools awarded slightly higher grades for the projects' impact on *Contacts with foreign teachers*. However, differences in the answers of teachers from urban and rural schools are not statistically significant.

Through interviews we wanted to gain a better understanding of why grades awarded by teachers from rural schools for the impact of participation in the LLP activities with respect to specific variables were much higher, namely grades for impact on variables related to climate among staff and the openness of the school towards the local and the broader community, while we also established why they find participation in projects so important. **At schools we were often told by teachers that participation in projects and opportunities that they learned through practice abroad extended their horizons, increased their professional self-respect and encouraged them to cooperate with colleagues.**

Teacher from a primary school:
We benefited from not closing the door behind us ... doors are open, so that anyone can come into the classroom at any time ... that you are not ashamed or afraid of that someone would see something and so on...

It turned out, **that teachers from rural schools extremely appreciated participation in projects, because they are aware of the fact that projects are often the only opportunity for themselves and their pupils to expand**

their horizons and foster personal growth, since in the socially weaker environment in which they live there are often no other opportunities for travelling and observing educational practices abroad.

Teachers from a rural secondary school:
We have children who don't travel, so these opportunities are very important for them. It enabled them to travel abroad for free, otherwise they couldn't afford it. All participate in projects, there are no differences. We are in such an environment... We notice that they are frightened when they travel abroad for the first time... we deal a lot with them in this sense and we begin to train them much earlier. This has a great influence on them, they get more self-confidence, life skills, learn how to adjust abroad. We live in a closed environment, so it is very important for our pupils to develop a broader perspective and tolerance, and learn about cultural differences ... we learn about egocentrism in lessons … but this is a theory, when you get on the tube in London, you see everything in reality ... such experiences they don't get from school. And we take the time to talk with them very openly about these matters. Therefore these projects are so important for us.

Differences between primary and secondary schools in the assessment of the impact on schools

Analysis also revealed the differences in the assessment of the impact of implemented projects on schools according to the type of school and/or in the responses of headmasters and teacher coordinators from secondary and primary schools. The differences are shown separately for answers of teacher coordinators (Table 13) and headmasters (Table 14).

Table 13: Differences in the estimation of the impact of participation in projects on schools between secondary and primary school teacher coordinators (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on school work	Urban			Rural			*t-test*	
	No. of answers	Average	Standard deviation	No. of answers	Average	Standard deviation	*t*	*sig.*
Staff dedication to common objectives	104	1.36	0.696	66	1.20	0.789	*1.377*	*0.170*
Culture of collegiality among staff	104	1.42	0.706	66	1.17	0.870	*2.106*	*0.037*
Exchange of pupils with partner schools	104	1.38	0.828	66	1.58	0.658	*-1.667*	*0.097*
Excursions of pupils abroad	104	1.38	0.850	66	1.58	0.725	*-1.645*	*0.102*
Contact of pupils with foreign pupils	104	1.61	0.645	66	1.48	0.638	*1.196*	*0.233*

Contact of teachers with foreign teachers	104	1.70	0.538	66	1.68	0.559	*0.234*	*0.815*
Cooperation of teachers with the headmaster	104	1.46	0.682	66	1.18	0.742	*2.519*	*0.013*
Headmaster's support to teachers	104	1.63	0.671	66	1.52	0.769	*0.982*	*0.327*
Headmaster's awareness of teachers' work	104	1.59	0.585	66	1.27	0.692	*3.174*	*0.002*
Provision of the compulsory programme at the school	104	1.07	0.767	66	0.85	0.769	*1.811*	*0.072*
Provision of additional activities for pupils	104	1.41	0.617	66	1.24	0.658	*1.717*	*0.088*
School's reputation in the environment	104	1.63	0.543	66	1.50	0.562	*1.443*	*0.151*
Readiness of staff to participate in new projects	104	1.16	0.849	66	1.30	0.784	*-1.076*	*0.284*
Openness of the school towards the local and broader community	104	1.38	0.767	66	1.41	0.632	*-0.217*	*0.829*
Cooperation with pupils' parents	104	1.20	0.729	66	1.00	0.656	*1.872*	*0.063*
Cooperation with other Slovenian schools	104	0.47	0.682	66	0.55	0.768	*-0.659*	*0.511*
Readiness of staff to establish contact with schools abroad	104	1.36	0.696	66	1.26	0.708	*0.891*	*0.374*
Dialogue among staff	104	1.23	0.727	66	1.11	0.844	*1.023*	*0.308*
Use of ICT at the school	104	1.38	0.701	66	1.21	0.775	*1.500*	*0.135*
Staff foreign language communication skills	104	1.54	0.573	66	1.36	0.671	*1.812*	*0.072*
Work and coordination among teachers (project work, inter-curricular links)	104	1.53	0.574	66	1.33	0.709	*1.883*	*0.062*

The greatest differences between teachers from primary schools and teachers from secondary schools occur in the assessment of projects' impact on the *Headmaster's awareness of teacher's work*, *Cooperation of teachers with the headmaster* and the *Friendliness among staff*. The impact was assessed higher by teachers from primary schools. In all the three examples the difference proved to be statistically significant. Primary school teachers assessed the impact of projects higher than secondary school teachers with respect

to the *Provision of the compulsory programme at the school*, *Cooperation with pupils' parents*, *Work and coordination among teachers*, *Staff foreign language communication skills* and *Provision of additional activities for pupils*, and, to a lesser extent, with respect to the *Use of ICT at the school* and *Staff dedication to common objectives*. **In comparison with primary school teachers secondary school teachers awarded higher grades for the impact of projects on the *Exchange of pupils with partner schools* and *Excursions of pupils abroad*.** Here we should emphasise that (vocational) secondary schools have at their disposal specific programmes and activities dedicated to the international mobility of pupils, which are not available to primary schools.
The differences in the assessment of the impact on schools were also observed between headmasters of primary and secondary schools (Table 14).

Table 14: Differences in estimation of the impact of participation in projects on schools between primary and secondary school headmasters (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on school work	Primary school			Secondary school			*t-test*	
	No. of answers	Average	Standard deviation	No. of answers	Average	Standard deviation	*t*	*sig.*
Staff dedication to common objectives	72	1.32	0.853	25	1.64	0.569	*-2.112*	*0.039*
Culture of collegiality among staff	72	1.42	0.835	25	1.36	0.569	*0.314*	*0.754*
Exchange of pupils with partner schools	72	1.35	0.842	25	1.84	0.374	*-3.965*	*0.000*
Excursions of pupils abroad	72	1.31	0.882	25	1.52	0.653	*-1.284*	*0.204*
Contact of pupils with foreign pupils	72	1.43	0.836	25	1.64	0.638	*-1.141*	*0.257*
Contact of teachers with foreign teachers	72	1.61	0.545	25	1.68	0.627	*-0.523*	*0.602*
Cooperation of teachers with the headmaster	72	1.71	0.592	25	1.44	0.712	*1.693*	*0.099*
Headmaster's support to teachers	72	1.74	0.531	25	1.52	0.714	*1.386*	*0.175*
Headmaster's awareness of teachers' work	72	1.56	0.625	25	1.36	0.700	*1.306*	*0.195*
Provision of the compulsory programme at the school	72	1.06	0.748	25	1.08	0.702	*-0.143*	*0.887*
Provision of additional activities for pupils	72	1.44	0.669	25	1.32	0.627	*0.814*	*0.418*

School's reputation in the environment	72	1.57	0.668	25	1.60	0.645	*-0.199*	*0.843*
Readiness of staff to participate in new projects	72	1.24	0.847	25	1.48	0.653	*-1.309*	*0.194*
Openness of the school towards the local and broader community	72	1.51	0.750	25	1.44	0.712	*0.430*	*0.668*
Cooperation with pupils' parents	72	1.18	0.718	25	1.12	0.666	*0.370*	*0.712*
Cooperation with other Slovenian schools	72	0.72	0.755	25	0.72	0.792	*0.013*	*0.990*
Readiness of staff to establish contact with schools abroad	72	1.33	0.692	25	1.56	0.651	*-1.432*	*0.155*
Dialogue among staff	72	1.26	0.805	25	1.24	0.597	*0.136*	*0.892*
Use of ICT at the school	72	1.38	0.759	25	0.88	0.781	*2.789*	*0.006*
Staff foreign language communication skills	72	1.47	0.671	25	1.48	0.510	*-0.053*	*0.958*
Work and coordination among teachers (project work, inter-curricular links)	72	1.49	0.650	25	1.44	0.583	*0.313*	*0.755*

The greatest differences between primary school and secondary school headmasters were observed in the assessment of project impact on *Use of ICT at schools*, where the impact was more positively assessed by primary school headmasters, and in the assessment of the impact on the *Exchange of pupils with partner schools*, where the impact was more positively assessed by secondary school headmasters. Furthermore, secondary school headmasters also awarded higher grades for the project impact on *Staff dedication to common objectives*. All three of the outstanding differences are statistically significant. Large differences also occur in the assessments of projects' impact on the *Cooperation of teachers with the headmaster*, *Headmaster's support to teachers* and *Headmaster's awareness of teachers' work*, where primary school headmasters awarded higher average grades, and in the assessment of the impact on *Excursions abroad*, *Contact of pupils with foreign pupils* and the *Readiness of staff to participate in new projects*, where secondary school headmasters awarded higher grades.

Impact on headmasters' support of teachers

We used interviews for an in-depth research of the impact of participation in projects on headmasters' support to teachers. **The results showed that at schools, where headmasters were less involved in projects or were not even informed of the ongoing projects, teachers did not sense the full support of the school management.** At these schools teacher coordinators, as well as other teachers participating in the project,

reported an extreme workload due to participation in the projects. However, they persisted due to their personal interest and personal, as well as professional growth. Last but not least, they persisted due to their belief that they benefit the pupils by providing them with additional opportunities for more consistent development.

Headmaster of secondary schools:

Which projects do we have? Do we have any? Wait, I have it written down somewhere ... yes, I think that we have only Leonardo ... you must ask the coordinator [according to our data 6 LLP projects are being implemented by the school] ... *Yes, of course, I support them. Our coordinator has one seventh of his work obligation financially covered. Yes, of course, it is a burden for him, but with years he has gained so many experiences, I think, that every year he does these things easier ...*

Coordinators from secondary school:

C1: I had great trouble finding support ... since I cannot be absent from lessons for three weeks and since we agreed that we, the teachers, who accompanied pupils [during a longer mobility], would change every Sunday. About 5 colleagues rejected me. Some of us are so ... well ... it is not difficult for us to go somewhere ... However, others find it extremely difficult ... and the headmaster told me: "Look, you have to sort this out by yourself."

C2: It is a wonderful experience ... when you are with pupils, when you take them travelling, I think that they trust you, and you develop some other relationship ... and not only with those that you follow. With all of them who know that you do something additional for them ... it seems to me that they look at you a bit differently ...for you enable them to do something. Because they see that you are not only a teacher, who comes into class and teaches ... but you live with them ... you spend your free time with them and you talk to them ... and there is also the satisfaction of pupils who come back after three weeks and say, "Oh, how quickly it passed and it was so perfect" ... you feel such a personal satisfaction.

4.2.2 Impact on teachers

An analysis of data obtained by questionnaire showed that teacher coordinators assessed that the projects implemented within the LLP had a positive impact in all the tested areas of teachers' work, with the exception of teacher's workload, where their assessment shows that the projects had practically no impact on their workload (the average is 0.06, which is not a statistically significant difference from the value of 0). The average grade for the impact of projects on the *Ability to teach pupils with special needs* is also slightly lower at 0.49. In other areas, the averages are near or over the value of 1. The highest average is in the assessment of the impact of projects on the Respect of different cultures, where the value is 1.74.

Headmasters also assess that the implemented projects within the LLP have positive impact on the work of teachers at their school in all the tested areas, with averages statistically significantly greater than the value of 0. Headmasters assess the positive impact on the workload of teachers at an average of 0.39, and the impact

on the ability to teach pupils with special needs at an average of 0.53. Slightly higher average grades were awarded for the *Integration of pupils in the decision-making process regarding the course of learning* (0.93). Headmasters assessed that the projects had the greatest positive impact on the work of teachers with regard to respect for different cultures (an average of 1.64).

Table 15 below illustrates the differences between headmasters' and teacher coordinators' assessment of the impact of implemented projects on the work of teachers.

Table 15: Differences between headmasters and teacher coordinators in the assessment of projects' impact on the work of teachers (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on teachers' work	Primary school			Secondary school			*t-test*	
	No. of answers	Average	Standard deviation	No. of answers	Average	Standard deviation	*t*	*sig.*
Use of cooperative learning in class	97	1.27	0.638	170	1.12	0.715	*1.651*	*0.100*
Promotion of individual work in class	97	1.09	0.751	170	0.96	0.753	*1.338*	*0.182*
Implementation of inter-curricular links	97	1.53	0.579	170	1.37	0.651	*1.948*	*0.052*
Use of new learning tools and resources	97	1.41	0.673	170	1.44	0.554	*-0.285*	*0.776*
Cooperation and coordination of teachers (project work, inter-curricular links)	97	1.52	0.614	170	1.35	0.673	*2.029*	*0.043*
Teachers' workload	97	0.39	1.114	170	0.06	1.197	*2.201*	*0.029*
Awareness about new forms and methods of teaching	97	1.09	0.663	170	1.17	0.738	*-0.885*	*0.377*
Use of diverse teaching forms and methods	97	1.19	0.667	170	1.18	0.708	*0.103*	*0.918*
Enrichment of subject content	97	1.56	0.595	170	1.54	0.587	*0.207*	*0.836*
Inclusion of own cultural heritage in teaching	97	1.31	0.769	170	1.44	0.670	*-1.349*	*0.179*
Ability of teachers to teach special needs pupils/pupils	97	0.53	0.751	170	0.49	0.763	*0.389*	*0.698*

Development of computer skills (ICT skills)	97	1.07	0.781	170	1.26	0.750	*-1.988*	*0.048*
Teachers' social competencies	97	1.41	0.673	170	1.38	0.671	*0.351*	*0.726*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	97	1.47	0.597	170	1.56	0.614	*-1.169*	*0.243*
Training of teachers for the use of ICT	97	1.00	0.816	170	1.04	0.831	*-0.392*	*0.695*
Foreign language training of teachers	97	1.37	0.651	170	1.27	0.775	*1.131*	*0.259*
Training of teachers for the use of new methods and forms of teaching	97	1.02	0.721	170	0.97	0.757	*0.528*	*0.598*
Relationship between teachers and pupils/ pupils	97	1.46	0.646	170	1.41	0.717	*0.659*	*0.511*
Awareness of teachers of common European heritage	97	1.35	0.662	170	1.44	0.696	*-1.042*	*0.299*
Awareness of European cultural and moral values	97	1.35	0.662	170	1.47	0.663	*-1.424*	*0.156*
Respect for different cultures	97	1.64	0.562	170	1.74	0.481	*-1.414*	*0.159*
Knowledge of European institutions and their operation	97	1.26	0.740	170	1.17	0.705	*0.954*	*0.341*
Knowledge and understanding of education systems in partner countries	97	1.53	0.694	170	1.58	0.563	*-0.650*	*0.517*
Knowledge of foreign education environments	97	1.36	0.710	170	1.42	0.641	*-0.739*	*0.461*
Motivation of teachers for introduction of change and new methods in teaching	97	1.27	0.670	170	1.24	0.655	*0.390*	*0.697*
Teachers' dedication for a democratic dialogue with pupils/pupils	97	1.16	0.702	170	1.11	0.773	*0.559*	*0.577*
Integration of pupils/ pupils in the decision-making process regarding the course of learning	97	0.93	0.753	170	0.92	0.725	*0.109*	*0.913*

While examining the grades for projects' impact on the work of teachers, the greatest differences are observed in the assessment of the impact on *Teacher's workload*, *Cooperation and coordination of teachers and the Implementation of cross-curricular links*. In these areas the impact was assessed slightly higher by headmasters. In the *Development of computer skills*, the impact was assessed slightly higher by teachers. The differences exposed are statistically significant or close to statistical significance. Statistically significant differences are also shown in the assessment of projects' impact on the *Use of cooperative learning in class*, where the average is slightly greater with headmasters.

Impact on the teacher workload

Through interviews we wanted to deepen the insight into the impact of the participation in activities of the LLP on the workload of teachers, and establish why teacher coordinators felt project work constitutes a lesser workload compared to headmasters.

Coordinator from a secondary school:
I concluded that the coordination of a project ... was for me essentially a kind of a reward. I feel this way about it. I simply like to travel, I love such things and I found it wonderful … although you are away from home for quite a while. This year I was absent five weeks, and one week more on an exchange. But this is the perfect thing for me, it is not a burden.

Coordinator from the same secondary school:
During these four years since I have been participating in the projects, I learned about a lot of things, which were completely unknown to me before....and then in this way you also learn about yourself. You see yourself from another perspective and you notice… you can place yourself better, in this way you get back all the additional work that you invested. Without participation in these projects, you wouldn't get all this awareness.

Some of the differences in the assessment of projects' impact on the work of teachers were also observed with respect to the school environment. **While there are no significant differences in the grades of headmasters with respect to school environment, the impact of projects on teachers' work was more positively assessed by teacher coordinators from rural schools** (Table 16).

Table 16: Differences in the estimation of projects' impact on the work of teachers among teacher coordinators by school environment (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on teachers' work	Urban			Rural			*t-test*	
	No. of answers	Average	Standard deviation	No. of answers	Average	Standard deviation	*t*	*sig.*
Use of cooperative learning in class	87	1.06	0.705	83	1.19	0.723	*-1.235*	*0.219*
Promotion of individual work in class	87	0.92	0.781	83	1.01	0.724	*-0.800*	*0.425*
Implementation of inter-curricular links	87	1.33	0.659	83	1.41	0.645	*-0.763*	*0.447*
Use of new learning tools and resources	87	1.43	0.583	83	1.45	0.524	*-0.241*	*0.810*
Cooperation and coordination of teachers (project work, inter-curricular links)	87	1.29	0.697	83	1.41	0.645	*-1.186*	*0.237*
Teachers' workload	87	0.02	1.161	83	0.11	1.240	*-0.464*	*0.643*
Awareness about new forms and methods of teaching	87	1.22	0.738	83	1.12	0.739	*0.864*	*0.389*
Use of diverse teaching forms and methods	87	1.17	0.702	83	1.18	0.718	*-0.076*	*0.939*
Enrichment of subject content	87	1.52	0.588	83	1.57	0.588	*-0.543*	*0.588*
Inclusion of own cultural heritage in teaching	87	1.34	0.696	83	1.53	0.631	*-1.816*	*0.071*
Ability of teachers to teach special needs pupils/pupils	87	0.32	0.707	83	0.66	0.785	*-2.969*	*0.003*
Development of computer skills (ICT skills)	87	1.21	0.780	83	1.33	0.718	*-1.029*	*0.305*
Teachers' social competencies	87	1.33	0.726	83	1.43	0.609	*-0.975*	*0.331*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	87	1.53	0.679	83	1.60	0.540	*-0.785*	*0.434*
Training of teachers for the use of ICT	87	0.95	0.834	83	1.13	0.823	*-1.404*	*0.162*
Foreign language training of teachers	87	1.20	0.790	83	1.35	0.756	*-1.297*	*0.196*

Training of teachers for the use of new methods and forms of teaching	87	0.94	0.768	83	1.00	0.749	*-0.494*	*0.622*
Relationship between teachers and pupils/pupils	87	1.40	0.784	83	1.41	0.645	*-0.067*	*0.947*
Awareness of teachers of common European heritage	87	1.49	0.697	83	1.39	0.695	*1.018*	*0.310*
Awareness of European cultural and moral values	87	1.47	0.644	83	1.47	0.687	*0.014*	*0.989*
Respect for different cultures	87	1.72	0.499	83	1.75	0.464	*-0.309*	*0.758*
Knowledge of European institutions and their operation	87	1.14	0.685	83	1.20	0.728	*-0.617*	*0.538*
Knowledge and understanding of education systems in partner countries	87	1.62	0.555	83	1.53	0.570	*1.049*	*0.296*
Knowledge of foreign education environments	87	1.48	0.607	83	1.36	0.673	*1.235*	*0.219*
Motivation of teachers for introduction of change and new methods in teaching	87	1.24	0.646	83	1.23	0.669	*0.124*	*0.902*
Teachers' dedication for a democratic dialogue with pupils/pupils	87	1.11	0.799	83	1.11	0.749	*0.055*	*0.956*
Integration of pupils/ pupils in the decision-making process regarding the course of learning	87	0.87	0.728	83	0.96	0.723	*-0.811*	*0.419*

The greatest statistically significant difference between teacher coordinators from urban and rural schools is observed in the assessment of the impact on the *Ability to teach pupils with special needs*. A significantly greater impact of projects is felt by teachers from rural schools, also with respect to *Inclusion of own cultural heritage in teaching*, *Training of teachers for the use of ICT* and *Foreign language training of teachers*.

Impact on the ability of teachers to teach special needs pupils

We used interviews for an in-depth research of the impact of participation in LLP projects on the *Ability of teachers to teach special needs pupils*. We discovered that the projects were not designed in such a way to explicitly allow teachers to acquire skills required for work with special needs pupils. However, some schools could nevertheless exploit the projects for enriching their experience in this field.

Headmaster of primary school:
In the exchange there was also a pupil with special needs from the sixth grade, who needs additional help, and we sent him abroad ...we want everyone to be included, including pupils with special needs...and he played his role there very well and independently, he was very good at English and he was shining there ... and this boy, when he came back, nobody could recognize him, he was not the same pupil, he was talking enthusiastically, he managed to conquer all the speaking troubles that he had. Also an assistant who we had ... we learned that he was a sports teacher and was specialized in working with children with special needs and he was also working with our children, who have mobility troubles. And language was not at all a hindrance ... also, the fact that he was different was not a hindrance. And this is the greatest value for me that we prepare all children for the acceptance of differences.

An analysis of the questionnaire also highlighted the differences in the assessment of the impact of projects on the work of teachers according to the type of school, while there were also differences in the responses of headmasters and teacher coordinators from secondary schools and primary schools. The differences are shown separately in responses of teacher coordinators (Table 17) and headmasters (Table 18).

Table 17: Differences in the assessment of projects' impact on the work of teachers by teacher coordinators concerning by type of school (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on teachers' work	Primary school			Secondary school			*t-test*	
	No. of answers	Average	Standard deviation	No. of answers	Average	Standard deviation	*t*	*sig.*
Use of cooperative learning in class	104	1.19	0.712	66	1.02	0.712	*1.581*	*0.116*
Promotion of individual work in class	104	1.02	0.750	66	0.88	0.755	*1.187*	*0.237*
Implementation of inter-curricular links	104	1.41	0.648	66	1.30	0.656	*1.078*	*0.282*
Use of new learning tools and resources	104	1.48	0.521	66	1.36	0.598	*1.348*	*0.180*
Cooperation and coordination of teachers (project work, inter-curricular links)	104	1.38	0.671	66	1.30	0.679	*0.679*	*0.498*
Teachers' workload	104	0.20	1.186	66	-0.15	1.193	*1.890*	*0.060*
Awareness about new forms and methods of teaching	104	1.17	0.717	66	1.17	0.776	*0.055*	*0.956*
Use of diverse teaching forms and methods	104	1.17	0.703	66	1.18	0.721	*-0.078*	*0.938*
Enrichment of subject content	104	1.61	0.565	66	1.44	0.611	*1.813*	*0.072*

Inclusion of own cultural heritage in teaching	104	1.53	0.638	66	1.29	0.696	*2.316*	*0.022*
Ability of teachers to teach special needs pupils/pupils	104	0.65	0.810	66	0.23	0.602	*3.926*	*0.000*
Development of computer skills (ICT skills)	104	1.36	0.709	66	1.12	0.795	*2.005*	*0.047*
Teachers' social competencies	104	1.42	0.649	66	1.32	0.705	*0.993*	*0.322*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	104	1.55	0.637	66	1.59	0.581	*-0.442*	*0.659*
Training of teachers for the use of ICT	104	1.11	0.835	66	0.94	0.820	*1.274*	*0.204*
Foreign language training of teachers	104	1.32	0.779	66	1.20	0.769	*0.986*	*0.325*
Training of teachers for the use of new methods and forms of teaching	104	1.01	0.770	66	0.91	0.739	*0.843*	*0.400*
Relationship between teachers and pupils/pupils	104	1.33	0.756	66	1.53	0.638	*-1.813*	*0.072*
Awareness of teachers of common European heritage	104	1.47	0.682	66	1.39	0.721	*0.704*	*0.483*
Awareness of European cultural and moral values	104	1.51	0.668	66	1.41	0.656	*0.963*	*0.337*
Respect for different cultures	104	1.76	0.451	66	1.70	0.525	*0.827*	*0.409*
Knowledge of European institutions and their operation	104	1.22	0.723	66	1.09	0.673	*1.175*	*0.242*
Knowledge and understanding of education systems in partner countries	104	1.62	0.545	66	1.52	0.588	*1.133*	*0.259*
Knowledge of foreign education environments	104	1.49	0.623	66	1.32	0.660	*1.716*	*0.088*
Motivation of teachers for introduction of change and new methods in teaching	104	1.32	0.658	66	1.11	0.636	*2.084*	*0.039*
Teachers' dedication for a democratic dialogue with pupils/pupils	104	1.14	0.781	66	1.06	0.762	*0.687*	*0.493*
Integration of pupils/pupils in the decision-making process regarding the course of learning	104	0.93	0.741	66	0.89	0.704	*0.339*	*0.735*

Compared to secondary school teachers, primary school teachers awarded higher grades for the impact of projects on school teachers. The greatest difference is observed in the assessment of the impact on the *Ability of teachers to teach pupils with special needs*, which was assessed much higher by primary school teachers than by secondary school teachers. Primary school teachers also awarded higher grades for the impact of participation in projects on the *Inclusion of their own cultural heritage in teaching*, *Motivation of teachers in introducing change and new methods in teaching*, and the *Development of computer skills*. All of the differences are statistically significant. However, a significant difference, where the secondary school teachers awarded higher grades compared to primary school teachers, was observed with respect to the impact on the Relationship between teachers and pupils.

Impact on the introduction of change and new methods in teaching

Interviews helped us gain a better understanding of the differences in opinions regarding the projects' impact on the introduction of change and new methods in teaching. It turned out that individual training of teacher coordinators contributes the most to the increase of their teaching knowledge and also their openness to change, because they can see the innovations in practice and they can talk about them with foreign teachers. However, when these teachers return, they find it difficult to motivate their colleagues to be more innovative, especially at schools lacking an appropriate climate of cooperation or where the headmaster and school development team are not successful in the promotion of new teaching methods.

Coordinator from a primary school:
Within my own individual training, I had an opportunity to take part in lessons at the schools. For example, I found my stay in England perfect ... those children, who didn't get any special instructions from teacher, already knew by themselves what they would do. And they began to form groups and sat down and I was very interested in this phenomenon and wanted to know how it was possible. One group was copying something; the other group was checking mistakes, and so on. And later it seemed to me, that our frontal way of teaching is so old-fashioned ... that when a teacher works too much instead of making pupils work. But the thoughts of doubt occur, when we see something like this close up. When somebody is telling me about these new methods of teaching and I don't see them, it's a bit difficult. Of course, I told this to our teacher when we had a meeting...but such work would demand something from everyone … but among us there are still colleagues who have other ways and they don't want to be convinced ... and this also affects others. Two teachers cannot do this, or even three, but the others would prefer the old way.

Impact on Relationship between teachers and pupils

Through interviews we wanted to obtain an insight into the reasons why teachers see participation in projects as an opportunity for deepening their relations with pupils.

Coordinator from secondary school

...the relationship between teachers and pupils has changed. When we travel together, the contact is informal. They see that we are not as terrible as they see us in the class. In fact, we are friends. And this was very unusual for me. And also you learn about your pupils from the other side, which is hidden from you in a class ... here we are in a similar situation and we must help to each other abroad...

Coordinator from primary school

Look, when such mobility occurs, we are like a small family. When we were with children in Sardinia, our plane was delayed, because there was thunderstorm ... we came to the airport early in the morning, but there was no plane and we had to wait. And during those long hours of waiting at the airport we were talking, solving something ..I want to say, that such a dark situation connected us even more. And just three days ago I met some of them, who had already finished the first grade of secondary school... "Teacher, how are you?" and so on. Completely different relation. Because they know that abroad there are no marks, that we will help them, if it is necessary and they can also help us with something, and this connection is human, very human, very purposeful.

The table below illustrates the differences in the primary and secondary school headmasters' assessment of the impact on the work of teachers (Table 18).

Table 18: Differences in the headmasters' assessment of the impact on the work of teachers by type of school (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on teachers' work	Primary school			Secondary school			*t-test*	
	No. of answers	Average	Standard deviation	No. of answers	Average	Standard deviation	*t*	*sig.*
Use of cooperative learning in class	72	1.29	0.638	25	1.20	0.645	*0.617*	*0.539*
Promotion of individual work in class	72	1.08	0.746	25	1.12	0.781	*-0.209*	*0.835*
Implementation of inter-curricular links	72	1.53	0.604	25	1.52	0.510	*0.058*	*0.954*
Use of new learning tools and resources	72	1.42	0.666	25	1.40	0.707	*0.106*	*0.916*
Cooperation and coordination of teachers (project work, inter-curricular links)	72	1.49	0.628	25	1.60	0.577	*-0.797*	*0.427*
Teachers' workload	72	0.38	1.131	25	0.44	1.083	*-0.250*	*0.803*
Awareness about new forms and methods of teaching	72	1.04	0.659	25	1.24	0.663	*-1.294*	*0.199*

Use of diverse teaching forms and methods	72	1.14	0.678	25	1.32	0.627	*-1.173*	*0.244*
Enrichment of subject content	72	1.63	0.568	25	1.36	0.638	*1.948*	*0.054*
Inclusion of own cultural heritage in teaching	72	1.39	0.761	25	1.08	0.759	*1.750*	*0.083*
Ability of teachers to teach special needs pupils/pupils	72	0.57	0.766	25	0.40	0.707	*0.971*	*0.334*
Development of computer skills (ICT skills)	72	1.18	0.775	25	0.76	0.723	*2.376*	*0.019*
Teachers' social competencies	72	1.44	0.669	25	1.32	0.690	*0.795*	*0.429*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	72	1.49	0.605	25	1.44	0.583	*0.331*	*0.741*
Training of teachers for the use of ICT	72	1.06	0.820	25	0.84	0.800	*1.139*	*0.258*
Foreign language training of teachers	72	1.39	0.662	25	1.32	0.627	*0.454*	*0.651*
Training of teachers for the use of new methods and forms of teaching	72	0.99	0.722	25	1.12	0.726	*-0.798*	*0.427*
Relationship between teachers and pupils/pupils	72	1.42	0.687	25	1.60	0.500	*-1.425*	*0.160*
Awareness of teachers of common European heritage	72	1.39	0.640	25	1.24	0.723	*0.968*	*0.335*
Awareness of European cultural and moral values	72	1.40	0.620	25	1.20	0.764	*1.325*	*0.189*
Respect for different cultures	72	1.69	0.493	25	1.48	0.714	*1.391*	*0.174*
Knowledge of European institutions and their operation	72	1.26	0.692	25	1.24	0.879	*0.138*	*0.890*
Knowledge and understanding of education systems in partner countries	72	1.58	0.645	25	1.36	0.810	*1.394*	*0.167*
Knowledge of foreign education environments	72	1.42	0.645	25	1.20	0.866	*1.320*	*0.190*
Motivation of teachers for introduction of change and new methods in teaching	72	1.22	0.676	25	1.40	0.645	*-1.146*	*0.255*

Teachers' dedication for a democratic dialogue with pupils/pupils	72	1.14	0.718	25	1.24	0.663	*-0.618*	*0.538*
Integration of pupils/pupils in the decision-making process regarding the course of learning	72	0.92	0.765	25	0.96	0.735	*-0.247*	*0.806*

The greatest differences among the responses of headmasters about projects' impact on the work of teachers occur in their assessment of the impact on the *Development of computer skills*, where the average grades of primary school headmasters are much higher than those of secondary school headmasters (the difference is statistically significant). Primary school headmasters also awarded significantly higher grades for the impact on *Inclusion of own cultural heritage in teaching*, and *Enrichment of subject content*, as well as, but to a lesser degree, the *Training of teachers for the use of ICT*, *Knowledge and understanding of education systems in partner countries*, *Knowledge of foreign education environments*, *Respect for different cultures*, and the *Awareness of European cultural and moral values*. Secondary school headmasters awarded slightly higher grades for the impact of projects on the teachers' *Awareness of new methods and forms of teaching*, their *Use of diverse teaching forms and methods*, *Relationship between teachers and pupils* and the *Motivation of teachers for introduction of change and new methods in teaching*.

4.2.3 Impact on pupils

In the questionnaire the impact of participation in projects on pupils was only assessed by teacher coordinators, and differences in their assessment were found according to the type of school and school environment. **Teacher coordinators positively assessed the impact of participation in LLP activities on pupils in all of the tested areas. The highest average grade was identified for the pupils' *Awareness and knowledge of different cultures* (average is 1.78).**

The differences in the estimation of the impact of participation in the LLP between primary school and secondary school teacher coordinators are illustrated below (Table 19).

Table 19: Differences in the assessment of the impact of participation in the LLP by type of school (grading scale: -2: high (long term) negative impact; -1: low (short term) negative impact; 0: no impact; 1: low (short term) positive impact; 2: high (long term) positive impact)

Impact on pupils	Primary school			Secondary school			*t-test*	
	No. of answers	Average	Standard deviation	No. of answers	Average	Standard deviation	*t*	*sig.*
Pupils'/Pupils' awareness of linguistic diversity in Europe	104	1.70	0.500	66	1.61	0.605	1.076	0.284
Awareness and knowledge of different cultures	104	1.83	0.380	66	1.70	0.525	1.741	0.085
Motivation for foreign language learning	104	1.70	0.555	66	1.64	0.598	0.728	0.468
Self-confidence when using and/or talking in a foreign language	104	1.70	0.573	66	1.82	0.461	-1.456	0.147
Foreign language skills	104	1.61	0.614	66	1.59	0.554	0.160	0.873
Communication skills in mother tongue	104	0.86	0.829	66	0.82	0.763	0.297	0.767
Interest in other European countries and their culture	104	1.79	0.410	66	1.65	0.540	1.761	0.081
Formation of a European identity and citizenship	104	1.37	0.683	66	1.38	0.651	-0.127	0.899
Respect for diversity	104	1.75	0.457	66	1.70	0.554	0.678	0.498
Expression of creativity	104	1.47	0.653	66	1.47	0.638	0.014	0.989
Development of computer skills (ICT skills)	104	1.29	0.733	66	1.11	0.787	1.536	0.126
Awareness and use of learning strategies	104	0.99	0.794	66	0.80	0.749	1.532	0.127
Development of entrepreneurial skills and self-initiative	104	1.00	0.776	66	1.03	0.803	-0.245	0.807
Cooperation skills	104	1.51	0.557	66	1.61	0.579	-1.083	0.280
Wish for cooperation with peers in home country and abroad	104	1.78	0.461	66	1.70	0.495	1.096	0.275
Wish to acquire new knowledge	104	1.58	0.618	66	1.55	0.560	0.335	0.738
Critical thinking capacity	104	1.33	0.703	66	1.45	0.661	-1.181	0.239

Teacher coordinators from primary schools awarded slightly higher grades for the impact of projects on their pupils' *Awareness and knowledge of different cultures*, *Interest in other European countries and their culture*, *Development of computer skills*, and *Awareness and use of learning strategies*. Teachers from secondary schools awarded slightly higher grades for projects' impact on the pupils' *Self-confidence when using and/or talking in a foreign languages*, and *Critical thinking capacity*. The differences between the groups of teachers were not statistically significant.

We find a similar picture when interpreting the differences in the assessment between teacher coordinators from urban schools and those from rural schools. However, the differences are small and not statistically significant. The impact of projects on their pupils is more positively assessed by teachers from rural schools.

Impact on the pupils' development of competencies

The analyses of the data from the questionnaire confirm the consensus of all persons participating in the questionnaire regarding the positive impact of participation in the large range of LLP activities on the competence development and attitudes of pupils. These findings were also confirmed by the results of the qualitative research, through which we gained a further insight into the impact of all variables on the pupils' development of competencies, and which we were also interested in from the point of view of national priorities.

Headmaster of a secondary school:

Our pupils, I would say, were afraid of communicating in foreign languages. These projects first of all remove the feeling of incompetence ... as our school system is composed in such a way that there is too much emphasis on teaching the grammar of foreign languages, but there is very little stress on communication, which means that the feeling is missing, that a pupil cannot communicate, but when he is thrown into a random situation he realizes that he knows quite a lot. The other positive experience is that this project demands independent thinking from them, and searching for new ideas. Learning about new cultures is also very important. Some prejudices that we have ... differences are overcome. And also … the innovation of pupils, here they can relax and we see how strong they can be in that field, how creative ... however, during lessons they are more or less limited. And they edited a poetry collection, recorded a CD and produced a theatre play, which was a great success locally. And you can always find parallels with school work in a way, which motivates the youth to the maximum...

Teacher from primary school:

This cooperation among colleagues is very important. These exchanges, when we went abroad together, to other countries and when pupils from other countries come to us ... then you learn about the children in reality ... how they communicate, how they cooperate with others, how they react in new situations ... children like to do this, they like to show off. They are additionally tested in languages and computer science, when it is needed to form and make things ... we have already discovered some talents among them which were hidden to us prior to that.

Coordinators from a secondary school

C1: *... pupils profit from the language itself and from the feeling that they really know something, as they are exposed to a foreign environment, to other people and they are on their own, because they never go to practice together, always alone. They gain that self-confidence, they are growing ... and they have more motivation for the next year, they work more, they work better, because they see what is important. They have a positive influence on the others, when they say to them "Look I had an experience, it is very important that you know this", for example.*

C2: *... and also then, when they present the subject to others, they must prepare and perform by themselves ... some of them better, some of them worse and they learn all the additional knowledge, for which there is no time during lessons. I remember I invited one pupil, who was at an exchange in Bulgaria and I told her to present this experience to her school friends. They were enthusiastic. They were staring at her, because she was telling about her personal experience so perfectly, with photos and the way of life with families ... she could really attract them.*

4.3 Objective 3: Factors, which positively affect the intensity and duration of the impact of participation in LLP activities

The main factors that positively affect the duration and intensity of the impact gained through participation in LLP activities were defined by the processing of data, obtained through interviews. On the basis of the half-structured approach to interviews the persons interviewed were free to express their opinions with anecdotes, while we could also gather codes from the texts, which differ from the variables prepared in advance and included in the questionnaire. We obtained the following codes:

(1) *Role of headmaster*

Headmaster of primary school:

I am always involved … I participate all the time, each moment, and that holds the staff together. Nobody dares say "I won't" to me. Not because they fear me, but because I am constantly involved. And when we joined the project it was a joint decision to do so. When I was first looking for information, I asked my fellow headmaster: "Hey, do you also participate in the Comenius programme? How does that work?" He replied: "Well, I don't know. I'll tell you who is responsible for the project and ask her." I don't find this acceptable ... and the school was smaller than ours, so I cannot imagine how it would be like to work with one group only. That's nothing! Now I have to attend an exchange in Poland; two pupils, four colleagues … because I think it's about time I go. So I will be able to push those, who still hide in the shadows, to attend the next round of exchanges by saying "Now it's you turn." … and they won't be able to say that I'm avoiding exchanges myself.

When we entered this project [a project within the LLP],it was my aim - I must say honestly - to expand the horizons of other teachers, more than the pupils. For I see the young colleagues that are coming, who are

very "European", open, they travel a lot, they communicate in foreign languages without any problems ... lessons are also different, children are also more open ... therefore, I wished that older colleagues could also go abroad and visit other schools. For them it is not the same ... you hear something, you see something, but when you experience this by yourself, it is gone. And if we want the changes of the regular everyday routine, which are necessary all the time when you want to have people who are prepared for change, you must also send them abroad. And we always have teams like this - two younger and two older colleagues. The older ones are already organized ..."you know, I attended a course" or "My daughter helped me at home, we studied for some months". This succeeds with us, they seek contacts with a language by themselves, they refresh their knowledge and so on.

(2) Role of coordinators

Coordinator from a primary school:
I think that a coordinator must be someone who enjoys it, to whom this doesn't represent a burden delegated from the headmaster ... If you don't enjoy it, you cannot attract your colleagues, other teachers and pupils to the project ... If someone is urged into the role, it demands much more energy ... but if you do that alone, because you like it, it is not so tiresome and you can also present this to others as a positive thing. I don't like to say "oh, I am forced to do this I apologize … but here is the date...", but I prefer to say: "the children will profit from that, this is for them, we can combine this with that" and it is much easier.

Headmaster of a primary school:
Coordinators... they don't need to be teachers of a foreign language. It is more important that they have knowledge ... that they have these skills, that they know how to attract their colleagues in their narrower circle, and then in the broader circle. When we first tried with a teacher who taught English, I already had to intervene at the first meeting. Due to her aggressive approach and focus on English everybody wanted to leave … other colleagues didn't put language as the highest priority.

(3) Entrepreneurship

Headmaster of secondary school:
We submitted the initiative for the new programme last year and it is also going on in Norway through Comenius. We got an idea there, because there are a lot of elderly people in our country, they are socially endangered and cannot afford to stay in homes for the elderly. I asked the manager of a Centre for elderly citizens abroad how the activity of care for older people has been developing in Europe and I learned that this was a current problem in other countries too, and that European legislation will soon settle this problem ... then we sent to the National Institute for Vocational Education and Training an application for a new classification of personal assistant in Slovenia. We want to cooperate with the community. We want to find something that would be suitable for us in our environment, so that pupils would gain a better understanding of other people.

Manager of a school centre:

We educate employable staff in Europe, but we should educate personnel that will employ and create new working positions. If you work on this idea throughout the generations, you transmit the idea that pupils should have wishes and ambitions; that they should have their own enterprise, private craft or whatever to directly contribute to this. And it was never told to me or to our teachers, this is a strange thing to do... but I completed a lot of education programmes. By participating in projects we increase our awareness, we learn more ...and we must also help pupils to realize that there are no more working positions in Slovenia, Styria [the local region]... these young generations must overcome local frameworks ... therefore, these project [mobility projects] bring them – and also to us – a lot: communication, a way of life, culture, work, a lot of things.

(4) Who is dealing with project activities at schools

Headmaster of secondary school:

We put international cooperation among the priorities and aims of the school in recent years, because of the advantages we see and because of the great interest of pupils. We have been drafting the aims with our staff for many years. In 2008, we made a comprehensive evaluation of school work with all the subjects, staff, pupils and parents, and then together we formed the vision of work on this ground, and we began to define the priority aims with the whole staff ... we did this with an internet questionnaire, at which people could look and suggest priorities for the following school year. It doesn't matter now who should work, because we all work, because we decided this together.

(5) Awareness of the headmaster and teaching staff about the added value of participation in projects

Headmaster of a secondary school:

Nowadays schools have two basic tasks, one is a high quality teaching and learning process, the other is the additional offer of the school – these two must be connected and mutually supported. It is not enough that a teacher prepares for and performs lessons only by himself ... instead of this traditional practice teachers should cooperate and also include other things ... from the aspect of societal aims, there must exist a connection of different cultures, cooperation with the broader area. Therefore, it is important that schools are open to a large number of possibilities. We are an average school, there is less enrolment in business/economics programmes … and now, when all schools are financed according to the number of pupils, we don't have other financial possibilities. Therefore, these projects, which are completely funded and co-funded, are so important for us ... and we are all aware of this ... they bring cultural and social dynamics to the school ... This diversity and intensity cannot be reached by projects on the national level.

Manager of a secondary school centre:

O*ur teachers are good teachers. However, this integration into local or national framework … it does not adequately broaden one's horizons, so that one could see what could be done in the field of education, equipment and other approaches. It is very difficult to describe with a few words the shifts that were triggered by these projects, but the fact that you can go from Austria to Croatia, even to Turkey, compare the education*

systems, way of work and teachers' practices … the dimension becomes globally clearer, and you get a kind of trust, a kind of hope in tomorrow.

(6) Assurance of the continuity of cooperation in projects

Headmaster of secondary school:
It would really be a privilege if it were easier to upgrade the projects in the future, which is not possible through current logistics capacity. Because there is no continuity, you cannot apply for a new project before the old term is over, because the dates overlap. It is necessary to wait another year for a new call for proposals. The continuity would give the necessary dynamic ... we tried, but we didn't always succeed, there was a lot of disappointment and wasted work because the applications are demanding and very extensive and take a lot of time.

(7) Pro activity

Manager of a secondary school centre:
We have a system of chaining projects. Thus, some of the projects are already expiring, some of them are ticked and they are in the starting phase of performance, but some of them that are applied for or will be applied for, and we don't know what will happen with them... we are also productive and we don't only wait for national tenders, which do not enable the continuity.. We maintain informal contacts with partners and if they are looking for partners who have already agreed projects, we approach to them. There exist these limitations concerning the projects. If you already run one project, you cannot get another one, and you are often excluded, even if you have the wish and energy to continue ... these projects mean a lot to us.

Headmaster of secondary school:
I participated in an education programme in Brussels ... wonderful experience! I decided to go on a study visit, Turkey was chosen. I prepared for that visit all by myself, I did all the administration and I learned a lot from it ... I improved my language knowledge, there was a financial part ... and then I realized that I cannot repeat the study visit for three years. My visit resulted in getting some contacts in Turkey and when we began with a new project, I contacted those people there ... and now we have the exchange through this project with Turks and the governor was also involved. He covers one "smaller" region with three and a half million inhabitants ... can you imagine, and he was here, because he wanted to cooperate with us ... and because we didn't find the other financial solution, we searched for money in our municipality, we got twinned with this municipality and succeeded in assuring the continuity of these connections.

5 INTERPRETATION OF FINDINGS AND CONCLUSIONS

In the interpretation of the findings the results are presented in an integrative, comprehensive manner separately for each level of school management and operation. First the findings about the impact of participation in LLP activities on the school level are presented, followed by the impact on the level of teachers and then pupils.

5.1 Impact of participation in projects on the level of schools with respect to national priorities

Taking into consideration that the large majority of headmasters (74.2%) and a slightly smaller majority of teachers (68.2%) assessed that participation in activities of the LLP has a long-term impact on *Headmaster's support to teachers,* we can establish that the impact of participation in projects on the awareness of the role of the headmaster in introducing changes in the school is of decisive importance. The answers of headmasters and teachers in interviews confirmed the same conclusions. Teachers and headmasters both stressed the role of the headmaster, but the analysis of the interviews illustrated another important dimension, namely, that it is very important what the exact nature of this support is. Some of the headmasters limited their role to merely reminding or encouraging teachers to apply for an LLP project and then let the teacher coordinators do their best. Others believe that a small financial incentive is sufficient and that their role is thereby fulfilled. It turned out that in schools where headmasters had such attitudes participation in projects was limited to an isolated group of the staff. Consequently, only limited impact on individual teachers involved in the projects could be expected, while a broader impact on the school level, contributing to the easier introduction of changes at the school as one of the reform aims, was impossible. **Headmasters of schools that were "living" with the projects were capable and willing to integrate the LLP project activities into the life and work of the school and attract participation in the project from across the whole school community. These headmasters were actively involved in project activities, encouraging teachers with their positive attitudes, they made the school staff aware of the importance and added value brought to pupils by projects and they integrated the project's management and work into the school's action plans and the development vision of the institution.** Projects presented an opportunity for expanding the horizons of the entire staff, and offered the possibility for many teachers, not only coordinators, to establish direct contact with the school practice abroad. They put a lot of effort into establishing a constant dialogue with the teaching staff, resulting in concrete shifts in the traditional ways of thinking of (some) teachers, even those who were long opposed to any changes in their teaching methods, despite the fact that curriculum and didactic reforms in Slovenia have been going on for more than two decades. These schools succeeded in achieving these aims, and a further proof of the benefits of a proactive attitude can also be observed in the answers of teachers, with the large majority (73.5%) assessing that projects have a long-term impact on their contacts with foreign teachers. This again depends on whether headmasters encouraged teachers to be actively involved in the exchange projects, or the exchange is limited to coordinators only, who are by themselves more open for change and cooperation. Our findings illustrated above are in accordance with the findings of theorists on the strategies of

introducing change into schools. Bečaj (2010) says, for example, that the modern school must act as a learning community, which demands that the entire staff deal systematically and critically with the quality of its work. Fullan (2004) states that nowadays the role of the headmaster in introducing changes is more important than at any time before, and it is now essential for headmaster to manage the strategies for creating a feeling of commitment to the common aims, and also be able to identify opportunities for introducing change and create them, instead of waiting for them to occur by themselves.

The fact that a much higher share of headmasters (71.1%) than teachers (49.4%) confirmed that projects have a high long-term impact on *Cooperation between the headmaster and teachers* probably shows the divergence of the perception of cooperation between these two target groups. **Teachers at schools that take the advantage of participation in projects to introduce changes into teaching practices and school management in accordance with the national priorities, perceived cooperation with the headmaster in the sense of a partnership, and also felt that the headmaster had the ability to create an atmosphere of mutual professional support and trust.** Such a climate assured that the mutual and inclusive cooperation work was acceptable to everyone. In some schools where the interviews were performed, the coordinators warned us that they were lacking such a climate of cooperation, and they expected more assistance and cooperation from headmaster for the work on projects. The importance of having a culture of cooperation and mutual trust is also stressed by professional literature, which states, that without the commitment of the staff to common benefits and a feeling of security, which enables teachers to be prepared for innovative work, changes in practice cannot be realised (Hargreaves, 2003; Senge et al., 2000).

At schools where the headmaster does not participate in LLP projects and where the work on LLP projects is not integrated with the aims of the school or its vision, some teachers expressed their doubts about the added value resulting from participation in projects at the school. Teachers felt the value of their work was not recognised by their colleagues, who expressed the belief that participation in projects only led to increased spending and more absences from lessons, and there was no common benefit from it. This underlines the fact that teachers are very stubborn and persistent in their beliefs, which they want to defend and maintain, despite constant attempts to introduce changes concerning the school curriculum. **Without the systematically invested effort of headmasters and school development teams in the creation of opportunities for an open dialogue with teachers, addressing and accepting their views and beliefs, and development of the commitment to joint objectives and values (including work on LLP projects) the projects remain at the fringe of school practice. This prevents the projects' long-term impact on the school's atmosphere and culture, as well as the ability of schools to introduce changes, which are needed to achieve school reforms.**

The grades of teachers and headmasters with respect to high long-term impact of participation in projects on other aspects of school climate, like *Friendliness among staff*, *Cooperation and coordination of teachers*, and *Headmaster's awareness of teachers' work,* are slightly lower than with the impact on the above-mentioned variables. However, they confirm the consolidation of opinions between these two target groups. Teachers and headmasters have very similar understanding and opinions when assessing the long-term positive impact of participation in projects on the *Openness of schools towards the local and broader community* and the *Reputation of school,* and also in the assessment of a strong and long-term impact on the offer of learning opportunities for pupils, which could not otherwise be offered to them by the school (e.g. E*xcursions of pupils abroad, Contact with foreign pupils, Exchange of pupils with the partner institutions*), and also on

the *Professional development of teachers*, especially with respect to their foreign language communication skills.

We can conclude that while headmasters and teachers assess that the projects, which have been or are still being implemented by the school within the LLP, have a positive impact on the majority of variables on the level of the school's management and work (the only exception being the impact on the cooperation with other Slovenian schools, for which the majority of persons asked assess that there was no impact), the strength, intensity and duration of the impact depends on the individual schools and their leadership. It is very important how the schools integrate projects into their work, whether there is only a small group of people dealing with the project or the whole school "lives for" the project. We also observed differences in the grades awarded by headmasters and teachers for participation in projects; i.e. how they perceived the potential impact of project activities on the quality of the school and the added value from learning, and also how convincing the coordinator was in attracting teachers and pupils to the project, and how their work was supported by the headmaster. If the perception was that participation in the project concerns only the coordinator and some people dealing with the project and if expectations were limited merely to enriching the school routine, the participation in projects could not develop the impact on the school and its community in accordance with its potential. Teachers and headmasters of schools, who were aware of the added value of participation in projects and explored all the advantages it brought to the school, stressed the importance of the continuity of projects in interviews, which is not guaranteed by the current criteria of the LLP. But there were also headmasters for whom participation in the LLP helped to develop entrepreneurship and pro-activity at the school, and who used their contacts to search for new opportunities outside the regular calls for proposals of the LLP, thus enabling the continuity of international cooperation for the school.

5.2 Impact of participation in projects on teachers with respect to national priorities

A large majority of teachers (75.3%) and a slightly smaller majority of headmasters (68%) assess that participation in the activities of the LLP has a long-term impact on teachers' *Respect for different cultures*. **The strong impact of projects on increasing awareness of the European dimension is also demonstrated by a large number of answers from both teachers and headmasters. Projects have long-term impact on the teachers' *Awareness of European cultural and moral values* and *Awareness of teachers of common European heritage* and also on the need *to include one's own cultural heritage in teaching*. Only teachers who are aware of these values can integrate the European dimension into the educational process. Their international experiences and connection with foreign teachers, established through cooperation in international projects, help them achieve this in a convincing and authentic way.** These findings are also confirmed by the assessment of the majority of teacher coordinators (58.8%) that participation in LLP projects has a long-term positive impact on *the enrichment of the content of individual subjects*. The percentage of headmasters, who agree with this, is even higher (60.8%). A large share of teacher coordinators (62.9%) and a slightly lower share of headmasters (52.6%) also assess that work on international projects has a strong

long-term positive impact on the improvement of teachers competencies and skills, which is an important contribution to the *development of their organisational and leadership skills,* which are becoming increasingly indispensable with the introduction of new innovative ways of managing schools (e.g. distributed management, separate management) and project team organisation (Fullan, 2004; Rupar and Sentočnik, 2006). More than half of the teacher coordinators assess that participation in projects has a low short-term impact on the *motivation of teachers for the introduction of change and new methods in teaching* (51.8%). About 48.5% of headmasters agree, which seems to challenge the general impression that participation in projects has a strong positive impact on teachers and their openness to changes. **The analysis also revealed that during the recent years our teachers attended a high number of different national in-service training activities for the introduction of innovations, and that schools participated voluntarily in numerous national projects, which promote changes in teaching. Therefore, teachers are highly motivated for change and innovations by default, which is probably why they don't see the added value of participation in projects as a priority in this respect.** The findings of research confirm that, for example, in the period from 2007-2009, 97% of Slovenian teachers participated in some form of training, which puts them at the top of European countries (Pedagoški inštitut, 2009). During interviews teachers explained that their colleagues at partner schools abroad – with the exception of Scandinavian countries and Great Britain – are less familiar with innovations than they are, and they are often in a position where partners learn from Slovenian teachers and not vice versa. In light of this situation, we can also understand why nearly half of the teacher coordinators, and a slightly higher number of headmasters, assessed that projects have only short-term impact on the knowledge of headmasters about *new forms and methods of teaching, the use of tools and resources* and also on *the use of cooperative learning in class.*

In spite of the encouraging findings that Slovenian teachers are well-informed about new practices of teaching, one should also consider the findings of other evaluation studies at our primary and secondary schools, examining how individual principles of curriculum reform are put into practice. The findings of the studies in secondary schools, which were performed by the National Education Institute of the Republic of Slovenia (Rutar Ilc, 2006), showed that the prevailing method of teaching remains the teacher's frontal explanation, which lacks a connection to other subjects and concrete life situations, and does not encourage pupils to develop critical thinking, which is especially underlined by the recommendations of educational reform. Despite the fact that a lot of teachers introduce definite "new" methods into teaching (e.g. cooperative learning), they are more concentrated on the form, while not being aware that it is not the technique that is important, but the way the teaching method supports pupils' thought patterns, and that a new teaching method does not introduce anything new on its own, if it is not intended for the support of active learning (Slavin, 2013). Findings from monitoring of education activities in primary school (Bevc and Cankar, 2010) show that the excessive workload due to the prescribed learning content, which must be taught, constitute the main barrier for the provision of other (non-traditional) forms of learning which would ensure the active role of the pupil. Therefore, teachers continue to use traditional (frontal) lessons since they find it the most time-efficient. Monitoring of reformed vocational education programmes delivered similar results (Klarič), which revealed inadequate integration of theory into practice. Furthermore, teachers consider the inadequate learning dynamics (since pupils "do not know how to listen") as another obstacle in the reform/modernisation

process. This implies that **teachers continue to see themselves as providers of learning content and thus cannot promote effective learning and processing of knowledge, nor the effective use of knowledge in concrete problems.**

The greatest problem faced during the introduction of innovations, which aim to enable pupils to acquire better knowledge, is not the inadequate motivation of teachers to introduce innovations in education, nor their lack of training to apply the new methods, but mainly the **inadequate and ill-founded transfer of innovations into practice and inadequate awareness of teachers on the inseparable cognitive and socio-emotional aspects of education;** the latter is most often ignored by secondary school teachers, since it has a negative impact on learning achievements (Peklaj et al., 2009). To facilitate easier transfer of innovations into teaching many researchers, including Slovenian researchers, stress **the significance of the work of school staff as a learning community (Kalin, 2004; Kalin and Šteh, 2008), which represents a valuable source of incentives for individuals, whereby the management of the school plays a vital role by supporting and setting up a suitable school culture and atmosphere (Rupnik Vec and Rupar, 2006; Rutar Ilc, 2006; Sentočnik, 2006 and 2013). However, according to teachers and headmasters the LLP activities have a high long-term impact in this respect.**

5.3 Impact of participation in project on pupils with respect to national priorities

The grades awarded by a large majority of teachers (i.e. close to 70% or above) that the participation in LLP activities has a high long term positive impact primarily on the non-cognitive aspects of learning, i.e. self-confidence (when using or speaking a foreign language, motivation/wish), interest (in learning foreign language, acquiring new knowledge and collaborating with peers in the home country or abroad, and other European countries), as well as respect (for diversity) and awareness (of different cultures) indicate an extremely significant impact of participation in LLP activities on pupils. Not only do the experts warn about the important role of motivation and emotions while learning (Boekaerts, 2013; Pintrich, 2003; Stipek, 2002), but also the findings of monitoring and evaluation studies show that pupils lack motivation for learning and that teachers regard this pupils' lack of motivation as a barrier to the introduction of innovations into teaching. Modern education theories highlight the broad range of motivational and affective processes that bring new insights of how the pupils use emotional perception, recognition, emotions and dedication to learning to bring energy in the learning process (Ibid, 2013). Teachers' statements show that the Slovenian schools are not adequately aware of the fact that pupils really do form the motivation themselves; however, this is significantly influenced by the learning context. Therefore, the motivation of pupils significantly depends on the specific learning activity; i.e. its suitability, appeal, pupils' feeling of their own competence for the fulfilment of learning activities and/or suitability of the challenge for individuals, suitability of teachers' expectations, feelings of security, safety and satisfaction, etc. (Ibid, 2013, Sentočnik, 2006). Our experts often warn that the teachers in Slovenian schools are usually excessively performance- and grade-oriented (Marentič Požarnik, 2002). Such orientation is also confirmed by research (Bevc and Cankar, 2009; Rutar Ilc and Šteh, 1999, Slivar

2000). Furthermore, they also state that such an orientation constitutes the main reason for the use of frontal education, which does not support active learning (Šteh, 2006); i.e. learning that facilitates reflective, emotional and consistent activation of pupils (Marentič Požarnik, 2005), while promoting the development of critical thinking, independence and creativity (Blažič et al. 2003; Cankar et al. 2013). Transfer of content, which is separated from the pupils' personal experiences, does not motivate pupils for learning, since it does not promote their current wishes or needs to acquire skills important for a successful life. If we want to motivate pupils they must see the purpose of learning, whereby frontal delivery of content within specific subjects lacking inter-curricular links and links to actual life prevents this.

Since reform objectives include the promotion of active learning with the aim to train pupils for self-confident addressing of problems from their life and their resolution (Bases[20], 1996), according to teachers' and headmasters' responses the impact of participation in international projects constitutes a significant contribution to the implementation of reform objectives. However, we must warn that the intensity and duration of impact primarily depend on the answer to the question how schools perceive project activities? Do they see them as an addition or a necessary evil, or do they integrate them into the education process in order to enrich it and to improve its real-life value, cross-curricular links and make it more meaningful for pupils? **During the interviews teachers at schools, which "lived" for the projects, reported that pupils were highly motivated when they integrated project activities into lessons – some schools reported that teachers collaborated on inter-curricular plans related to the project theme, which became the main theme of the education process; the planning in this manner started at the beginning of the school year and it was not prevented by curriculums with the specified content nor regulations on the assessment of knowledge. Participation in projects motivated teachers to plan and implement classes which facilitate more effective learning linked to real life and promote creativity with pupils. Pupils produced original products and prepared for the presentation of acquired knowledge in real-life situations. Such experience was acquired when being 'pushed' into the reality and 'left on their own' – either during the visits of guests from abroad or during the provision of programme for these guests, or during their learning and training experience abroad.**

The assessment of a significant number of teachers (approx. 40%) was that the projects have only a low, short term positive impact on the development of *entrepreneurship and self-initiative* with pupils and their *awareness and use of learning strategies*. We link this result with the findings of research that shows that Slovenian teachers consider knowledge as something which originates from within them and, furthermore, believe they should judge what is right or wrong. Consequently, this leads to an education process which does not support the development of entrepreneurial skills and innovation with pupils. If teachers transfer definite findings only and do not apply problem-based learning or direct pupils towards problem-solving, assessment, analysis or generalisation, etc. there is no need for pupils to apply strategies for the acquisition of knowledge and constructing their own perception. Several teachers report (Cankar et al., 2013) that they are limited by excessively broad curriculums when opening the education process. However, there are exceptions in the practice of those teachers, who effectively support innovative, creative and self-regulated learning.

20 *Izhodišča*

This shows that the positions of the former teachers remain very persistent and that these teachers have specific doubts about reforms, and they look for external factors as alleged excuses which prevent them from introducing innovations and novelties. **When trying to ease and change such positions the school community and the school management play a vital role by creating an atmosphere which promotes and enables raising awareness and discussions on different definitions, professional dialogue and extending of teachers' horizons. However, our research shows that, when developing the above listed aspects of the school community's operation, the participation in the LLP activities plays a vital role.**

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APPENDIX 1: SURVEY

A. GENERAL INFORMATION

[1] Specify your job/position
(please select **only one** option):
- ○ headmaster
- ○ coordinator

[2] Your school is located in
(please select **only one** option):
- ○ an urban area
- ○ a rural area

[3] Type of school
(please select **only one** option):
- ○ primary school
- ○ secondary school

[4] The number of pupils at your school
(please select **only one** option):
- ○ less than 150
- ○ from 150 to 300
- ○ from 301 to 450
- ○ from 451 to 600
- ○ more than 600

[5] When did your school complete its last project within the LLP programme
(please select **only one** option):
- ○ in 2008 or earlier
- ○ in 2009
- ○ in 2010
- ○ in 2011
- ○ in 2012
- ○ the project(s) is/are still being implemented

[8] How many projects within the LLP programme did/does your school participate in
(please select **only one** option):

- ○ 1
- ○ 2
- ○ 3
- ○ 4 or more

[6] In which sub-programme of the LLP did/does your school participate
(please select **all** applicable options):

- ☐ Comenius
- ☐ Leonardo da Vinci
- ☐ Study visits
- ☐ eTwinning

[7A] Which COMENIUS actions did your school participate in?
(please select **all** applicable options):

- ☐ Comenius In-Service Training (IST)
- ☐ Comenius Assistants
- ☐ Comenius Host Schools
- ☐ Comenius School Partnerships - multilateral
- ☐ Comenius School Partnerships - bilateral
- ☐ Comenius Regio Partnerships

[7B] Which LEONARDO actions did your school participate in?
(please select **all** applicable options):

- ☐ Leonardo Partnerships
- ☐ Leonardo Mobility Initial Vocational Training (IVT)
- ☐ Leonardo Vocational Education and Training professionals (VETPRO)
- ☐ Leonardo Transfer of Innovations

B. ASSESSMENT OF THE PROJECT'S IMPACT ON YOUR SCHOOL

Please assess below, whether the project (and/or projects) of the Lifelong Learning Programme in any way affected the operation of your school. Evaluate this impact (positive or negative) and its duration. In the event that the project(s) is/are still being implemented please assess the expected duration of the impact – is the impact low and/or short term (the impact could be observed during the project only) or high and/or long-term (the impact was also observed after the completion of the project).

10 [8] How do you assess the impact of the LLP project(s) on the following fields of work at your school?
Please select a suitable answer for each statement.

	High (long term) negative impact	Low (short term) negative impact	No impact	Low (short term) positive impact	High (long term) positive impact
Staff dedication to common objectives	o	o	o	o	o
Culture of collegiality among staff	o	o	o	o	o
Exchange of pupils with partner schools	o	o	o	o	o
Excursions of pupils abroad	o	o	o	o	o
Contact of pupils with foreign pupils	o	o	o	o	o
Contact of teachers with foreign teachers	o	o	o	o	o
Cooperation of teachers with the headmaster	o	o	o	o	o
Headmaster's support to teachers	o	o	o	o	o
Headmaster's awareness of teachers' work	o	o	o	o	o
Provision of the compulsory programme at the school	o	o	o	o	o
Provision of additional activities for pupils	o	o	o	o	o
School's reputation in the environment	o	o	o	o	o
Readiness of staff to participate in new projects	o	o	o	o	o
Openness of the school towards the local and broader community	o	o	o	o	o
Cooperation with Pupils' parents	o	o	o	o	o
Cooperation with other Slovenian schools	o	o	o	o	o
Readiness of staff to establish contact with schools abroad	o	o	o	o	o
Dialogue among staff	o	o	o	o	o
Use of ICT at the school	o	o	o	o	o
Staff foreign language communication skills	o	o	o	o	o
Work and coordination among teachers (project work, inter-curricular links)	o	o	o	o	o

11 [9] How do you assess the impact of the LLP project on the work of teachers at your school in the following fields?
Please select a suitable answer for each statement.

	High negative impact (long term negative impact)	Low negative impact (short term negative impact)	No impact	Low positive impact (short term positive impact)	High positive impact (long term positive impact)
Use of cooperative learning in class	o	o	o	o	o
Promotion of individual work in class	o	o	o	o	o
Implementation of inter-curricular links	o	o	o	o	o
Use of new learning tools and resources	o	o	o	o	o
Cooperation and coordination of teachers (project work, inter-curricular links)	o	o	o	o	o
Teachers' workload	o	o	o	o	o
Awareness about new forms and methods of teaching	o	o	o	o	o
Use of diverse teaching forms and methods	o	o	o	o	o
Enrichment of subject content	o	o	o	o	o
Inclusion of own cultural heritage in teaching	o	o	o	o	o
Ability of teachers to teach special needs pupils	o	o	o	o	o
Development of computer skills (ICT skills)	o	o	o	o	o
Teachers' social competencies	o	o	o	o	o
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	o	o	o	o	o
Training of teachers for the use of ICT	o	o	o	o	o

	High negative impact (long term negative impact)	Low negative impact (short term negative impact)	No impact	Low positive impact (short term positive impact)	High positive impact (long term positive impact)
Foreign language training of teachers	o	o	o	o	o
Training of teachers for the use of new methods and forms of teaching	o	o	o	o	o
Relationship between teachers and pupils	o	o	o	o	o
Awareness of teachers of common European heritage	o	o	o	o	o
Awareness of European cultural and moral values	o	o	o	o	o
Respect for different cultures	o	o	o	o	o
Knowledge of European institutions and their operation	o	o	o	o	o
Knowledge and understanding of education systems in partner countries	o	o	o	o	o
Knowledge of foreign education environments	o	o	o	o	o
Motivation of teachers for introduction of change and new methods in teaching	o	o	o	o	o
Teachers' dedication for a democratic dialogue with pupils	o	o	o	o	o
Integration of pupils in the decision-making process regarding the course of learning	o	o	o	o	o

12 [10] How do you assess the impact of the LLP project on pupils at your school in the following fields?
Please select a suitable answer for each claim.

	High negative impact (long term negative impact)	Low negative impact (short term negative impact)	No impact	Low positive impact (short term positive impact)	High positive impact (long term positive impact)
Pupils' awareness of linguistic diversity in Europe	o	o	o	o	o
Awareness and knowledge of different cultures	o	o	o	o	o
Motivation for foreign language learning	o	o	o	o	o
Self-confidence when using and/or talking in a foreign language	o	o	o	o	o
Foreign language skills	o	o	o	o	o
Communication skills in mother tongue	o	o	o	o	o
Interest in other European countries and their culture	o	o	o	o	o
Formation of a European identity and citizenship	o	o	o	o	o
Respect for diversity	o	o	o	o	o
Expression of creativity	o	o	o	o	o
Development of computer skills (ICT skills)	o	o	o	o	o
Awareness and use of learning strategies	o	o	o	o	o
Development of entrepreneurial skills and self-initiative	o	o	o	o	o
Cooperation skills	o	o	o	o	o
Wish for cooperation with peers in home country and abroad	o	o	o	o	o
Wish to acquire new knowledge	o	o	o	o	o
Critical thinking capacity	o	o	o	o	o

Thank you for your cooperation!

APPENDIX 2: ANALYSIS OF COLLECTED DATA

1. Information on schools

Type of school

Type of school	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
Primary	72	74.2 %	104	61.2 %
Secondary	25	25.8 %	66	38.8 %
Total	97	100.0 %	170	100.0 %

School location

School location	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
Urban area	60	61.9 %	87	51.2 %
Rural area	37	38.1 %	83	48.8 %
Total	97	100.0 %	170	100.0 %

School size (number of pupils at the school)

Number of pupils	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
Less than 150	8	8.2 %	9	5.3 %
From 150 to 300	13	13.4 %	32	18.8 %
From 301 to 450	33	34.0 %	43	25.3 %
From 451 to 600	13	13.4 %	33	19.4 %
More than 600	30	30.9 %	53	31.2 %
Total	97	100.0 %	170	100.0 %

2. Teachers' assessment of the project's impact

2.1 Impact on the school

Impact on the school	Number of responses	Average	Standard deviation	*t-test (test value = 0)*	
				t	*sig.*
Staff dedication to common objectives	170	1.29	0.735	*22.957*	*0.000*
Culture of collegiality among staff	170	1.32	0.781	*22.083*	*0.000*
Exchange of pupils with partner schools	170	1.46	0.770	*24.701*	*0.000*
Excursions of pupils abroad	170	1.45	0.807	*23.468*	*0.000*
Contact of pupils with foreign pupils	170	1.56	0.643	*31.600*	*0.000*
Contact of teachers with foreign teachers	170	1.69	0.544	*40.571*	*0.000*
Cooperation of teachers with the headmaster	170	1.35	0.717	*24.611*	*0.000*
Headmaster's support to teachers	170	1.58	0.711	*29.032*	*0.000*
Headmaster's awareness of teachers' work	170	1.46	0.645	*29.613*	*0.000*
Provision of the compulsory programme at the school	170	0.98	0.773	*16.573*	*0.000*
Provision of additional activities for pupils	170	1.35	0.637	*27.583*	*0.000*
School's reputation in the environment	170	1.58	0.552	*37.233*	*0.000*
Readiness of staff to participate in new projects	170	1.22	0.825	*19.250*	*0.000*
Openness of the school towards the local and broader community	170	1.39	0.716	*25.394*	*0.000*
Cooperation with Pupils' parents	170	1.12	0.707	*20.728*	*0.000*
Cooperation with other Slovenian schools	170	0.50	0.715	*9.112*	*0.000*
Readiness of staff to establish contact with schools abroad	170	1.32	0.700	*24.537*	*0.000*
Dialogue among staff	170	1.18	0.774	*19.907*	*0.000*
Use of ICT at the school	170	1.32	0.733	*23.432*	*0.000*
Staff foreign language communication skills	170	1.47	0.617	*31.072*	*0.000*
Work and coordination among teachers (project work, inter-curricular links)	170	1.45	0.635	*29.838*	*0.000*

2.2 Impact on teachers

Impact on teachers	Number of responses	Average	Standard deviation	*t-test (test value = 0)*	
				t	*sig.*
Use of cooperative learning in class	170	1.12	0.715	*20.487*	*0.000*
Promotion of individual work in class	170	0.96	0.753	*16.707*	*0.000*
Implementation of inter-curricular links	170	1.37	0.651	*27.445*	*0.000*
Use of new learning tools and resources	170	1.44	0.554	*33.806*	*0.000*
Cooperation and coordination of teachers (project work, inter-curricular links)	170	1.35	0.673	*26.101*	*0.000*
Teachers' workload	170	0.06	1.197	*0.705*	*0.482*
Awareness about new forms and methods of teaching	170	1.17	0.738	*20.680*	*0.000*
Use of diverse teaching forms and methods	170	1.18	0.708	*21.667*	*0.000*
Enrichment of subject content	170	1.54	0.587	*34.239*	*0.000*
Inclusion of own cultural heritage in teaching	170	1.44	0.670	*27.945*	*0.000*
Ability of teachers to teach special needs pupils	170	0.49	0.763	*8.339*	*0.000*
Development of computer skills (ICT skills)	170	1.26	0.750	*21.983*	*0.000*
Teachers' social competencies	170	1.38	0.671	*26.851*	*0.000*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	170	1.56	0.614	*33.207*	*0.000*
Training of teachers for the use of ICT	170	1.04	0.831	*16.336*	*0.000*
Foreign language training of teachers	170	1.27	0.775	*21.371*	*0.000*
Training of teachers for the use of new methods and forms of teaching	170	0.97	0.757	*16.717*	*0.000*
Relationship between teachers and pupils	170	1.41	0.717	*25.549*	*0.000*
Awareness of teachers of common European heritage	170	1.44	0.696	*26.991*	*0.000*
Awareness of European cultural and moral values	170	1.47	0.663	*28.907*	*0.000*
Respect for different cultures	170	1.74	0.481	*47.045*	*0.000*
Knowledge of European institutions and their operation	170	1.17	0.705	*21.642*	*0.000*

Knowledge and understanding of education systems in partner countries	170	1.58	0.563	*36.530*	*0.000*
Knowledge of foreign education environments	170	1.42	0.641	*28.942*	*0.000*
Motivation of teachers for introduction of change and new methods in teaching	170	1.24	0.655	*24.576*	*0.000*
Teachers' dedication for a democratic dialogue with pupils	170	1.11	0.773	*18.762*	*0.000*
Integration of pupils in the decision-making process regarding the course of learning	170	0.92	0.725	*16.501*	*0.000*

2.3 Impact on pupils

Impact on pupils	Number of responses	Average	Standard deviation	*t-test (test value = 0)*	
				t	*sig.*
Pupils' awareness of linguistic diversity in Europe	170	1.66	0.543	*39.949*	*0.000*
Awareness and knowledge of different cultures	170	1.78	0.445	*52.019*	*0.000*
Motivation for foreign language learning	170	1.68	0.572	*38.245*	*0.000*
Self-confidence when using and/or talking in a foreign language	170	1.75	0.534	*42.687*	*0.000*
Foreign language skills	170	1.60	0.590	*35.367*	*0.000*
Communication skills in mother tongue	170	0.84	0.802	*13.675*	*0.000*
Interest in other European countries and their culture	170	1.74	0.468	*48.297*	*0.000*
Formation of a European identity and citizenship	170	1.37	0.669	*26.709*	*0.000*
Respect for diversity	170	1.73	0.496	*45.474*	*0.000*
Expression of creativity	170	1.47	0.645	*29.718*	*0.000*
Development of computer skills (ICT skills)	170	1.22	0.757	*20.961*	*0.000*
Awareness and use of learning strategies	170	0.92	0.780	*15.337*	*0.000*
Development of entrepreneurial skills and self-initiative	170	1.01	0.784	*16.818*	*0.000*
Cooperation skills	170	1.55	0.566	*35.644*	*0.000*

Wish for cooperation with peers in home country and abroad	170	1.75	0.475	*47.960*	*0.000*
Wish to acquire new knowledge	170	1.56	0.595	*34.300*	*0.000*
Critical thinking capacity	170	1.38	0.688	*26.100*	*0.000*

3. Headmasters' assessment of the project impact

3.1 Impact on the school

Impact on the school	Number of responses	Average	Standard deviation	*t-test (test value = 0)*	
				t	*sig.*
Staff dedication to common objectives	97	1.40	0.799	*17.278*	*0.000*
Culture of collegiality among staff	97	1.40	0.773	*17.871*	*0.000*
Exchange of pupils with partner schools	97	1.47	0.779	*18.650*	*0.000*
Excursions of pupils abroad	97	1.36	0.831	*16.119*	*0.000*
Contact of pupils with foreign pupils	97	1.48	0.792	*18.459*	*0.000*
Contact of teachers with foreign teachers	97	1.63	0.565	*28.397*	*0.000*
Cooperation of teachers with the headmaster	97	1.64	0.632	*25.536*	*0.000*
Headmaster's support to teachers	97	1.68	0.587	*28.188*	*0.000*
Headmaster's awareness of teachers' work	97	1.51	0.647	*22.895*	*0.000*
Provision of the compulsory programme at the school	97	1.06	0.733	*14.261*	*0.000*
Provision of additional activities for pupils	97	1.41	0.658	*21.155*	*0.000*
School's reputation in the environment	97	1.58	0.659	*23.579*	*0.000*
Readiness of staff to participate in new projects	97	1.30	0.806	*15.877*	*0.000*
Openness of the school towards the local and broader community	97	1.49	0.738	*19.957*	*0.000*
Cooperation with Pupils' parents	97	1.16	0.702	*16.335*	*0.000*
Cooperation with other Slovenian schools	97	0.72	0.760	*9.349*	*0.000*
Readiness of staff to establish contact with schools abroad	97	1.39	0.686	*19.995*	*0.000*
Dialogue among staff	97	1.26	0.754	*16.432*	*0.000*
Use of ICT at the school	97	1.25	0.791	*15.532*	*0.000*

Staff foreign language communication skills	97	1.47	0.631	*23.022*	*0.000*
Work and coordination among teachers (project work, inter-curricular links)	97	1.47	0.631	*23.022*	*0.000*

3.2 Impact on teachers

Impact on teachers	Number of responses	Average	Standard deviation	*t-test (test value = 0)*	
				t	*sig.*
Use of cooperative learning in class	97	1.27	0.638	*19.586*	*0.000*
Promotion of individual work in class	97	1.09	0.751	*14.328*	*0.000*
Implementation of inter-curricular links	97	1.53	0.579	*25.953*	*0.000*
Use of new learning tools and resources	97	1.41	0.673	*20.663*	*0.000*
Cooperation and coordination of teachers (project work, inter-curricular links)	97	1.52	0.614	*24.297*	*0.000*
Teachers' workload	97	0.39	1.114	*3.464*	*0.001*
Awareness about new forms and methods of teaching	97	1.09	0.663	*16.240*	*0.000*
Use of diverse teaching forms and methods	97	1.19	0.667	*17.516*	*0.000*
Enrichment of subject content	97	1.56	0.595	*25.786*	*0.000*
Inclusion of own cultural heritage in teaching	97	1.31	0.769	*16.776*	*0.000*
Ability of teachers to teach special needs pupils	97	0.53	0.751	*6.893*	*0.000*
Development of computer skills (ICT skills)	97	1.07	0.781	*13.528*	*0.000*
Teachers' social competencies	97	1.41	0.673	*20.663*	*0.000*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	97	1.47	0.597	*24.331*	*0.000*
Training of teachers for the use of ICT	97	1.00	0.816	*12.062*	*0.000*
Foreign language training of teachers	97	1.37	0.651	*20.755*	*0.000*
Training of teachers for the use of new methods and forms of teaching	97	1.02	0.721	*13.934*	*0.000*
Relationship between teachers and pupils	97	1.46	0.646	*22.302*	*0.000*
Awareness of teachers of common European heritage	97	1.35	0.662	*20.090*	*0.000*

Awareness of European cultural and moral values	97	1.35	0.662	*20.090*	*0.000*
Respect for different cultures	97	1.64	0.562	*28.702*	*0.000*
Knowledge of European institutions and their operation	97	1.26	0.740	*16.742*	*0.000*
Knowledge and understanding of education systems in partner countries	97	1.53	0.694	*21.665*	*0.000*
Knowledge of foreign education environments	97	1.36	0.710	*18.881*	*0.000*
Motivation of teachers for introduction of change and new methods in teaching	97	1.27	0.670	*18.654*	*0.000*
Teachers' dedication for a democratic dialogue with pupils	97	1.16	0.702	*16.335*	*0.000*
Integration of pupils in the decision-making process regarding the course of learning	97	0.93	0.753	*12.129*	*0.000*

4. The differences in the assessment of the project's impact between headmasters and teachers

Below we show the differences between headmasters and teachers in their assessment of the impact of implemented projects on the overall work of the school and work of teachers at the school.

4.1 Impact on the school

Impact on the school	Headmasters			Teachers			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Staff dedication to common objectives	97	1.40	0.799	170	1.29	0.735	*1.118*	*0.265*
Culture of collegiality among staff	97	1.40	0.773	170	1.32	0.781	*0.793*	*0.429*
Exchange of pupils with partner schools	97	1.47	0.779	170	1.46	0.770	*0.157*	*0.876*
Excursions of pupils abroad	97	1.36	0.831	170	1.45	0.807	*-0.887*	*0.376*

Contact of pupils with foreign pupils	97	1.48	0.792	170	1.56	0.643	*-0.787*	*0.432*
Contact of teachers with foreign teachers	97	1.63	0.565	170	1.69	0.544	*-0.929*	*0.354*
Cooperation of teachers with the headmaster	97	1.64	0.632	170	1.35	0.717	*3.387*	*0.001*
Headmaster's support to teachers	97	1.68	0.587	170	1.58	0.711	*1.153*	*0.250*
Headmaster's awareness of teachers' work	97	1.51	0.647	170	1.46	0.645	*0.492*	*0.623*
Provision of the compulsory programme at the school	97	1.06	0.733	170	0.98	0.773	*0.823*	*0.411*
Provision of additional activities for pupils	97	1.41	0.658	170	1.35	0.637	*0.797*	*0.426*
School's reputation in the environment	97	1.58	0.659	170	1.58	0.552	*0.011*	*0.991*
Readiness of staff to participate in new projects	97	1.30	0.806	170	1.22	0.825	*0.781*	*0.435*
Openness of the school towards the local and broader community	97	1.49	0.738	170	1.39	0.716	*1.094*	*0.275*
Cooperation with Pupils' parents	97	1.16	0.702	170	1.12	0.707	*0.462*	*0.645*

Cooperation with other Slovenian schools	97	0.72	0.760	170	0.50	0.715	*2.380*	*0.018*
Readiness of staff to establish contact with schools abroad	97	1.39	0.686	170	1.32	0.700	*0.838*	*0.403*
Dialogue among staff	97	1.26	0.754	170	1.18	0.774	*0.772*	*0.441*
Use of ICT at the school	97	1.25	0.791	170	1.32	0.733	*-0.731*	*0.465*
Staff foreign language communication skills	97	1.47	0.631	170	1.47	0.617	*0.046*	*0.963*
Work and coordination among teachers (project work, inter-curricular links)	97	1.47	0.631	170	1.45	0.635	*0.264*	*0.792*

4.2 Impact on teachers

Impact on teachers	Headmasters			Teachers			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Use of cooperative learning in class	97	1.27	0.638	170	1.12	0.715	*1.651*	*0.100*
Promotion of individual work in class	97	1.09	0.751	170	0.96	0.753	*1.338*	*0.182*
Implementation of inter-curricular links	97	1.53	0.579	170	1.37	0.651	*1.948*	*0.052*
Use of new learning tools and resources	97	1.41	0.673	170	1.44	0.554	*-0.285*	*0.776*

Cooperation and coordination of teachers (project work, inter-curricular links)	97	1.52	0.614	170	1.35	0.673	*2.029*	*0.043*
Teachers' workload	97	0.39	1.114	170	0.06	1.197	*2.201*	*0.029*
Awareness about new forms and methods of teaching	97	1.09	0.663	170	1.17	0.738	*-0.885*	*0.377*
Use of diverse teaching forms and methods	97	1.19	0.667	170	1.18	0.708	*0.103*	*0.918*
Enrichment of subject content	97	1.56	0.595	170	1.54	0.587	*0.207*	*0.836*
Inclusion of own cultural heritage in teaching	97	1.31	0.769	170	1.44	0.670	*-1.349*	*0.179*
Ability of teachers to teach special needs pupils	97	0.53	0.751	170	0.49	0.763	*0.389*	*0.698*
Development of computer skills (ICT skills)	97	1.07	0.781	170	1.26	0.750	*-1.988*	*0.048*
Teachers' social competencies	97	1.41	0.673	170	1.38	0.671	*0.351*	*0.726*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	97	1.47	0.597	170	1.56	0.614	*-1.169*	*0.243*
Training of teachers for the use of ICT	97	1.00	0.816	170	1.04	0.831	*-0.392*	*0.695*
Foreign language training of teachers	97	1.37	0.651	170	1.27	0.775	*1.131*	*0.259*

Training of teachers for the use of new methods and forms of teaching	97	1.02	0.721	170	0.97	0.757	*0.528*	*0.598*
Relationship between teachers and pupils	97	1.46	0.646	170	1.41	0.717	*0.659*	*0.511*
Awareness of teachers of common European heritage	97	1.35	0.662	170	1.44	0.696	*-1.042*	*0.299*
Awareness of European cultural and moral values	97	1.35	0.662	170	1.47	0.663	*-1.424*	*0.156*
Respect for different cultures	97	1.64	0.562	170	1.74	0.481	*-1.414*	*0.159*
Knowledge of European institutions and their operation	97	1.26	0.740	170	1.17	0.705	*0.954*	*0.341*
Knowledge and understanding of education systems in partner countries	97	1.53	0.694	170	1.58	0.563	*-0.650*	*0.517*
Knowledge of foreign education environments	97	1.36	0.710	170	1.42	0.641	*-0.739*	*0.461*
Motivation of teachers for introduction of change and new methods in teaching	97	1.27	0.670	170	1.24	0.655	*0.390*	*0.697*

Teachers' dedication for a democratic dialogue with pupils	97	1.16	0.702	170	1.11	0.773	*0.559*	*0.577*
Integration of pupils in the decision-making process regarding the course of learning	97	0.93	0.753	170	0.92	0.725	*0.109*	*0.913*

5. The differences in the assessment of the project's impact by type of school

Below we show the differences in the assessment of the impact of the implemented projects for different types of schools – namely the differences between primary and secondary schools. The differences are analysed separately by the responses of teachers and responses of headmasters.

5.1 Impact on the school

Teachers

Impact on the school	Primary school			Secondary school			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Staff dedication to common objectives	104	1.36	0.696	66	1.20	0.789	*1.377*	*0.170*
Culture of collegiality among staff	104	1.42	0.706	66	1.17	0.870	*2.106*	*0.037*
Exchange of pupils with partner schools	104	1.38	0.828	66	1.58	0.658	*-1.667*	*0.097*
Excursions of pupils abroad	104	1.38	0.850	66	1.58	0.725	*-1.645*	*0.102*
Contact of pupils with foreign pupils	104	1.61	0.645	66	1.48	0.638	*1.196*	*0.233*

Contact of teachers with foreign teachers	104	1.70	0.538	66	1.68	0.559	*0.234*	*0.815*
Cooperation of teachers with the headmaster	104	1.46	0.682	66	1.18	0.742	*2.519*	*0.013*
Headmaster's support to teachers	104	1.63	0.671	66	1.52	0.769	*0.982*	*0.327*
Headmaster's awareness of teachers' work	104	1.59	0.585	66	1.27	0.692	*3.174*	*0.002*
Provision of the compulsory programme at the school	104	1.07	0.767	66	0.85	0.769	*1.811*	*0.072*
Provision of additional activities for pupils	104	1.41	0.617	66	1.24	0.658	*1.717*	*0.088*
School's reputation in the environment	104	1.63	0.543	66	1.50	0.562	*1.443*	*0.151*
Readiness of staff to participate in new projects	104	1.16	0.849	66	1.30	0.784	*-1.076*	*0.284*
Openness of the school towards the local and broader community	104	1.38	0.767	66	1.41	0.632	*-0.217*	*0.829*
Cooperation with Pupils' parents	104	1.20	0.729	66	1.00	0.656	*1.872*	*0.063*
Cooperation with other Slovenian schools	104	0.47	0.682	66	0.55	0.768	*-0.659*	*0.511*
Readiness of staff to establish contact with schools abroad	104	1.36	0.696	66	1.26	0.708	*0.891*	*0.374*
Dialogue among staff	104	1.23	0.727	66	1.11	0.844	*1.023*	*0.308*

Use of ICT at the school	104	1.38	0.701	66	1.21	0.775	*1.500*	*0.135*
Staff foreign language communication skills	104	1.54	0.573	66	1.36	0.671	*1.812*	*0.072*
Work and coordination among teachers (project work, inter-curricular links)	104	1.53	0.574	66	1.33	0.709	*1.883*	*0.062*

Headmasters

Impact on the school	Primary school			Secondary school			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Staff dedication to common objectives	72	1.32	0.853	25	1.64	0.569	*-2.112*	*0.039*
Culture of collegiality among staff	72	1.42	0.835	25	1.36	0.569	*0.314*	*0.754*
Exchange of pupils with partner schools	72	1.35	0.842	25	1.84	0.374	*-3.965*	*0.000*
Excursions of pupils abroad	72	1.31	0.882	25	1.52	0.653	*-1.284*	*0.204*
Contact of pupils with foreign pupils	72	1.43	0.836	25	1.64	0.638	*-1.141*	*0.257*
Contact of teachers with foreign teachers	72	1.61	0.545	25	1.68	0.627	*-0.523*	*0.602*
Cooperation of teachers with the headmaster	72	1.71	0.592	25	1.44	0.712	*1.693*	*0.099*
Headmaster's support to teachers	72	1.74	0.531	25	1.52	0.714	*1.386*	*0.175*

Headmaster's awareness of teachers' work	72	1.56	0.625	25	1.36	0.700	*1.306*	*0.195*
Provision of the compulsory programme at the school	72	1.06	0.748	25	1.08	0.702	*-0.143*	*0.887*
Provision of additional activities for pupils	72	1.44	0.669	25	1.32	0.627	*0.814*	*0.418*
School's reputation in the environment	72	1.57	0.668	25	1.60	0.645	*-0.199*	*0.843*
Readiness of staff to participate in new projects	72	1.24	0.847	25	1.48	0.653	*-1.309*	*0.194*
Openness of the school towards the local and broader community	72	1.51	0.750	25	1.44	0.712	*0.430*	*0.668*
Cooperation with Pupils' parents	72	1.18	0.718	25	1.12	0.666	*0.370*	*0.712*
Cooperation with other Slovenian schools	72	0.72	0.755	25	0.72	0.792	*0.013*	*0.990*
Readiness of staff to establish contact with schools abroad	72	1.33	0.692	25	1.56	0.651	*-1.432*	*0.155*
Dialogue among staff	72	1.26	0.805	25	1.24	0.597	*0.136*	*0.892*
Use of ICT at the school	72	1.38	0.759	25	0.88	0.781	*2.789*	*0.006*
Staff foreign language communication skills	72	1.47	0.671	25	1.48	0.510	*-0.053*	*0.958*

Work and coordination among teachers (project work, inter-curricular links)	72	1.49	0.650	25	1.44	0.583	*0.313*	*0.755*

5.2 Impact on teachers

Teachers

Impact on teachers	Primary school			Secondary school			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Use of cooperative learning in class	104	1.19	0.712	66	1.02	0.712	*1.581*	*0.116*
Promotion of individual work in class	104	1.02	0.750	66	0.88	0.755	*1.187*	*0.237*
Implementation of inter-curricular links	104	1.41	0.648	66	1.30	0.656	*1.078*	*0.282*
Use of new learning tools and resources	104	1.48	0.521	66	1.36	0.598	*1.348*	*0.180*
Cooperation and coordination of teachers (project work, inter-curricular links)	104	1.38	0.671	66	1.30	0.679	*0.679*	*0.498*
Teachers' workload	104	0.20	1.186	66	-0.15	1.193	*1.890*	*0.060*
Awareness about new forms and methods of teaching	104	1.17	0.717	66	1.17	0.776	*0.055*	*0.956*
Use of diverse teaching forms and methods	104	1.17	0.703	66	1.18	0.721	*-0.078*	*0.938*
Enrichment of subject content	104	1.61	0.565	66	1.44	0.611	*1.813*	*0.072*

Inclusion of own cultural heritage in teaching	104	1.53	0.638	66	1.29	0.696	*2.316*	*0.022*
Ability of teachers to teach special needs pupils	104	0.65	0.810	66	0.23	0.602	*3.926*	*0.000*
Development of computer skills (ICT skills)	104	1.36	0.709	66	1.12	0.795	*2.005*	*0.047*
Teachers' social competencies	104	1.42	0.649	66	1.32	0.705	*0.993*	*0.322*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	104	1.55	0.637	66	1.59	0.581	*-0.442*	*0.659*
Training of teachers for the use of ICT	104	1.11	0.835	66	0.94	0.820	*1.274*	*0.204*
Foreign language training of teachers	104	1.32	0.779	66	1.20	0.769	*0.986*	*0.325*
Training of teachers for the use of new methods and forms of teaching	104	1.01	0.770	66	0.91	0.739	*0.843*	*0.400*
Relationship between teachers and pupils	104	1.33	0.756	66	1.53	0.638	*-1.813*	*0.072*
Awareness of teachers of common European heritage	104	1.47	0.682	66	1.39	0.721	*0.704*	*0.483*

Awareness of European cultural and moral values	104	1.51	0.668	66	1.41	0.656	*0.963*	*0.337*
Respect for different cultures	104	1.76	0.451	66	1.70	0.525	*0.827*	*0.409*
Knowledge of European institutions and their operation	104	1.22	0.723	66	1.09	0.673	*1.175*	*0.242*
Knowledge and understanding of education systems in partner countries	104	1.62	0.545	66	1.52	0.588	*1.133*	*0.259*
Knowledge of foreign education environments	104	1.49	0.623	66	1.32	0.660	*1.716*	*0.088*
Motivation of teachers for introduction of change and new methods in teaching	104	1.32	0.658	66	1.11	0.636	*2.084*	*0.039*
Teachers' dedication for a democratic dialogue with pupils	104	1.14	0.781	66	1.06	0.762	*0.687*	*0.493*
Integration of pupils in the decision-making process regarding the course of learning	104	0.93	0.741	66	0.89	0.704	*0.339*	*0.735*

Headmasters

Impact on teachers	Primary school			Secondary school			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Use of cooperative learning in class	72	1.29	0.638	25	1.20	0.645	*0.617*	*0.539*
Promotion of individual work in class	72	1.08	0.746	25	1.12	0.781	*-0.209*	*0.835*
Implementation of inter-curricular links	72	1.53	0.604	25	1.52	0.510	*0.058*	*0.954*
Use of new learning tools and resources	72	1.42	0.666	25	1.40	0.707	*0.106*	*0.916*
Cooperation and coordination of teachers (project work, inter-curricular links)	72	1.49	0.628	25	1.60	0.577	*-0.797*	*0.427*
Teachers' workload	72	0.38	1.131	25	0.44	1.083	*-0.250*	*0.803*
Awareness about new forms and methods of teaching	72	1.04	0.659	25	1.24	0.663	*-1.294*	*0.199*
Use of diverse teaching forms and methods	72	1.14	0.678	25	1.32	0.627	*-1.173*	*0.244*
Enrichment of subject content	72	1.63	0.568	25	1.36	0.638	*1.948*	*0.054*
Inclusion of own cultural heritage in teaching	72	1.39	0.761	25	1.08	0.759	*1.750*	*0.083*
Ability of teachers to teach special needs pupils	72	0.57	0.766	25	0.40	0.707	*0.971*	*0.334*

Development of computer skills (ICT skills)	72	1.18	0.775	25	0.76	0.723	*2.376*	*0.019*
Teachers' social competencies	72	1.44	0.669	25	1.32	0.690	*0.795*	*0.429*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	72	1.49	0.605	25	1.44	0.583	*0.331*	*0.741*
Training of teachers for the use of ICT	72	1.06	0.820	25	0.84	0.800	*1.139*	*0.258*
Foreign language training of teachers	72	1.39	0.662	25	1.32	0.627	*0.454*	*0.651*
Training of teachers for the use of new methods and forms of teaching	72	0.99	0.722	25	1.12	0.726	*-0.798*	*0.427*
Relationship between teachers and pupils	72	1.42	0.687	25	1.60	0.500	*-1.425*	*0.160*
Awareness of teachers of common European heritage	72	1.39	0.640	25	1.24	0.723	*0.968*	*0.335*
Awareness of European cultural and moral values	72	1.40	0.620	25	1.20	0.764	*1.325*	*0.189*
Respect for different cultures	72	1.69	0.493	25	1.48	0.714	*1.391*	*0.174*
Knowledge of European institutions and their operation	72	1.26	0.692	25	1.24	0.879	*0.138*	*0.890*

Knowledge and understanding of education systems in partner countries	72	1.58	0.645	25	1.36	0.810	*1.394*	*0.167*
Knowledge of foreign education environments	72	1.42	0.645	25	1.20	0.866	*1.320*	*0.190*
Motivation of teachers for introduction of change and new methods in teaching	72	1.22	0.676	25	1.40	0.645	*-1.146*	*0.255*
Teachers' dedication for a democratic dialogue with pupils	72	1.14	0.718	25	1.24	0.663	*-0.618*	*0.538*
Integration of pupils in the decision-making process regarding the course of learning	72	0.92	0.765	25	0.96	0.735	*-0.247*	*0.806*

5.3 Impact on pupils

Impact on pupils	Primary school			Secondary school			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Pupils' awareness of linguistic diversity in Europe	104	1.70	0.500	66	1.61	0.605	1.076	0.284
Awareness and knowledge of different cultures	104	1.83	0.380	66	1.70	0.525	1.741	0.085
Motivation for foreign language learning	104	1.70	0.555	66	1.64	0.598	0.728	0.468

Self-confidence when using and/ or talking in a foreign language	104	1.70	0.573	66	1.82	0.461	-1.456	0.147
Foreign language skills	104	1.61	0.614	66	1.59	0.554	0.160	0.873
Communication skills in mother tongue	104	0.86	0.829	66	0.82	0.763	0.297	0.767
Interest in other European countries and their culture	104	1.79	0.410	66	1.65	0.540	1.761	0.081
Formation of a European identity and citizenship	104	1.37	0.683	66	1.38	0.651	-0.127	0.899
Respect for diversity	104	1.75	0.457	66	1.70	0.554	0.678	0.498
Expression of creativity	104	1.47	0.653	66	1.47	0.638	0.014	0.989
Development of computer skills (ICT skills)	104	1.29	0.733	66	1.11	0.787	1.536	0.126
Awareness and use of learning strategies	104	0.99	0.794	66	0.80	0.749	1.532	0.127
Development of entrepreneurial skills and self-initiative	104	1.00	0.776	66	1.03	0.803	-0.245	0.807
Cooperation skills	104	1.51	0.557	66	1.61	0.579	-1.083	0.280
Wish for cooperation with peers in home country and abroad	104	1.78	0.461	66	1.70	0.495	1.096	0.275
Wish to acquire new knowledge	104	1.58	0.618	66	1.55	0.560	0.335	0.738
Critical thinking capacity	104	1.33	0.703	66	1.45	0.661	-1.181	0.239

6. The differences in the assessment of the project's impact by school location

Below we show the differences in the assessment of the impact of the implemented projects among different school locations; i.e. schools in urban areas and schools in rural areas. The differences are analysed separately by the responses of teachers and responses of headmasters.

6.1 Impact on the school

Teachers - coordinators

Impact on the school	Urban areas			Rural areas			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Staff dedication to common objectives	87	1.26	0.754	83	1.33	0.718	*-0.539*	*0.590*
Culture of collegiality among staff	87	1.25	0.866	83	1.40	0.680	*-1.209*	*0.229*
Exchange of pupils with partner schools	87	1.44	0.788	83	1.48	0.755	*-0.381*	*0.704*
Excursions of pupils abroad	87	1.41	0.815	83	1.49	0.802	*-0.646*	*0.519*
Contact of pupils with foreign pupils	87	1.52	0.626	83	1.60	0.661	*-0.862*	*0.390*
Contact of teachers with foreign teachers	87	1.75	0.463	83	1.64	0.616	*1.294*	*0.198*
Cooperation of teachers with the headmaster	87	1.32	0.755	83	1.39	0.678	*-0.578*	*0.564*
Headmaster's support to teachers	87	1.62	0.703	83	1.54	0.721	*0.719*	*0.473*
Headmaster's awareness of teachers' work	87	1.46	0.679	83	1.47	0.612	*-0.102*	*0.919*
Provision of the compulsory programme at the school	87	0.94	0.783	83	1.02	0.765	*-0.687*	*0.493*

Provision of additional activities for pupils	87	1.26	0.655	83	1.43	0.609	*-1.744*	*0.083*
School's reputation in the environment	87	1.51	0.568	83	1.65	0.528	*-1.720*	*0.087*
Readiness of staff to participate in new projects	87	1.23	0.817	83	1.20	0.838	*0.198*	*0.844*
Openness of the school towards the local and broader community	87	1.31	0.687	83	1.48	0.739	*-1.569*	*0.119*
Cooperation with Pupils' parents	87	1.09	0.693	83	1.16	0.724	*-0.595*	*0.552*
Cooperation with other Slovenian schools	87	0.46	0.775	83	0.54	0.650	*-0.750*	*0.455*
Readiness of staff to establish contact with schools abroad	87	1.37	0.667	83	1.27	0.734	*0.956*	*0.340*
Dialogue among staff	87	1.08	0.824	83	1.29	0.708	*-1.767*	*0.079*
Use of ICT at the school	87	1.26	0.754	83	1.37	0.711	*-0.970*	*0.334*
Staff foreign language communication skills	87	1.44	0.623	83	1.51	0.612	*-0.730*	*0.466*
Work and coordination among teachers (project work, inter-curricular links)	87	1.38	0.686	83	1.53	0.570	*-1.561*	*0.120*

Headmasters

Impact on the school	Urban areas			Rural areas			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Staff dedication to common objectives	60	1.45	0.790	37	1.32	0.818	*0.751*	*0.455*

Culture of collegiality among staff	60	1.37	0.802	37	1.46	0.730	*-0.572*	*0.568*
Exchange of pupils with partner schools	60	1.48	0.792	37	1.46	0.767	*0.146*	*0.884*
Excursions of pupils abroad	60	1.38	0.865	37	1.32	0.784	*0.338*	*0.736*
Contact of pupils with foreign pupils	60	1.58	0.809	37	1.32	0.747	*1.576*	*0.118*
Contact of teachers with foreign teachers	60	1.75	0.437	37	1.43	0.689	*2.510*	*0.015*
Cooperation of teachers with the headmaster	60	1.67	0.542	37	1.59	0.762	*0.543*	*0.588*
Headmaster's support to teachers	60	1.70	0.530	37	1.65	0.676	*0.417*	*0.678*
Headmaster's awareness of teachers' work	60	1.52	0.624	37	1.49	0.692	*0.222*	*0.825*
Provision of the compulsory programme at the school	60	1.12	0.666	37	0.97	0.833	*0.937*	*0.351*
Provision of additional activities for pupils	60	1.45	0.594	37	1.35	0.753	*0.716*	*0.476*
School's reputation in the environment	60	1.53	0.623	37	1.65	0.716	*-0.836*	*0.405*
Readiness of staff to participate in new projects	60	1.37	0.736	37	1.19	0.908	*1.054*	*0.294*
Openness of the school towards the local and broader community	60	1.48	0.748	37	1.51	0.731	*-0.195*	*0.846*

Cooperation with Pupils' parents	60	1.17	0.717	37	1.16	0.688	*0.031*	*0.976*
Cooperation with other Slovenian schools	60	0.70	0.766	37	0.76	0.760	*-0.356*	*0.723*
Readiness of staff to establish contact with schools abroad	60	1.45	0.649	37	1.30	0.740	*1.066*	*0.289*
Dialogue among staff	60	1.27	0.710	37	1.24	0.830	*0.148*	*0.883*
Use of ICT at the school	60	1.20	0.819	37	1.32	0.747	*-0.750*	*0.455*
Staff foreign language communication skills	60	1.47	0.650	37	1.49	0.607	*-0.150*	*0.881*
Work and coordination among teachers (project work, inter-curricular links)	60	1.48	0.596	37	1.46	0.691	*0.180*	*0.857*

6.2 Impact on teachers

Teachers - coordinators

Impact on teachers	Urban areas			Rural areas			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Use of cooperative learning in class	87	1.06	0.705	83	1.19	0.723	*-1.235*	*0.219*
Promotion of individual work in class	87	0.92	0.781	83	1.01	0.724	*-0.800*	*0.425*
Implementation of inter-curricular links	87	1.33	0.659	83	1.41	0.645	*-0.763*	*0.447*
Use of new learning tools and resources	87	1.43	0.583	83	1.45	0.524	*-0.241*	*0.810*

Cooperation and coordination of teachers (project work, inter-curricular links)	87	1.29	0.697	83	1.41	0.645	*-1.186*	*0.237*
Teachers' workload	87	0.02	1.161	83	0.11	1.240	*-0.464*	*0.643*
Awareness about new forms and methods of teaching	87	1.22	0.738	83	1.12	0.739	*0.864*	*0.389*
Use of diverse teaching forms and methods	87	1.17	0.702	83	1.18	0.718	*-0.076*	*0.939*
Enrichment of subject content	87	1.52	0.588	83	1.57	0.588	*-0.543*	*0.588*
Inclusion of own cultural heritage in teaching	87	1.34	0.696	83	1.53	0.631	*-1.816*	*0.071*
Ability of teachers to teach special needs pupils	87	0.32	0.707	83	0.66	0.785	*-2.969*	*0.003*
Development of computer skills (ICT skills)	87	1.21	0.780	83	1.33	0.718	*-1.029*	*0.305*
Teachers' social competencies	87	1.33	0.726	83	1.43	0.609	*-0.975*	*0.331*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	87	1.53	0.679	83	1.60	0.540	*-0.785*	*0.434*
Training of teachers for the use of ICT	87	0.95	0.834	83	1.13	0.823	*-1.404*	*0.162*
Foreign language training of teachers	87	1.20	0.790	83	1.35	0.756	*-1.297*	*0.196*

Training of teachers for the use of new methods and forms of teaching	87	0.94	0.768	83	1.00	0.749	*-0.494*	*0.622*
Relationship between teachers and pupils	87	1.40	0.784	83	1.41	0.645	*-0.067*	*0.947*
Awareness of teachers of common European heritage	87	1.49	0.697	83	1.39	0.695	*1.018*	*0.310*
Awareness of European cultural and moral values	87	1.47	0.644	83	1.47	0.687	*0.014*	*0.989*
Respect for different cultures	87	1.72	0.499	83	1.75	0.464	*-0.309*	*0.758*
Knowledge of European institutions and their operation	87	1.14	0.685	83	1.20	0.728	*-0.617*	*0.538*
Knowledge and understanding of education systems in partner countries	87	1.62	0.555	83	1.53	0.570	*1.049*	*0.296*
Knowledge of foreign education environments	87	1.48	0.607	83	1.36	0.673	*1.235*	*0.219*
Motivation of teachers for introduction of change and new methods in teaching	87	1.24	0.646	83	1.23	0.669	*0.124*	*0.902*
Teachers' dedication fora democratic dialogue with pupils	87	1.11	0.799	83	1.11	0.749	*0.055*	*0.956*
Integration of pupils in the decision-making process regarding the course of learning	87	0.87	0.728	83	0.96	0.723	*-0.811*	*0.419*

Headmasters

Impact on teachers	Urban areas			Rural areas			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Use of cooperative learning in class	60	1.28	0.640	37	1.24	0.641	*0.299*	*0.765*
Promotion of individual work in class	60	1.22	0.783	37	0.89	0.658	*2.194*	*0.031*
Implementation of inter-curricular links	60	1.50	0.597	37	1.57	0.555	*-0.556*	*0.579*
Use of new learning tools and resources	60	1.57	0.621	37	1.16	0.688	*2.991*	*0.004*
Cooperation and coordination of teachers (project work, inter-curricular links)	60	1.57	0.621	37	1.43	0.603	*1.046*	*0.298*
Teachers' workload	60	0.38	1.136	37	0.41	1.092	*-0.094*	*0.925*
Awareness about new forms and methods of teaching	60	1.18	0.676	37	0.95	0.621	*1.731*	*0.087*
Use of diverse teaching forms and methods	60	1.32	0.676	37	0.97	0.600	*2.608*	*0.011*
Enrichment of subject content	60	1.60	0.588	37	1.49	0.607	*0.913*	*0.364*
Inclusion of own cultural heritage in teaching	60	1.28	0.783	37	1.35	0.753	*-0.422*	*0.674*
Ability of teachers to teach special needs pupils	60	0.60	0.807	37	0.41	0.644	*1.311*	*0.193*

Development of computer skills (ICT skills)	60	1.10	0.817	37	1.03	0.726	*0.445*	*0.657*
Teachers' social competencies	60	1.48	0.651	37	1.30	0.702	*1.327*	*0.188*
Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)	60	1.53	0.566	37	1.38	0.639	*1.246*	*0.216*
Training of teachers for the use of ICT	60	1.02	0.854	37	0.97	0.763	*0.255*	*0.799*
Foreign language training of teachers	60	1.35	0.659	37	1.41	0.644	*-0.406*	*0.686*
Training of teachers for the use of new methods and forms of teaching	60	1.12	0.715	37	0.86	0.713	*1.686*	*0.095*
Relationship between teachers and pupils	60	1.48	0.676	37	1.43	0.603	*0.375*	*0.709*
Awareness of teachers of common European heritage	60	1.28	0.666	37	1.46	0.650	*-1.277*	*0.205*
Awareness of European cultural and moral values	60	1.33	0.655	37	1.38	0.681	*-0.324*	*0.747*
Respect for different cultures	60	1.65	0.547	37	1.62	0.594	*0.240*	*0.811*

Knowledge of European institutions and their operation	60	1.22	0.739	37	1.32	0.747	*-0.694*	*0.489*
Knowledge and understanding of education systems in partner countries	60	1.58	0.645	37	1.43	0.765	*1.041*	*0.300*
Knowledge of foreign education environments	60	1.40	0.669	37	1.30	0.777	*0.690*	*0.492*
Motivation of teachers for introduction of change and new methods in teaching	60	1.30	0.696	37	1.22	0.630	*0.597*	*0.552*
Teachers' dedication for a democratic dialogue with pupils	60	1.20	0.708	37	1.11	0.699	*0.624*	*0.534*
Integration of pupils in the decision-making process regarding the course of learning	60	0.90	0.796	37	0.97	0.687	*-0.461*	*0.646*

6.3 Impact on pupils

Impact on pupils	Urban areas			Rural areas			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Pupils' awareness of linguistic diversity in Europe	87	1.64	0.549	83	1.69	0.539	*-0.516*	*0.607*

Awareness and knowledge of different cultures	87	1.74	0.493	83	1.82	0.387	*-1.233*	*0.219*
Motivation for foreign language learning	87	1.61	0.617	83	1.75	0.514	*-1.585*	*0.115*
Self-confidence when using and/or talking in a foreign language	87	1.72	0.564	83	1.77	0.502	*-0.572*	*0.568*
Foreign language skills	87	1.57	0.603	83	1.63	0.578	*-0.571*	*0.569*
Communication skills in mother tongue	87	0.78	0.799	83	0.90	0.806	*-0.991*	*0.323*
Interest in other European countries and their culture	87	1.68	0.517	83	1.80	0.406	*-1.645*	*0.102*
Formation of a European identity and citizenship	87	1.36	0.682	83	1.39	0.659	*-0.284*	*0.777*
Respect for diversity	87	1.68	0.560	83	1.78	0.415	*-1.393*	*0.166*
Expression of creativity	87	1.49	0.626	83	1.45	0.667	*0.489*	*0.626*
Development of computer skills (ICT skills)	87	1.16	0.776	83	1.28	0.738	*-1.000*	*0.319*
Awareness and use of learning strategies	87	0.89	0.738	83	0.95	0.825	*-0.557*	*0.579*
Development of entrepreneurial skills and self-initiative	87	0.94	0.768	83	1.08	0.799	*-1.180*	*0.240*
Cooperation skills	87	1.57	0.583	83	1.52	0.549	*0.651*	*0.516*

Wish for cooperation with peers in home country and abroad	87	1.71	0.504	83	1.78	0.443	*-0.967*	*0.335*
Wish to acquire new knowledge	87	1.55	0.545	83	1.58	0.646	*-0.291*	*0.772*
Critical thinking capacity	87	1.41	0.639	83	1.34	0.737	*0.724*	*0.470*

7. New variables

We created new variables for specific sets of indicators, which measure three types of impact from projects, i.e: impact on school work, impact on teachers' work and impact on pupils. Below we present separate basic descriptive analyses of the new variables and their reliability, as well as comparative analyses for teachers and headmasters.

7.1 Teachers

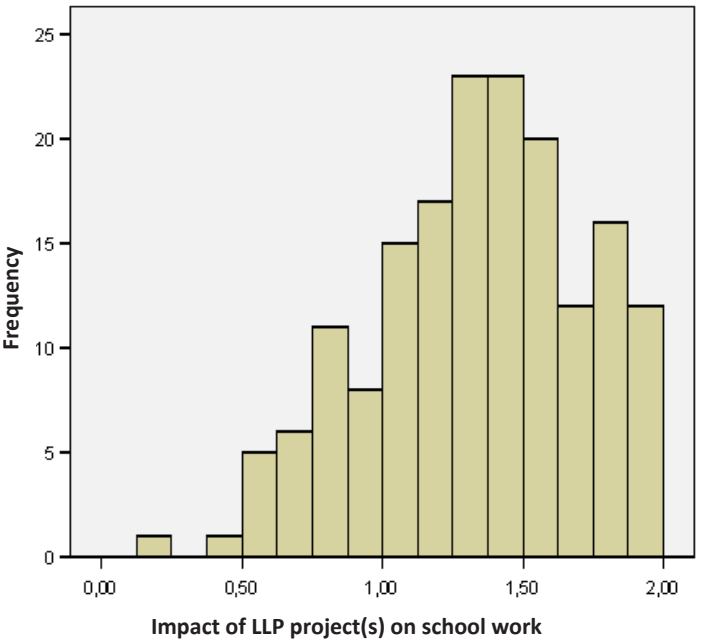
Reliability of new variables

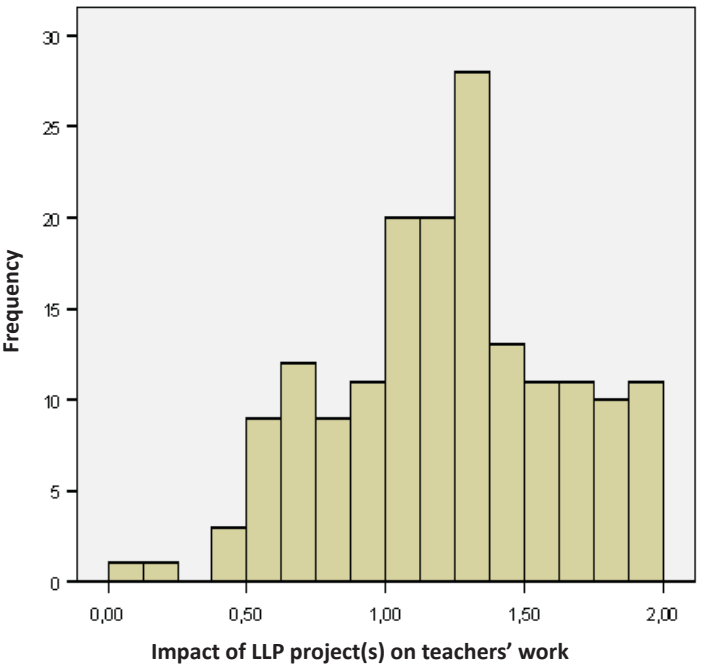
Set of indicators	Number of responses	Number of indicators	Cronbach's alpha
Impact on school work	170	21	0.878
Impact on teachers' work	170	27	0.921
Impact on pupils	170	17	0.905

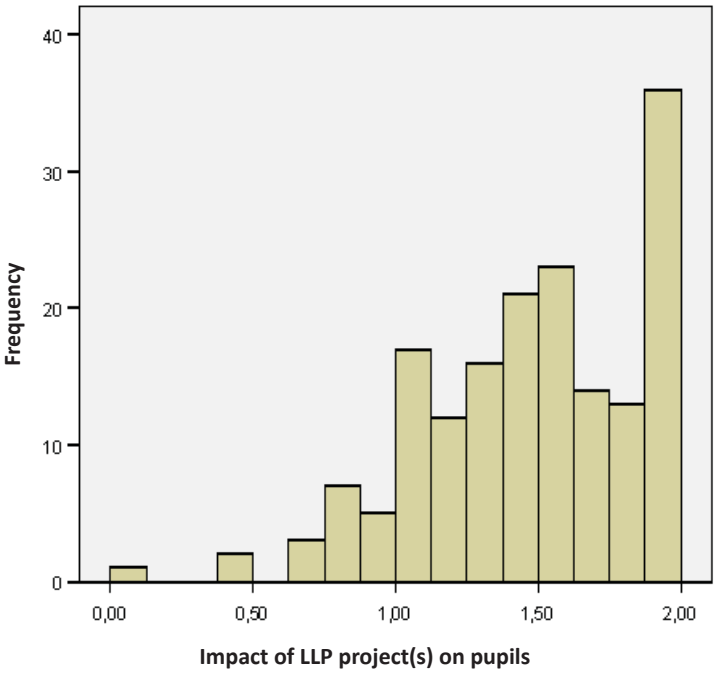
Average values

Variable	Number of responses	Min	Max	Avg	Standard deviation	t-test (test value = 0)	
						t	sig.
Impact on school work	170	0.19	2.00	1.336	0.381	45.790	0.000
Impact on teachers' work	170	0.07	2.00	1.226	0.409	39.071	0.000
Impact on pupils	170	0.00	2.00	1.470	0.392	48.909	0.000

Teachers – Bar charts







Assessment of impact by specific sub-programme

a) Comenius

Project impact	Non-participants			Participants			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Impact on school work	14	1.139	0.500	156	1.354	0.365	-1.569	0.138
Impact on teachers' work	14	0.910	0.571	156	1.254	0.381	-2.211	0.044
Impact on pupils	14	1.307	0.517	156	1.485	0.377	-1.261	0.228

b) Leonardo da Vinci

Project impact	Non-participants			Participants			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Impact on school work	137	1.358	0.368	33	1.245	0.421	1.538	0.126

Impact on teachers' work	137	1.266	0.383	33	1.059	0.476	2.649	0.009
Impact on pupils	137	1.481	0.392	33	1.426	0.396	0.721	0.472

c) Study visits

Project impact	Non-participants			Participants			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school work	144	1.329	0.383	26	1.377	0.369	-0.594	0.553
Impact on teachers' work	144	1.223	0.418	26	1.244	0.360	-0.239	0.812
Impact on pupils	144	1.462	0.406	26	1.514	0.307	-0.611	0.542

d) eTwinning

Project impact	Non-participants			Participants			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*T*	*sig.*
Impact on school work	124	1.348	0.383	46	1.305	0.377	0.646	0.519
Impact on teachers' work	124	1.235	0.408	46	1.202	0.415	0.462	0.645
Impact on pupils	124	1.458	0.395	46	1.503	0.386	-0.654	0.514

Correlation between variables

Pearson's correlation coefficient (n = 170)	Impact on school work	Impact on teachers' work	Impact on pupils
Impact on school work	1	0.752 (**)	0.579 (**)
Impact on teachers' work	0.752(**)	1	0.730 (**)
Impact on pupils	0.579(**)	0.730 (**)	1

** Correlation is typical at the significance level of 0.01 (two-sided).

7.2 Headmasters

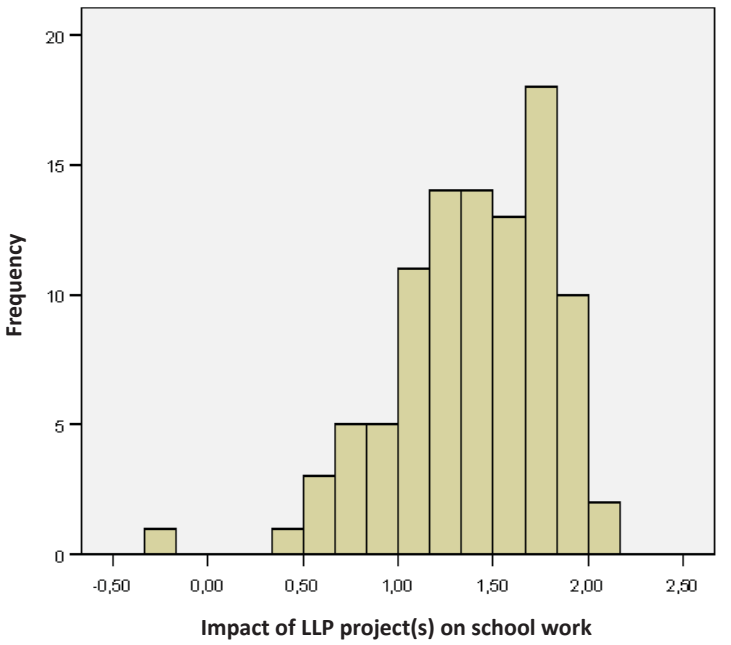
Reliability of new variables

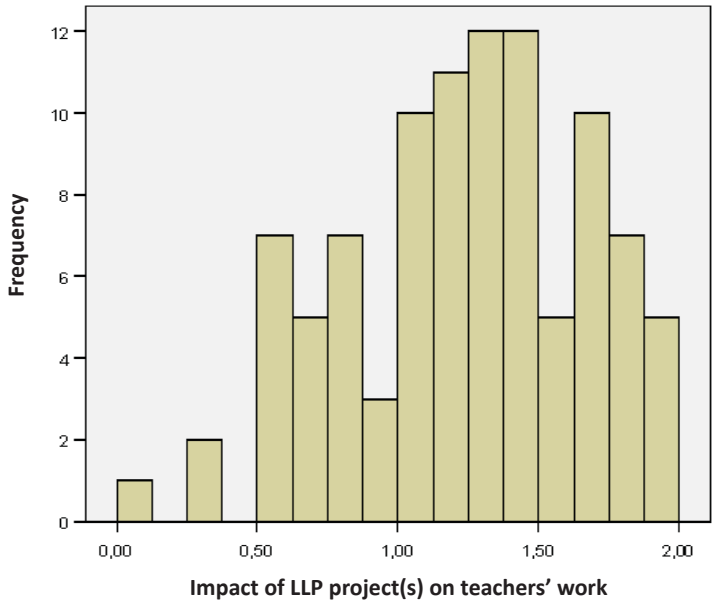
Set of indicators	Number of responses	Number of indicators	Cronbach's alpha
Impact on school work	97	21	0.896
Impact on teachers' work	97	27	0.932

Average

Variable	Number of responses	Min	Max	Avg	Standard deviation	t-test (test value = 0)	
						t	sig.
Impact on school work	97	-0.29	2.00	1.388	0.408	33.548	0.000
Impact on teachers' work	97	0.11	2.00	1.242	0.424	28.821	0.000

Bar charts





Assessment of impact by specific sub-programme

a) Comenius

Project impact	Non-participants			Participants			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school work	9	1.180	0.600	88	1.410	0.381	-1.624	0.108
Impact on teachers' work	9	1.037	0.487	88	1.263	0.415	-1.532	0.129

b) Leonardo da Vinci

Project impact	Non-participants			Participants			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school work	82	1.361	0.427	15	1.540	0.236	-2.325	0.026
Impact on teachers' work	82	1.234	0.422	15	1.289	0.447	-0.463	0.645

c) Study visits

Project impact	Non-participants			Participants			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school work	56	1.344	0.396	41	1.448	0.420	-1.244	0.217
Impact on teachers' work	56	1.218	0.405	41	1.276	0.453	-0.662	0.510

d) eTwinning

Project impact	Non-participants			Participants			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school work	63	1.366	0.419	34	1.430	0.388	-0.738	0.463
Impact on teachers' work	63	1.228	0.425	34	1.269	0.429	-0.458	0.648

Correlation between variables

Pearson's correlation coefficient (n = 97)	Impact on school work	Impact on teachers' work
Impact on school work	1	0.793 (**)
Impact on teachers' work	0.793 (**)	1

** Correlation is typical at the significance level of 0.01 (two-sided).

7.3 Impact of project(s)

Differences between headmasters and teachers

Project impact	Headmasters			Teachers			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school	97	1.388	0.408	170	1.336	0.381	1.044	0.297
Impact on teachers	97	1.242	0.424	170	1.226	0.409	0.306	0.760

Differences in the assessment of teachers by type of school

Project impact	Primary school			Secondary school			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school work	104	1.375	0.382	66	1.275	0.373	1.688	0.093
Impact on teachers' work	104	1.273	0.416	66	1.152	0.390	1.889	0.061
Impact on pupils	104	1.485	0.397	66	1.447	0.386	0.604	0.547

Differences in the assessment of headmasters by type of school

Project impact	Primary school			Secondary school			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school work	72	1.385	0.432	25	1.398	0.334	-0.139	0.890
Impact on teachers' work	72	1.257	0.419	25	1.200	0.445	0.573	0.568

Differences in the assessment of teachers by school location

Project impact	Urban area			Rural area			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school work	87	1.303	0.390	83	1.371	0.370	-1.165	0.246
Impact on teachers' work	87	1.198	0.412	83	1.255	0.407	-0.912	0.363
Impact on pupils	87	1.442	0.398	83	1.500	0.386	-0.955	0.341

Differences in the assessment of headmasters by school location

Project impact	Urban area			Rural area			*t-test*	
	No. of responses	Average	Standard deviation	No. of responses	Average	Standard deviation	*t*	*sig.*
Impact on school work	60	1.409	0.381	37	1.355	0.450	0.626	0.533
Impact on teachers' work	60	1.276	0.423	37	1.187	0.426	1.000	0.320

Frequency of answers by specific field

Impact of project(s) on school work

1) Staff dedication to common objectives

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	4	4.1	3	1.8
No impact	7	7.2	19	11.2
Low positive impact (short term positive impact)	32	33.0	73	42.9
High positive impact (long term positive impact)	54	55.7	75	44.1
Total	97	100.0	170	100.0

2) Culture of collegiality among staff

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	1	0.6
Low negative impact (short term negative impact)	4	4.1	3	1.8
No impact	5	5.2	18	10.6
Low positive impact (short term positive impact)	36	37.1	66	38.8
High positive impact (long term positive impact)	52	53.6	82	48.2
Total	97	100.0	170	100.0

3) Exchange of pupils with partner schools

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	0	0.0
No impact	14	14.4	29	17.1
Low positive impact (short term positive impact)	20	20.6	34	20.0
High positive impact (long term positive impact)	62	63.9	107	62.9
Total	97	100.0	170	100.0

4) Excursions of pupils abroad

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	0	0.0
No impact	19	19.6	34	20.0
Low positive impact (short term positive impact)	21	21.6	25	14.7
High positive impact (long term positive impact)	56	57.7	111	65.3
Total	97	100.0	170	100.0

5) Contact of pupils with foreign pupils

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	1	1.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	12	12.4	14	8.2
Low positive impact (short term positive impact)	22	22.7	47	27.6
High positive impact (long term positive impact)	62	63.9	109	64.1
Total	97	100.0	170	100.0

6) Contact of teachers with foreign teachers

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	4	4.1	7	4.1
Low positive impact (short term positive impact)	28	28.9	38	22.4
High positive impact (long term positive impact)	65	67.0	125	73.5
Total	97	100.0	170	100.0

7) Cooperation of teachers with the headmaster

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	0	0.0
No impact	5	5.2	24	14.1
Low positive impact (short term positive impact)	22	22.7	62	36.5
High positive impact (long term positive impact)	69	71.1	84	49.4
Total	97	100.0	170	100.0

8) Headmaster's support to teachers

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	1	0.6
Low negative impact (short term negative impact)	0	0.0	2	1.2
No impact	6	6.2	10	5.9
Low positive impact (short term positive impact)	19	19.6	41	24.1
High positive impact (long term positive impact)	72	74.2	116	68.2
Total	97	100.0	170	100.0

9) Headmaster's awareness of teachers' work

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	8	8.2	14	8.2
Low positive impact (short term positive impact)	32	33.0	63	37.1
High positive impact (long term positive impact)	57	58.8	93	54.7
Total	97	100.0	170	100.0

10) Provision of the compulsory programme at the school

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	5	2.9
No impact	20	20.6	37	21.8
Low positive impact (short term positive impact)	48	49.5	84	49.4
High positive impact (long term positive impact)	28	28.9	44	25.9
Total	97	100.0	170	100.0

11) Provision of additional activities for pupils

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	0	0.0
No impact	6	6.2	15	8.8
Low positive impact (short term positive impact)	42	43.3	81	47.6
High positive impact (long term positive impact)	48	49.5	74	43.5
Total	97	100.0	170	100.0

12) School's reputation in the environment

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	0	0.0
No impact	6	6.2	5	2.9
Low positive impact (short term positive impact)	26	26.8	62	36.5
High positive impact (long term positive impact)	64	66.0	103	60.6
Total	97	100.0	170	100.0

13) Readiness of staff to participate in new projects

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	1	0.6
Low negative impact (short term negative impact)	4	4.1	6	3.5
No impact	9	9.3	19	11.2
Low positive impact (short term positive impact)	38	39.2	73	42.9
High positive impact (long term positive impact)	46	47.4	71	41.8
Total	97	100.0	170	100.0

14) Openness of the school towards the local and broader community

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	2	1.2
No impact	11	11.3	17	10.0
Low positive impact (short term positive impact)	24	24.7	63	37.1
High positive impact (long term positive impact)	61	62.9	88	51.8
Total	97	100.0	170	100.0

15) Cooperation of parents with pupils

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	17	17.5	33	19.4
Low positive impact (short term positive impact)	47	48.5	83	48.8
High positive impact (long term positive impact)	33	34.0	54	31.8
Total	97	100.0	170	100.0

16) Cooperation with other Slovenian schools

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	1	0.6
Low negative impact (short term negative impact)	1	1.0	1	0.6
No impact	42	43.3	98	57.6
Low positive impact (short term positive impact)	37	38.1	52	30.6
High positive impact (long term positive impact)	17	17.5	18	10.6
Total	97	100.0	170	100.0

17) Readiness of staff to establish contact with schools abroad

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	2	1.2
No impact	8	8.2	17	10.0
Low positive impact (short term positive impact)	40	41.2	76	44.7
High positive impact (long term positive impact)	48	49.5	75	44.1
Total	97	100.0	170	100.0

18) Dialogue among staff

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	1	0.6
Low negative impact (short term negative impact)	4	4.1	1	0.6
No impact	6	6.2	29	17.1
Low positive impact (short term positive impact)	48	49.5	74	43.5
High positive impact (long term positive impact)	39	40.2	65	38.2
Total	97	100.0	170	100.0

19) Use of ICT at the school

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	0	0.0
No impact	18	18.6	27	15.9
Low positive impact (short term positive impact)	34	35.1	62	36.5
High positive impact (long term positive impact)	44	45.4	81	47.6
Total	97	100.0	170	100.0

20) Staff foreign language communication skills

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	7	7.2	11	6.5
Low positive impact (short term positive impact)	37	38.1	68	40.0
High positive impact (long term positive impact)	53	54.6	91	53.5
Total	97	100.0	170	100.0

21) Work and coordination among teachers (project work, inter-curricular links)

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	0	0.0
No impact	4	4.1	13	7.6
Low positive impact (short term positive impact)	40	41.2	67	39.4
High positive impact (long term positive impact)	52	53.6	90	52.9
Total	97	100.0	170	100.0

Impact of project(s) on teachers' work

1) Use of cooperative learning in class

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	10	10.3	34	20.0
Low positive impact (short term positive impact)	51	52.6	81	47.6
High positive impact (long term positive impact)	36	37.1	55	32.4
Total	97	100.0	170	100.0

2) Promotion of individual work in class

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	23	23.7	51	30.0
Low positive impact (short term positive impact)	42	43.3	74	43.5
High positive impact (long term positive impact)	32	33.0	45	26.5
Total	97	100.0	170	100.0

3) Implementation of inter-curricular links

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	4	4.1	16	9.4
Low positive impact (short term positive impact)	38	39.2	75	44.1
High positive impact (long term positive impact)	55	56.7	79	46.5
Total	97	100.0	170	100.0

4) Use of new learning tools and resources

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	10	10.3	5	2.9
Low positive impact (short term positive impact)	37	38.1	86	50.6
High positive impact (long term positive impact)	50	51.5	79	46.5
Total	97	100.0	170	100.0

5) Cooperation and coordination of teachers (project work, inter-curricular links)

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	6	6.2	19	11.2
Low positive impact (short term positive impact)	35	36.1	73	42.9
High positive impact (long term positive impact)	56	57.7	78	45.9
Total	97	100.0	170	100.0

6) Teachers' workload

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	2	2.1	8	4.7
Low negative impact (short term negative impact)	27	27.8	68	40.0
No impact	14	14.4	23	13.5
Low positive impact (short term positive impact)	39	40.2	47	27.6
High positive impact (long term positive impact)	15	15.5	24	14.1
Total	97	100.0	170	100.0

7) Awareness about new forms and methods of teaching

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	1	0.6
No impact	17	17.5	31	18.2
Low positive impact (short term positive impact)	54	55.7	76	44.7
High positive impact (long term positive impact)	26	26.8	62	36.5
Total	97	100.0	170	100.0

8) Use of diverse teaching forms and methods

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	14	14.4	30	17.6
Low positive impact (short term positive impact)	51	52.6	80	47.1
High positive impact (long term positive impact)	32	33.0	60	35.3
Total	97	100.0	170	100.0

9) Enrichment of subject content

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	5	5.2	8	4.7
Low positive impact (short term positive impact)	33	34.0	62	36.5
High positive impact (long term positive impact)	59	60.8	100	58.8
Total	97	100.0	170	100.0

10) Inclusion of own cultural heritage in teaching

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	18	18.6	17	10.0
Low positive impact (short term positive impact)	31	32.0	62	36.5
High positive impact (long term positive impact)	48	49.5	91	53.5
Total	97	100.0	170	100.0

11) Ability of teachers to teach special needs pupils

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	3	3.1	2	1.2
No impact	52	53.6	109	64.1
Low positive impact (short term positive impact)	30	30.9	33	19.4
High positive impact (long term positive impact)	12	12.4	26	15.3
Total	97	100.0	170	100.0

12) Development of computer skills (ICT skills)

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	26	26.8	31	18.2
Low positive impact (short term positive impact)	38	39.2	63	37.1
High positive impact (long term positive impact)	33	34.0	76	44.7
Total	97	100.0	170	100.0

13) Teachers' social competencies

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	10	10.3	18	10.6
Low positive impact (short term positive impact)	37	38.1	69	40.6
High positive impact (long term positive impact)	50	51.5	83	48.8
Total	97	100.0	170	100.0

14) Teachers' organisational and leadership skills (ability and readiness to organise and manage projects and teams)

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	5	5.2	11	6.5
Low positive impact (short term positive impact)	41	42.3	52	30.6
High positive impact (long term positive impact)	51	52.6	107	62.9
Total	97	100.0	170	100.0

15) Training of teachers for the use of ICT

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	1	0.6
No impact	32	33.0	52	30.6
Low positive impact (short term positive impact)	33	34.0	56	32.9
High positive impact (long term positive impact)	32	33.0	61	35.9
Total	97	100.0	170	100.0

16) Foreign language training of teachers

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	9	9.3	34	20.0
Low positive impact (short term positive impact)	43	44.3	56	32.9
High positive impact (long term positive impact)	45	46.4	80	47.1
Total	97	100.0	170	100.0

17) Training of teachers for the use of new methods and forms of teaching

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	1	0.6
No impact	24	24.7	48	28.2
Low positive impact (short term positive impact)	47	48.5	76	44.7
High positive impact (long term positive impact)	26	26.8	45	26.5
Total	97	100.0	170	100.0

18) Relationship between teachers and pupils

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	1	0.6
No impact	8	8.2	20	11.8
Low positive impact (short term positive impact)	36	37.1	58	34.1
High positive impact (long term positive impact)	53	54.6	91	53.5
Total	97	100.0	170	100.0

19) Awareness of teachers of common European heritage

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	10	10.3	20	11.8
Low positive impact (short term positive impact)	43	44.3	55	32.4
High positive impact (long term positive impact)	44	45.4	95	55.9
Total	97	100.0	170	100.0

20) Awareness of European cultural and moral values

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	10	10.3	16	9.4
Low positive impact (short term positive impact)	43	44.3	58	34.1
High positive impact (long term positive impact)	44	45.4	96	56.5
Total	97	100.0	170	100.0

21) Respect for different cultures

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	4	4.1	3	1.8
Low positive impact (short term positive impact)	27	27.8	39	22.9
High positive impact (long term positive impact)	66	68.0	128	75.3
Total	97	100.0	170	100.0

22) Knowledge of European institutions and their operation

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	0	0.0
No impact	14	14.4	30	17.6
Low positive impact (short term positive impact)	41	42.3	81	47.6
High positive impact (long term positive impact)	41	42.3	59	34.7
Total	97	100.0	170	100.0

23) Knowledge and understanding of education systems in partner countries

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	2	2.1	0	0.0
No impact	5	5.2	6	3.5
Low positive impact (short term positive impact)	30	30.9	60	35.3
High positive impact (long term positive impact)	60	61.9	104	61.2
Total	97	100.0	170	100.0

24) Knowledge of foreign education environments

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	2	2.1	0	0.0
No impact	7	7.2	14	8.2
Low positive impact (short term positive impact)	42	43.3	70	41.2
High positive impact (long term positive impact)	46	47.4	86	50.6
Total	97	100.0	170	100.0

25) Motivation of teachers for introduction of change and new methods in teaching

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	0	0.0
No impact	12	12.4	21	12.4
Low positive impact (short term positive impact)	47	48.5	88	51.8
High positive impact (long term positive impact)	38	39.2	61	35.9
Total	97	100.0	170	100.0

26) Teachers' dedication for a democratic dialogue with pupils

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	0	0.0	1	0.6
No impact	17	17.5	39	22.9
Low positive impact (short term positive impact)	47	48.5	70	41.2
High positive impact (long term positive impact)	33	34.0	60	35.3
Total	97	100.0	170	100.0

27) Integration of pupils in the decision-making process regarding the course of learning

Project impact	Headmasters		Teachers	
	Number	Percentage	Number	Percentage
High negative impact (long term negative impact)	0	0.0	0	0.0
Low negative impact (short term negative impact)	1	1.0	1	0.6
No impact	28	28.9	49	28.8
Low positive impact (short term positive impact)	45	46.4	83	48.8
High positive impact (long term positive impact)	23	23.7	37	21.8
Total	97	100.0	170	100.0

Impact on pupils

1) Pupils' awareness of linguistic diversity in Europe

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	6	3.5
Low positive impact (short term positive impact)	45	26.5
High positive impact (long term positive impact)	119	70.0
Total	170	100.0

2) Awareness and knowledge of different cultures

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	2	1.2
Low positive impact (short term positive impact)	34	20.0
High positive impact (long term positive impact)	134	78.8
Total	170	100.0

3) Motivation for foreign language learning

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	9	5.3
Low positive impact (short term positive impact)	37	21.8
High positive impact (long term positive impact)	124	72.9
Total	170	100.0

4) Self-confidence when using and/or talking in a foreign language

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	8	4.7
Low positive impact (short term positive impact)	27	15.9
High positive impact (long term positive impact)	135	79.4
Total	170	100.0

5) Foreign language skills

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	9	5.3
Low positive impact (short term positive impact)	50	29.4
High positive impact (long term positive impact)	111	65.3
Total	170	100.0

6) Communication skills in mother tongue

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	70	41.2
Low positive impact (short term positive impact)	57	33.5
High positive impact (long term positive impact)	43	25.3
Total	170	100.0

7) Interest in other European countries and their culture

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	2	1.2
Low positive impact (short term positive impact)	41	24.1
High positive impact (long term positive impact)	127	74.7
Total	170	100.0

8) Formation of a European identity and citizenship

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	18	10.6
Low positive impact (short term positive impact)	71	41.8
High positive impact (long term positive impact)	81	47.6
Total	170	100.0

9) Respect for diversity

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	4	2.4
Low positive impact (short term positive impact)	38	22.4
High positive impact (long term positive impact)	128	75.3
Total	170	100.0

10) Expression of creativity

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	14	8.2
Low positive impact (short term positive impact)	62	36.5
High positive impact (long term positive impact)	94	55.3
Total	170	100.0

11) Development of computer skills (ICT skills)

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	34	20.0
Low positive impact (short term positive impact)	65	38.2
High positive impact (long term positive impact)	71	41.8
Total	170	100.0

12) Awareness and use of learning strategies

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	59	34.7
Low positive impact (short term positive impact)	66	38.8
High positive impact (long term positive impact)	45	26.5
Total	170	100.0

13) Development of entrepreneurial skills and self-initiative

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	1	0.6
No impact	48	28.2
Low positive impact (short term positive impact)	69	40.6
High positive impact (long term positive impact)	52	30.6
Total	170	100.0

14) Cooperation skills

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	6	3.5
Low positive impact (short term positive impact)	65	38.2
High positive impact (long term positive impact)	99	58.2
Total	170	100.0

15) Wish for cooperation with peers in home country and abroad

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	3	1.8
Low positive impact (short term positive impact)	37	21.8
High positive impact (long term positive impact)	130	76.5
Total	170	100.0

16) Wish to acquire new knowledge

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	0	0.0
No impact	9	5.3
Low positive impact (short term positive impact)	56	32.9
High positive impact (long term positive impact)	105	61.8
Total	170	100.0

17) Critical thinking capacity

Project impact	Teachers	
	Number	Percentage
High negative impact (long term negative impact)	0	0.0
Low negative impact (short term negative impact)	1	0.6
No impact	17	10.0
Low positive impact (short term positive impact)	69	40.6
High positive impact (long term positive impact)	83	48.8
Total	170	100.0

Frequencies in the assessment of the impact of a specific variable on school work

(a) **High (long term) positive impact on:**

"SCHOOL WORK" VARIABLES	Headmasters	Teachers
Headmaster's support to teachers	74.2	68.2
Cooperation of teachers with the headmaster	71.1	49.4
Contact of teachers with foreign teachers	67.0	73.5
School's reputation in the environment	66.0	60.6
Exchange of pupils with partner schools	63.9	62.9
Contact of pupils with foreign pupils	63.9	64.1
Openness of the school towards the local and broader community	62.9	51.8
Headmaster's awareness of teachers' work	58.8	54.7
Excursions of pupils abroad	57.7	65.3
Staff dedication to common objectives	55.7	44.1
Staff foreign language communication skills	54.6	53.5
Culture of collegiality among staff	53.6	48.2
Work and coordination among teachers	53.6	52.9

(b) **Low (short term) positive impact on:**

"SCHOOL WORK" VARIABLES	Headmasters	Teachers
Provision of the compulsory programme at the school	49.5	49.4
Cooperation with Pupils' parents	48.5	48.8
Provision of additional activities for pupils	43.3	47.6

(c) Participation in the project(s) **had no impact** on school work – refers only to frequencies in a single variable:

Project(s) had no impact on school work

"SCHOOL WORK" VARIABLES	Headmasters	Teachers
Cooperation with other Slovenian schools	43.3	57.6

Frequencies in the assessment of impact on work and competencies of teachers

(a) High (long term) positive impact on teachers:

"WORK AND COMPETENCIES OF TEACHERS" VARIABLES	Headmasters	Teachers
Respect for different cultures	68.0	75.3
Teachers' organisational and leadership skills	52.6	62.9
Knowledge and understanding of education systems in partner countries	61.9	61.2
Enrichment of subject content	60.8	58.8
Cooperation and coordination of teachers (project work, inter-curricular links)	57.7	45.9
Implementation of inter-curricular links	56.7	46.5
Awareness of European cultural and moral values	45.4	56.5
Awareness of teachers of common European heritage	45.4	55.9
Relationship between teachers and pupils	54.6	53.5
Inclusion of own cultural heritage in teaching	49.5	53.5
Teachers' social competencies	51.5	48.8

(b) Low (short term) positive impact on teachers:

"WORK AND COMPETENCIES OF TEACHERS" VARIABLES	Headmasters	Teachers
Awareness about new forms and methods of teaching	55.7	44.7
Use of diverse teaching forms and methods	52.6	47.1
Use of cooperative learning in class	52.6	47.6
Motivation of teachers for introduction of change and new methods in teaching	48.5	51.8
Knowledge of foreign education environments	47.4	50.6
Use of new learning tools and resources	38.1	50.6

(c) Participation in the project(s) **had no impact** on teachers' work:

"WORK AND COMPETENCIES OF TEACHERS" VARIABLES	Headmasters	Teachers
Ability of teachers to teach special needs pupils	53.6	64.1

Frequencies in the assessment of impact on pupils

(a) High (long term) positive impact:

"COMPETENCIES AND ORIENTATION OF PUPILS" VARIABLES	Teachers
Self-confidence when using and/or talking in a foreign language	79.4
Awareness and knowledge of different cultures	78.8
Wish for cooperation with peers in home country and abroad	76.5
Respect for diversity	75.3
Interest in other European countries and their culture	74.7
Motivation for foreign language learning	72.9
Pupils' awareness of linguistic diversity in Europe	70.0
Foreign language skills	65.3
Wish to acquire new knowledge	61.8
Cooperation skills	58.2
Expression of creativity	55.3
Critical thinking capacity	48.8
Formation of a European identity and citizenship	47.6
Development of computer skills	41.8

(b) Low (short term) positive impact:

"COMPETENCIES AND ORIENTATION OF PUPILS" VARIABLES	Teachers
Development of entrepreneurial skills and self-initiative	40.6
Awareness and use of learning strategies	38.8

(c) Project(s) had no impact:

"COMPETENCIES AND ORIENTATION OF PUPILS" VARIABLES	Teachers
Communication skills in mother tongue	41.2

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Lifelong Learning Programme

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