



Study on the Effects and Perceived Impact of Erasmus+ Staff Mobility in School Education

Research report
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Executive summary

Satisfaction with learning mobility among survey participants **is very high**: 99% of respondents are satisfied with learning mobility, and hardly any negative experiences are reported.

The development of competences resulting from mobility is wide-ranging, particularly in terms of improving teaching. The perceived impact is often reflected in the adoption of specific working practices, guidance materials and methodologies. Learning mobility also strongly supports a learner-centred approach, as well as competences related to cultural diversity and communication in foreign languages. However, competences in more specific areas (e.g. assessment, digital content creation) develop at a more uneven pace.

The most visible changes following learning mobility include increased motivation and the adoption of new practices, particularly in teaching. Systemic changes initiated by learning mobility participants to foster innovation across educational institutions are less common.

At the level of the educational institution as a whole, the impact is most clearly perceived through a stronger international focus, an increase in external cooperation and a rise in peer learning. Dissemination activities, acting on ideas gained, and changes at management level are less visible among staff who have not participated in learning mobility. This suggests that the impact of management and development activities does not always reach the entire staff.

Based on the interviews, the impact of learning mobility at the level of the educational institution is strongest where participation in learning mobility is linked to strategic objectives and where the knowledge and experience gained are disseminated and utilised systematically and visibly throughout the institution. Implementing innovations across educational institutions therefore requires additional conditions: time, support from management, a clear plan for follow-up activities, and appropriate dissemination formats.

Achieving an impact at a broader (sectoral) level depends on the extent to which educational institutions (including educational leaders) consciously collaborate and share the practices acquired during learning mobility with external stakeholders. In many cases, learning mobility helps to create and strengthen links that extend beyond the organisation (networks, projects, partners). Furthermore, the wider impact of learning mobility on education policy and the enhanced image of the Estonian education system in other countries are recognised. Overall, however, it is found that the majority of the impact of learning mobility is primarily reflected in the work of those who have participated in learning mobility and their colleagues with learners, as well as in changes at the level of the educational institution.



The dissemination of experiences and outcomes from learning mobility is widespread and, for the most part, functions at least at a basic level. At the same time, more practical forms of dissemination that have the potential to amplify the impact (e.g. training sessions, launching innovation initiatives) are clearly used less frequently. Participants highlight a lack of time as the most significant constraint on more systematic dissemination activities.

Most participants feel that **learning mobility is valued within their organisation and that management takes a supportive stance towards its implementation**. It is also recognised that attention is paid to sharing the outcomes of learning mobility and applying what has been learnt. Staff who have not participated in learning mobility are more hesitant on these issues, suggesting that the organisation of learning mobility, follow-up activities and its impact are not always equally visible to the entire workforce.

Just over a third of participants have experienced **blended mobility** (i.e. learning mobility where part of the learning takes place online, virtually, in a web-based environment, etc., either before or after the physical mobility), and they generally consider it relevant and supportive of the mobility experience. Blended mobility works best when it is purpose-driven (e.g. preparation for the mobility, subsequent reflection with the partner organisation). A large proportion of participants without experience of blended mobility do not consider it necessary, but a small number are nevertheless able to give examples of situations where they felt the virtual component was lacking.

Erasmus accreditation in school education supports the continuity and systematic nature of learning mobility and reduces the uncertainty arising from project-based organisation. Obtaining accreditation makes the role of the mobility coordinator and internal organisational arrangements (including planning, involving participants and selecting focus areas) even more important. However, in institutions that are not yet accredited, achieving this is perceived as complex, and support is sought for the application process.

Learning mobility **is generally recognised officially as professional development**. Many staff consider this important; however, practices regarding the recognition of learning mobility vary greatly, and in some cases it is regarded as an unnecessary formality.

The continuation of learning mobility within the institution is considered very important. Both staff who have participated in learning mobility and those who have not generally express a supportive attitude, and there is a strong desire among non-participants to take part. According to non-participants, support from colleagues for this is also generally available.

The main barriers cited by non-participants relate to uncertainty about their foreign language skills, a lack of readiness and confidence, and difficulty in finding a suitable professional development opportunity. A lack of general information on learning mobility or insufficient support within the institution is not usually perceived as a barrier. At the same time, a quarter



of non-participants do not wish to take part in learning mobility in the future, and some of them state that not participating in learning mobility is a conscious choice.

Those taking part in learning mobility for the first time consider it important to overcome various barriers through targeted support (e.g. encouragement, mentoring) and well-planned work arrangements (including organising cover). In this regard, motivation is boosted above all by a colleague's first-hand experience and by the opportunity to go abroad with at least one colleague.



Introduction

The main objectives of the Erasmus+ mobility for staff¹ in school education are to strengthen the European dimension of teaching and learning, improve the quality of teaching and learning, and contribute to the creation of a European Education Area.

In school education, schools and other organisations active in the sector have **two options for applying for funding**.

1. Short-term projects for mobility of pupils and staff enable a variety of learning mobility activities to be organised over a period of 6–18 months and are particularly suitable for organisations applying to the Erasmus+ programme for the first time or wishing to carry out only a limited number of activities.
2. Accredited projects for mobility of pupils and staff are intended for organisations holding Erasmus accreditation in the field of school education. This funding stream enables organisations with Erasmus accreditation to receive regular funding for mobility activities. These activities are used to gradually implement an Erasmus Plan based on the organisation's development needs. Any organisation wishing to organise learning mobility activities on a consistent and systematic basis may apply for Erasmus accreditation; prior participation in the programme is not required.

Furthermore, organisations can **participate in the programme without submitting an application themselves**, by joining an existing Erasmus+ mobility consortium led by an accredited consortium coordinator. Another option is to participate by hosting learners and staff from partner organisations in another country. Acting as a host organisation provides valuable experience and offers a good opportunity to build partnerships and familiarise oneself with the programme in more detail before submitting an application.

Between 2021 and 2025, there were 4,900 staff mobilities in school education, and following the easing of the impact of the COVID-19 pandemic, the number of staff mobilities has increased significantly. Whilst 247 staff mobilities from Estonian school education institutions to foreign countries took place in 2021, the figures rose to 1,037 in 2022, 1,372 in 2023, 1,017 in 2024 and 1,227 in 2025.

¹ Erasmus+ Programme Guide (Version 2: February 2025): <https://erasmus-plus.ec.europa.eu/resources-and-tools/documents-and-guidelines/erasmus-programme-guide-2025-version-2>



In terms of specific activities, in 2025, 739 staff members participated in job shadowing in school education, 487 participated in courses and training, and one staff member carried out a teaching assignment abroad.

The most recent comprehensive study on the results and impact of Erasmus+ learning mobility in school education was carried out in 2019. It was now important to conduct such a study for the current programme period and to examine the perceived impact of learning mobility more broadly. For this reason, the Erasmus+ and European Solidarity Corps Agency commissioned a study in 2025–2026 entitled 'The Effects and Perceived Impact of Erasmus+ Staff Mobility in School Education, Vocational Education and Training, and Higher Education'. As part of this, school education institutions and individuals who had participated in staff mobility were also surveyed.

Research questions formulated in line with the objective:

1. What is the level of satisfaction among staff with learning mobility?
2. How does Erasmus+ learning mobility support the development of staff's professional and key competences (including digital skills)?
3. What changes have staff implemented in their day-to-day work (including teachers in their teaching practice) as a result of participating in learning mobility?
4. What is the perceived impact of learning mobility at institutional level?
5. What is the perceived impact of learning mobility on the sector more broadly?
6. What are the factors within the educational institution that influence the manifestation of the impact of learning mobility?
7. What is the attitude of staff in school education institutions towards learning mobility?
8. How is blended mobility implemented in staff mobility, and what is its perceived relevance?
9. What are the practices regarding the recognition of learning mobility in school education institutions?
10. What is the scope of activities to disseminate the results of learning mobility in school education institutions?
11. What changes does Erasmus accreditation in the field of school education bring to educational institutions?
12. What are the factors hindering staff's participation in learning mobility, and how might these be overcome?



Research methodology

The study adopted both quantitative and qualitative approaches to the research topic.

Survey

Data were collected using an online questionnaire. Its content was tailored to respondents with different experiences and profiles, i.e. staff who had and had not participated in learning mobility, pedagogical and non-pedagogical staff who had participated in learning mobility, and staff at pre-school and general education institutions.

The questionnaire covered nine main topics:

1. satisfaction with learning mobility,
2. competences developed as a result of learning mobility,
3. changes in work resulting from learning mobility,
4. the impact of learning mobility at institutional level,
5. the value placed on learning mobility in educational institutions,
6. blended mobility,
7. recognition of learning mobility,
8. dissemination of the results of learning mobility,
9. factors hindering participation in learning mobility.

For staff who had participated in learning mobility, the study examined the development of both professional and pedagogical competences, as well as selected key competences (digital, multilingual and cultural competences). Staff who took part in the survey described the changes made to their work as a result of learning mobility. They also provided a quantitative assessment of the implementation of the listed expected changes within their educational institution, in line with the objectives of the key action. The dissemination activities carried out and their adequacy were also assessed. In addition, staff assessed the value placed on learning mobility within their educational institutions and its recognition as professional development. Staff who had participated in blended mobility assessed its relevance.

Staff who had not participated in learning mobility assessed the factors that had prevented their participation. Furthermore, like the participants, they assessed the value placed on learning mobility and its expected impact on their own educational institution. The survey also identified the types of dissemination activities in which they had participated and sought their assessment of the adequacy of these activities.



The questionnaire was sent to all school education institutions that had received funding for at least two learning mobility projects between 2021 and 2024. The sample included both institutions implementing short-term projects for mobility and accredited institutions, with a total of 87 institutions. The commissioning body forwarded the link to the questionnaire to the mobility coordinators at each institution, who in turn shared it with their staff. Responses were collected between 12 May and 6 June 2025.

A total of 472 people began the survey. Of these, 325 had participated in learning mobility and 147 had not. Of those who began the survey, 353 completed the questionnaire in full. The average completion rate for the survey was therefore 75% (including 78% among those who had participated in learning mobility and 67% among those who had not). In agreement with the client, the analysis took into account all questionnaires that had been started and contained substantive responses. The number of respondents varied across the questions, as the number of respondents usually decreased with each subsequent question.

The questionnaire contained different types of questions: scale-based, multiple-choice and open-ended questions. For scale-based questions, the Likert scale was mostly used: 1 – completely disagree, 2 – rather disagree, 3 – neither agree nor disagree, 4 – rather agree, 5 – completely agree. In terms of the scale used, a distinction was made between questions assessing overall satisfaction with staff mobility and those concerning the importance of continuing staff mobility.

Satisfaction with learning mobility was assessed using the following response options: very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied and very dissatisfied. The question regarding the importance of continuing learning mobility could be answered using the following options: very important, rather important, rather not important, and not important. Descriptive statistics were used in the analysis of the results, and for scaled questions, the results were expressed as the proportion of positive responses (response options 4 and 5).

For open-ended questions, an inductive approach and a three-stage thematic analysis were used in the data analysis. First, meaningful segments of text were identified and grouped into codes based on their content; the codes were then categorised into broader themes.

Interviews

The qualitative part of the study examined the role and broader impact of learning mobility in school education, as well as the dissemination of experiences and outcomes gained from learning mobility, differences between accreditation and project-based approaches, the planning of learning mobility and the selection of participants, barriers to participation and ways of overcoming them, and opportunities for amplifying the impact of learning mobility within educational institutions.



Semi-structured interviews took place between 14 October 2025 and 13 January 2026. Participants were identified through contacts provided by the client, with an emphasis on diversity in participant profiles (including types of institutions and experience of learning mobility).

Four group interviews were attended by representatives of pre-schools, mobility coordinators from schools implementing short-term projects for mobility, heads of accredited schools and representatives of school heads' associations. Two semi-structured individual interviews were conducted with education leaders – a pre-school head and a general education school leader. A total of 16 people from 16 institutions took part in the interviews (including three associations of school leaders, in addition to the educational institutions themselves).

The analysis of the qualitative section was based on summaries derived from the transcripts of the interviews and focus groups, and the responses were grouped under key themes according to the research questions. The analysis compared the perspectives of different target groups to highlight recurring patterns and differences between groups in how they described the role and impact of learning mobility, the dissemination of experiences gained, the selection of participants, the main obstacles, and opportunities to enhance the impact of learning mobility.



Respondents' background

A total of 325 staff members who had participated in learning mobility and 147 who had not participated began responding to the survey. Of these, 310 staff members who had taken part in learning mobility provided substantive responses. Figure 1 shows the distribution of **staff who had participated in learning mobility** into pedagogical and non-pedagogical staff.

Among those who had participated in learning mobility, 90% (i.e. 278 people) were pedagogical staff and 10% (i.e. 32 people) were non-pedagogical staff.

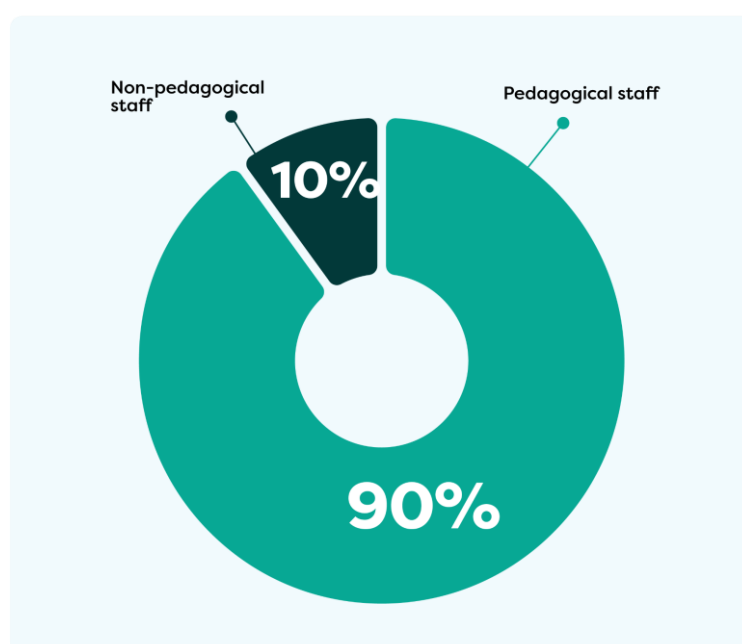


Figure 1. Proportion of learning mobility participants by staff category (pedagogical and non-pedagogical staff) (n = 310)

Among non-pedagogical staff, the largest groups were school heads and development managers, followed by representatives of other roles (e.g. extracurricular activities coordinator or activities leader, psychologist, social pedagogical counsellor, project manager, development specialist, information manager).

Of those who did not take part in learning mobility, 85% were pedagogical staff and 15% were non-pedagogical staff.

Distribution of staff who participated in and did not participate in learning mobility by length of service



The distribution of length of service among staff who have participated in learning mobility is fairly even, but the largest proportion of them (35%) have been in their position for 5–15 years (see Figure 2). In comparison, among staff who have not participated in learning mobility, there are more who have either very short lengths of service (less than 5 years, 37%) or very long lengths of service (more than 25 years, also 37%).

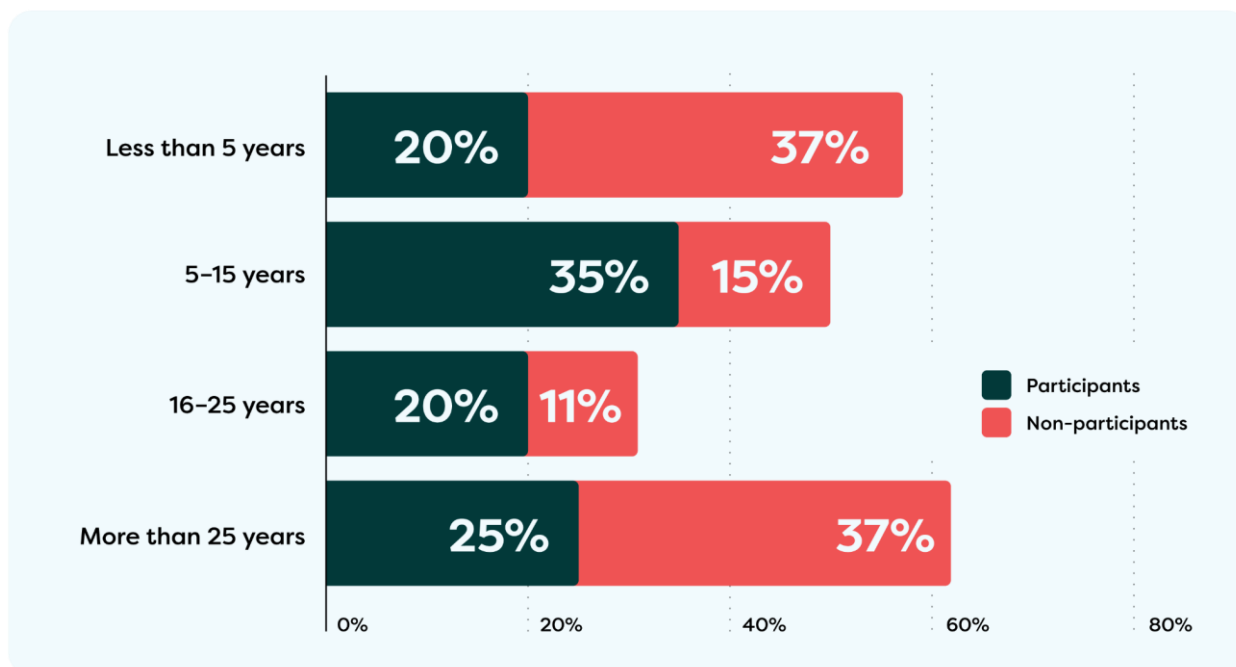


Figure 2. Distribution of employees who have participated in learning mobility (n = 310) and those who have not (n = 139) by length of service

There are significantly fewer employees with an average length of service (5–15 years) among those who did not participate (15%), which may indicate that it is precisely those employees in the middle range of length of service who participate most actively in learning mobility. The proportion of employees with longer length of service (16–25 years) is smaller in both groups, but still somewhat higher among participants (20% vs. 11%).

Staff who have and have not participated in learning mobility, by type of institution

Figure 3 shows the distribution of learning mobility participants across pre-schools and general education schools. Of those who took part in learning mobility, the majority work in general education schools (86%; 241 people) and 14% in pre-schools (i.e. 40 people).



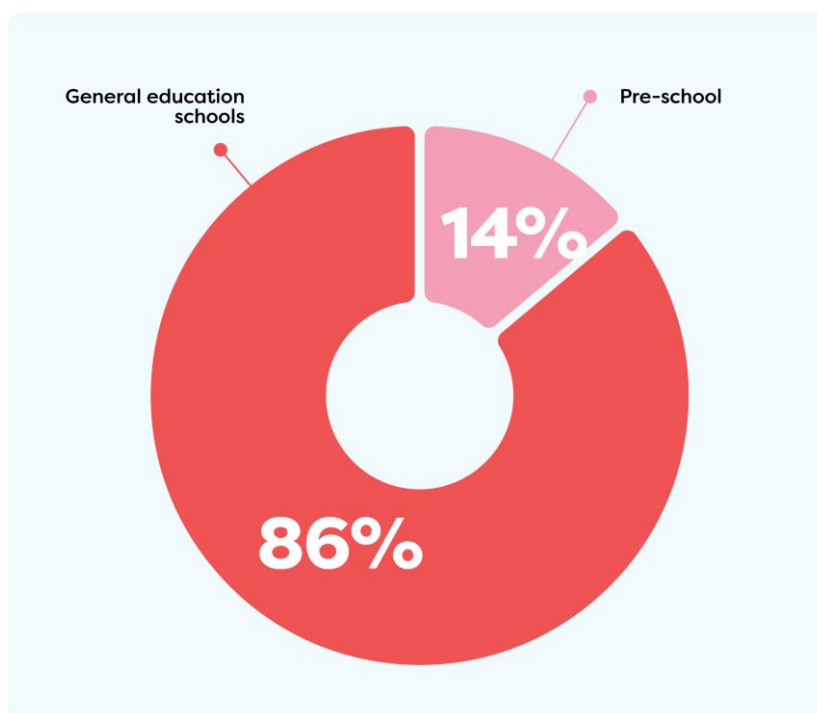


Figure 3. Proportion of respondents who have participated in learning mobility, by whether they work in pre-school or general education schools (n = 281)

Among those who had not participated in learning mobility, the proportion of staff working in general education schools is similar (93%; i.e. 134 people); the same applies to pre-school institutions (7%). As the absolute number of pre-school staff who did not participate in learning mobility and who responded to the survey is very small (i.e. 10 people), they are not treated as a separate segment in the rest of the report.

Distribution of staff who have and have not participated in learning mobility by institution size

Of the pre-school staff who have participated in learning mobility, 75% work in settings with 200–399 children, and 25% in settings with 100–199 children. Among those who have not participated, the corresponding figures are 80% and 20%. Consequently, it was mainly staff from larger pre-school institutions who responded to the survey.

Educational staff at general education schools who have taken part in learning mobility work mainly in schools of similar size. 23% work in schools with up to 199 students, 21% in schools with at least 1000 students, 20% in schools with 600–999 students, and 18% in schools with both 200–399 and 400–599 students. Of those who have not participated in learning mobility, 28% work in schools with between 200 and 399 pupils and between 600 and 999 pupils. 19% work in schools with up to 199 pupils, 15% in schools with at least 1,000 pupils, and 10% in schools with between 400 and 599 pupils.



Distribution of pedagogical staff in general education schools who have participated in learning mobility by subject area (Figure 4)

The largest proportion (22%) of pedagogical staff who took part in learning mobility taught multiple subject areas, followed by 21% of respondents who stated that they teach a foreign language. Employees who selected the 'Other' option taught, for example, career guidance, music and speech therapy.



Figure 4. Distribution of pedagogical staff at general education schools who took part in learning mobility by subject area (n = 236)

Pedagogical staff at general education schools who did not take part in learning mobility were not asked about the subject area they teach.

Frequency of participation in learning mobility

The majority of respondents have taken part in learning mobility 2–5 times over the last four years (56%), whilst 40% of respondents have taken part once. Among the respondents, 3% took part more than four years ago. Very few have taken part more than five times – only 1% of respondents have done so 6–10 times, and no one has taken part more than ten times. Thus, 61% of those who have taken part in learning mobility are repeat participants; in other words, once they have taken part once, they tend to do so again.

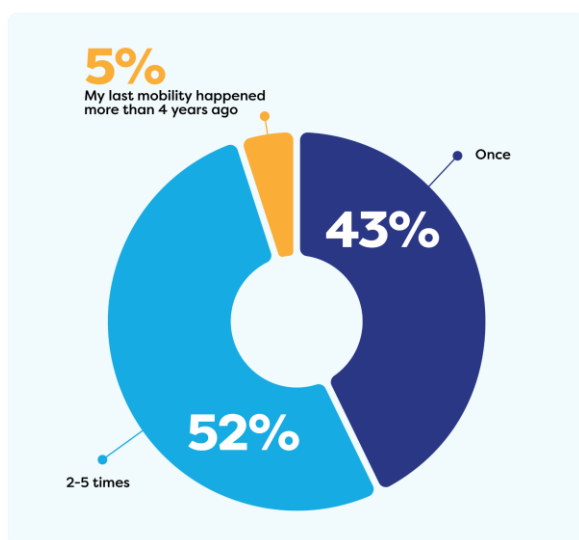


Figure 5. Frequency of participation in learning mobility among pre-school staff (n = 44)

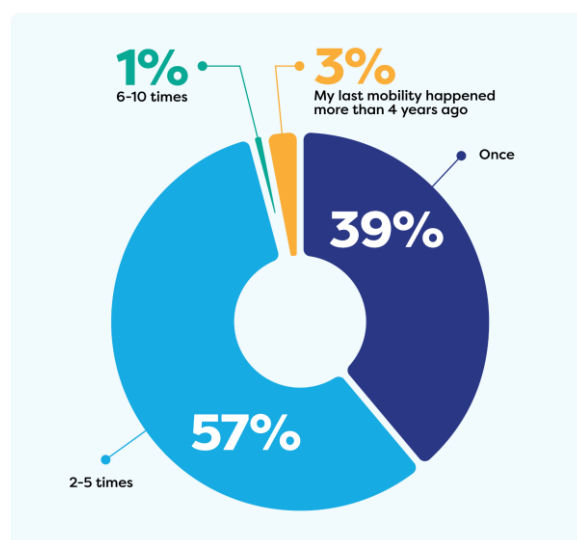


Figure 6. Frequency of participation in learning mobility among general education staff (n = 269)

The distribution is similar across sectors: among staff in pre-school education (see Figure 5) and general education (see Figure 6), the most common frequency of participation in learning mobility is 2–5 times (52% and 57% respectively), whilst 43% of pre-school staff and 39% of general staff have taken part once.

Timing of staff's most recent learning mobility

The majority of respondents (59%) last took part in staff mobility less than a year ago, a third (33%) did so one to two years ago, and a smaller proportion (8%) more than two years ago.

The results vary somewhat across educational levels: almost all pre-school staff took part in a learning mobility within the last year (95%, see Figure 7), whilst 57% of general staff did so. Over a third (33%) took part one to two years ago, and 10% more than two years ago (see Figure 8).



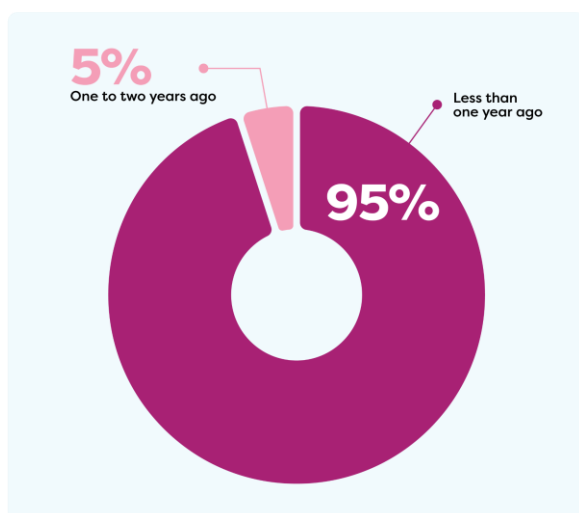


Figure 7. Timing of the most recent learning mobility among pre-school staff (n = 44)

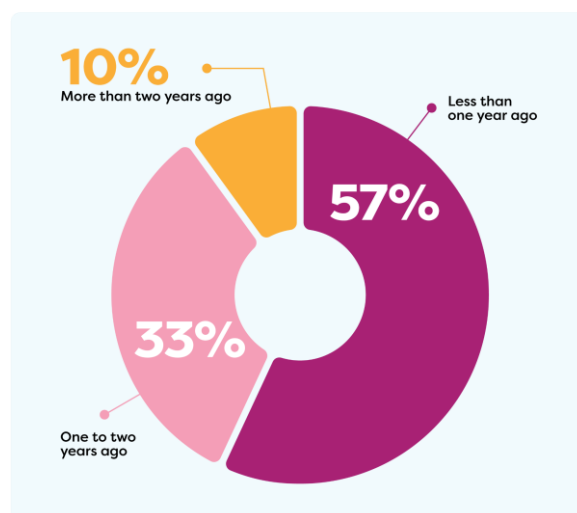


Figure 8. Timing of the most recent learning mobility for general education staff (n = 260)

Distribution of learning mobility by type of activity

Of the staff who have participated in learning mobility, 69% have taken part in courses and training, 51% in job shadowing and only *around* 1% in teaching (some have participated in more than one type of activity). There are significant differences between the staff groups:

- pre-school educators have participated equally in courses or training and job shadowing (including 20% of respondents in both); nearly three-quarters of general education teachers have participated in courses or training, whilst 45% have taken part in job shadowing;
- non-pedagogical staff in general education have taken part in job shadowing exactly twice as often as in courses or training (86% vs. 43%, with 20% of respondents having participated in both).

Thus, participation in courses and training is more prevalent among general education teachers, whilst job shadowing is more common among non-pedagogical staff.

Level of foreign language proficiency

Staff who had taken part in learning mobility assessed their proficiency in the foreign language most frequently used during their mobility at three levels: beginner (A1, A2), independent (B1, B2) and proficient (C1, C2) language users.



More than half of the respondents (51%) are at B1 or B2 level, with the remainder distributed fairly evenly across the other levels. This shows that a significant proportion (23%) of those who took part in learning mobility are at beginner level.



Results of the research

General satisfaction with learning mobility

General satisfaction with learning mobility was very high: 99% of respondents were either 'satisfied' or 'very satisfied' (including 79% of participants who were 'very satisfied').

Pre-school pedagogical staff and non-pedagogical staff in general education rated the learning mobility more highly (i.e. 95% and 82% respectively selected 'very satisfied') compared with pedagogical staff in general education and non-pedagogical staff in pre-school education (in both categories, approximately 75% selected 'very satisfied'). When interpreting the results, however, it should be borne in mind that the number of respondents among non-pedagogical staff in both general and pre-school education was very small.

There were no significant differences in satisfaction ratings between repeat participants and those taking part in learning mobility for the first time.

Development of competences

Key competences

Both pedagogical and non-pedagogical staff **highly valued the development of skills relating to both foreign language proficiency and cultural diversity** – for all statements, at least 77% of : respondents either rather or completely agreed that their skills had developed (see Figure 9). There are no significant differences between the various groups.



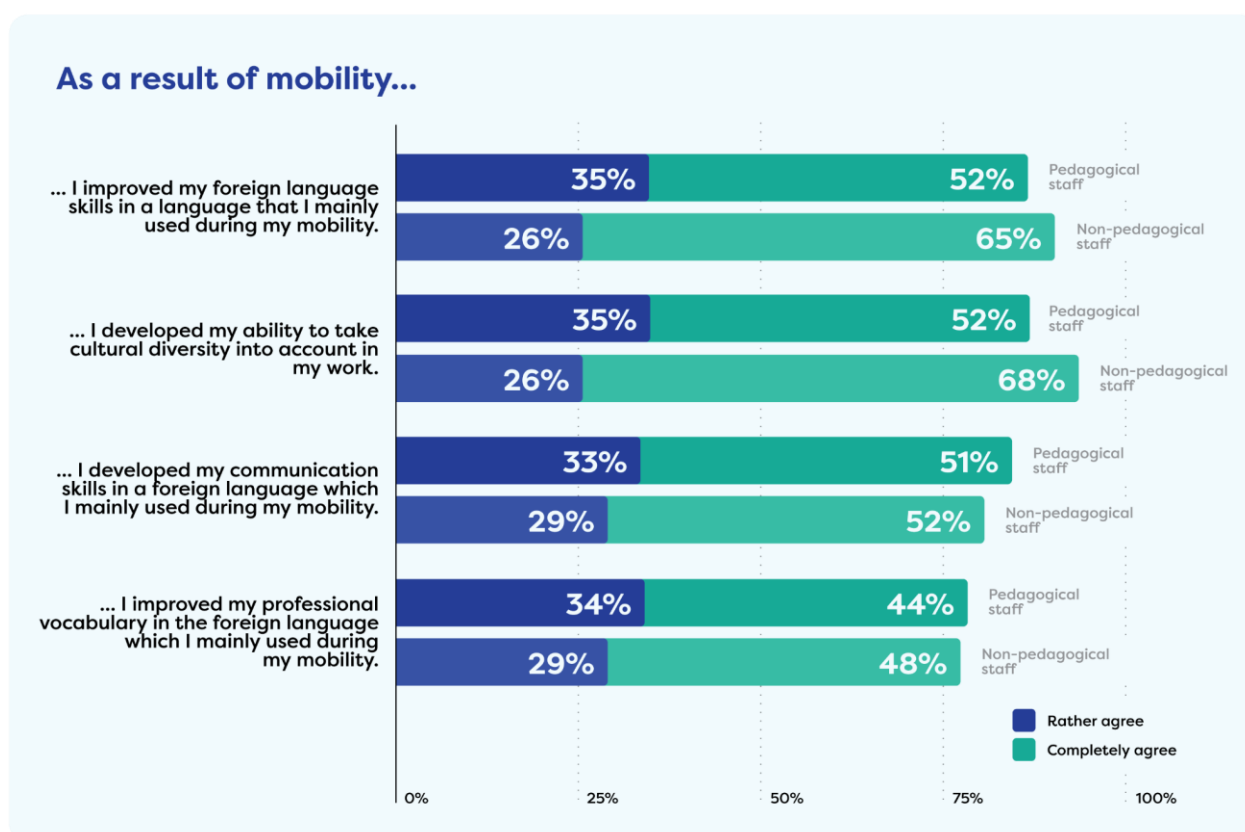


Figure 9. Assessments by pedagogical staff (n = 245) and non-pedagogical staff (n = 31) of the impact of learning mobility on the development of foreign language skills and the ability to take cultural diversity into account

The development of digital skills was assessed by those respondents (33% of all participants in learning mobility; 92 people) for whom the development of digital competences was among the learning outcomes of their learning mobility. The development of digital skills as a result of learning mobility was rated highly by both pedagogical and non-pedagogical staff. The assessments of pedagogical staff are presented in more detail in Figure 10. As there were only 5 non-pedagogical staff among the respondents, no overview was provided for this group.



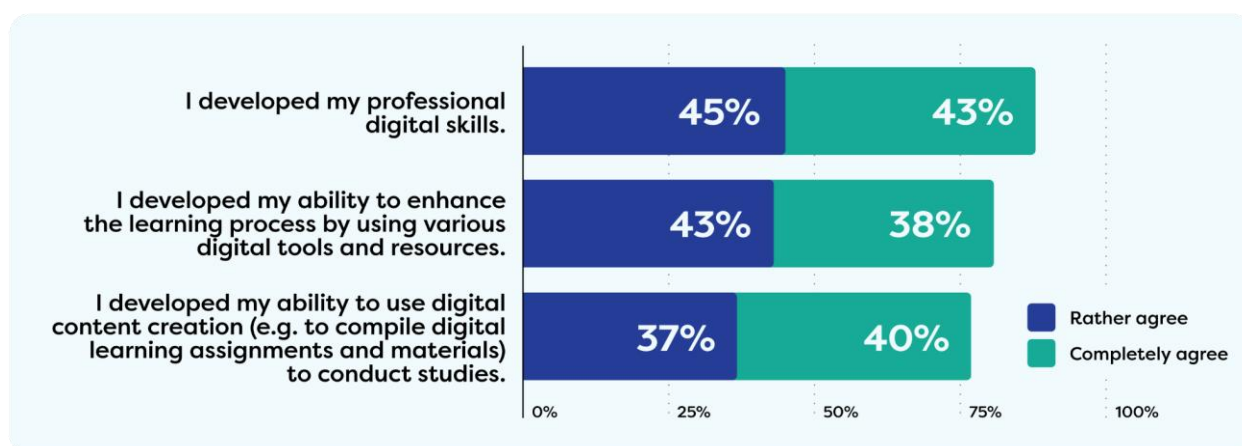


Figure 10. Pedagogical staff's assessments of the impact of learning mobility on the development of digital skills (n = 87)

The responses described the use of both artificial intelligence (e.g. ChatGPT, Gamma, Twee, Magic AI) and new web platforms (e.g. Padlet, Canva, Goosechase, Edpuzzle).

'I have started using artificial intelligence (e.g. ChatGPT) more when creating worksheets, reading texts and lesson activities. This has helped me to create flexible and up-to-date materials that match my pupils' interests more quickly, making teaching more effective and interesting.' – a general education teacher who responded to the questionnaire

'I have developed my skills in the digital world. I make greater use of online resources and AI when creating materials.' – a general education teacher who responded to the questionnaire

Those who were unable to develop all their digital skills as much as they would have liked during the learning mobility cited various reasons. For example, developing digital competences was often not the main objective of the training, but rather one aspect among others (such as project-based learning and methodology). Many participants had already rated their digital skills as above average, meaning that the level of the course did not offer sufficient scope for development. Furthermore, there was often too little time allocated to the activities, and the digital resources available on site were limited or inadequate; technical difficulties were also encountered. Some noted that, in some destination countries, the digital solutions offered during the learning mobility were not significantly more advanced than those used in Estonia.

'The average digital skills of the teachers taking part in the training were often weak, and the trainer tended to base the sessions on this. I often had to wait and find other activities to do myself, as using AI is not entirely new to me. Unfortunately, several exciting platforms went untried due to the slower pace of the other participants.' – a teacher in general education who responded to the questionnaire



'The training or learning mobility was not solely aimed at developing digital skills, but also included the development of digital skills as one aspect among other competences.' – a teacher in pre-school education who responded to the questionnaire

Professional competences

Pedagogical staff who had participated in learning mobility assessed the development of their professional competences as a result of the mobility on a five-point scale, based on 11 statements. Figure 11 shows the proportion of positive responses (i.e. response options 5 – 'I completely agree' and 4 – 'I rather agree') among pre-school staff. The ratings were predominantly very high: even for the skills identified as the least developed among the respondents as a whole, over 70% of respondents reported that they had developed these skills, according to their own assessment.

As a result of the learning mobility, pre-school pedagogical staff rated highly (92%) the enhancement of their pedagogical skills and knowledge, their increased ability to support learners' motivation to learn, and their ability to recognise and take into account learners' diverse interests, abilities and needs, as well as their ability to create a safe environment for learners. The least developed skill was guiding learners towards self-reflection (69%).

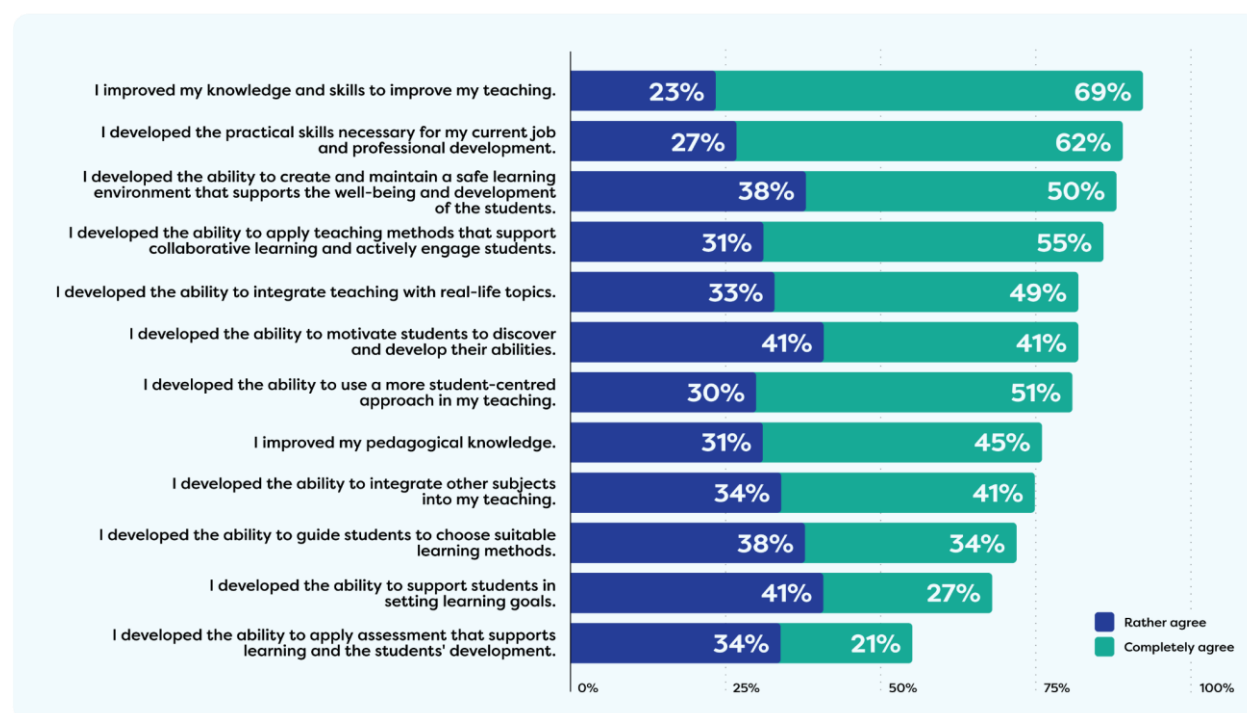


Figure 11. Pre-school staff's assessments of the impact of learning mobility on the development of professional competences (n = 36)

Pedagogical staff in general education schools also gave very positive assessments of the changes in their professional competences resulting from learning mobility. The highest ratings were given to improvements in pedagogical skills and knowledge, an increase in the practical professional skills required for the job, the creation of a safe environment, and the use of teaching methods that support collaborative learning and engage learners (Figure 12). The most modest progress was seen in the use of assessment that supports learning and learner development (55%).

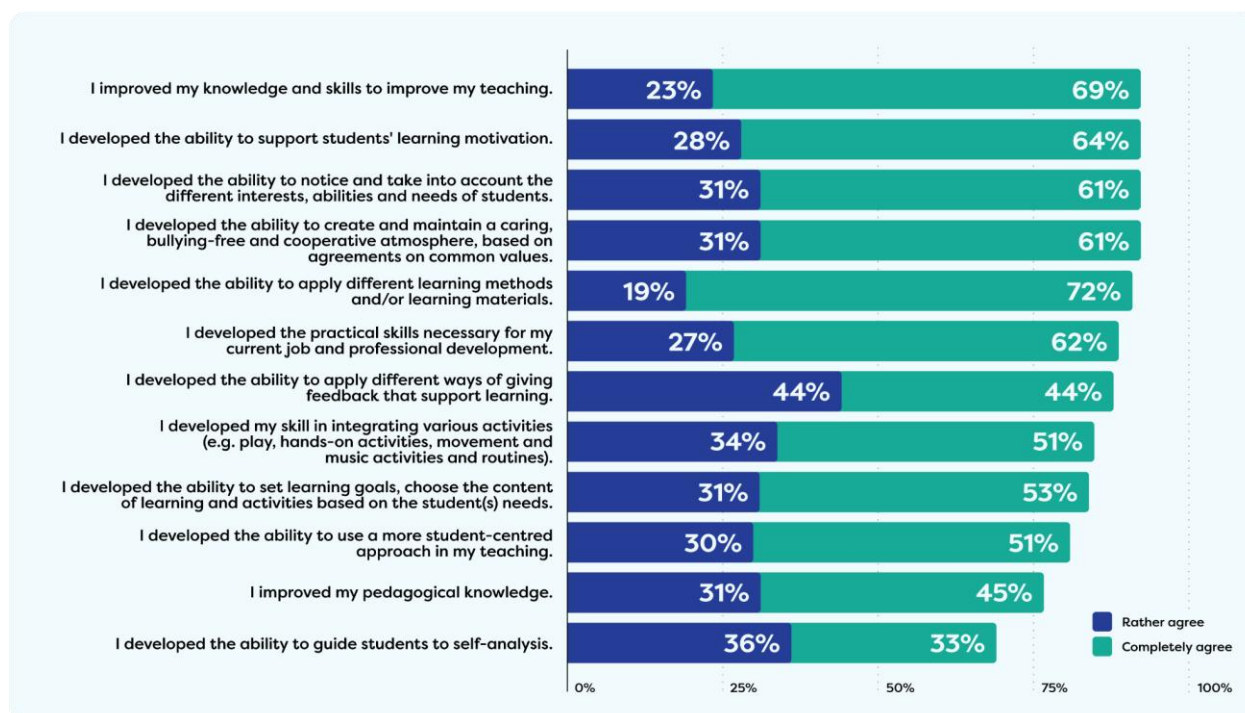


Figure 12. General education school pedagogical staff's assessments of the impact of learning mobility on the development of professional competences (n = 210)

'As a result of the Erasmus training, I have learnt to carry out exercises in awareness and self-management, as well as in managing group dynamics. I learnt new techniques for working with children with special needs in art lessons, and how to use techniques and approaches specific to art therapy.' – a general education pedagogical staff member who responded to the questionnaire

Non-pedagogical staff respondents rated the advancement of their professional skills as a result of the learning mobility highly, giving an assessment of 80% or more. In particular, they valued the opportunity to gain ideas for implementing innovations, to develop practical skills and to expand their knowledge, all of which support more effective day-to-day work (Figure 13).



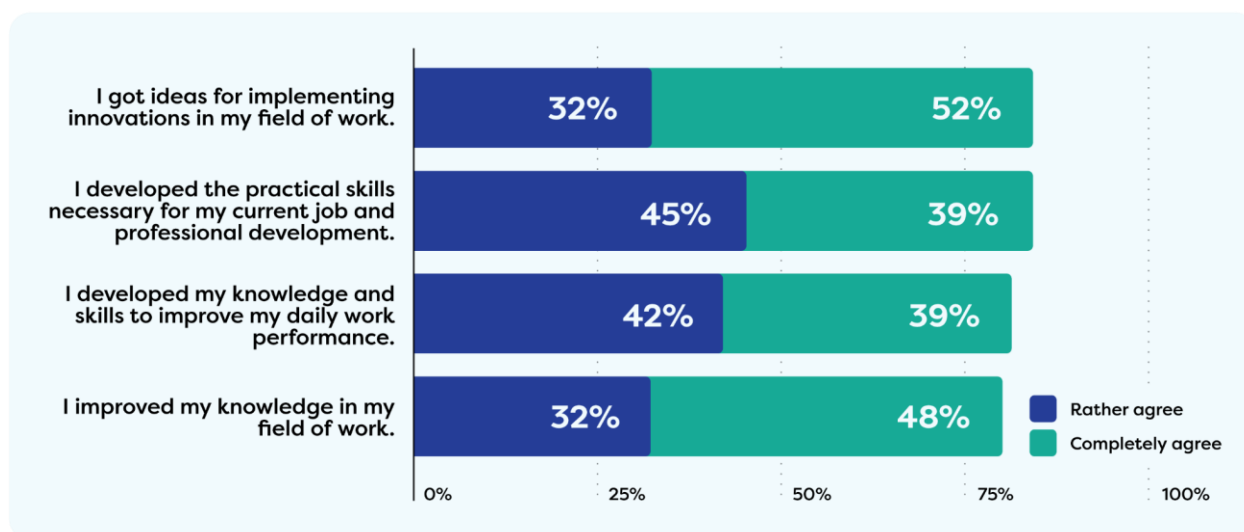


Figure 13. Non-pedagogical staff's assessments of the impact of learning mobility on the development of professional competences (n = 31)

'The ideas I've gathered from learning mobility have enabled me to develop STEAM projects at school and to introduce ideas for organising cross-curricular integration projects and optional subjects in lower secondary school. Learning mobility has also given rise to group-based learning mobility for pupils.' – a non-pedagogical staff member at a general education school who responded to the questionnaire

Focus group interviews revealed further examples of the professional changes that learning mobility has brought about in different types of institutions.

New practices in pedagogical documentation are becoming widespread in pre-schools: in one pre-school, a comprehensive set of guidelines was drawn up, based on a learning mobility, to support staff in their documentation work. In the field of outdoor learning and nature-based pedagogy, a shift in mindset is evident – teachers have learnt to make more conscious use of the outdoor environment and to create space for children using natural materials, thereby reducing the proportion of toys. Kindergarten staff have also mentioned that reflection has become a habit in their work, rather than a sort of 'bonus'.

'During the learning mobility, we realised that it isn't always necessary to rush. For example, whilst job-shadowing in Spain, it struck me how calmly and unhurriedly they approached a single game or activity, compared to our usual pace. On returning, we shared this experience and noted how calm the children there were. That stuck in my mind particularly vividly.' – a pre-school teacher who took part in the interview

In special schools, learning mobility is particularly valuable, as university courses in Estonia offer little training in teaching methods for children with severe and profound disabilities. Job



shadowing in similar schools in other countries has provided practical methods that cannot be acquired in any other way. They have also provided an insight into how cooperation between the education, social care and healthcare sectors is organised.

'We gained a more in-depth understanding of how the education, social services and healthcare sectors work together to support children with special needs. Ideas were also gathered from Finland on the organisation of staff training, and these experiences are being shared in Estonia wherever possible, including through engagement with decision-makers.' – a school leader who took part in the interview

Specific leadership skills have developed at leadership level: one school introduced short monthly development discussions with staff (lasting around 10 minutes), inspired by job shadowing. School leaders' associations have developed a mentoring system and formats for mutual dialogue-based mentoring, which have become a standard part of the school management system.

'Learning mobility has provided input for developing management and organisational culture, as well as cooperation (including the involvement of pupils and consideration of their views). For example, this has led to the establishment of pupil discussion groups in several schools. Schools have also expanded the role of development groups and subject areas, involving them more closely in management.' – a member of the school leaders' association who took part in the interview

Motivation and self-directed competences

Both pedagogical and non-pedagogical staff rated the increase in their motivation and the development of their self-directed competences similarly (see Figures 14 and 15 respectively). A very high proportion (84–93% of respondents) of staff rated the increase in their work motivation and adaptability, the continuous development of their work skills, and their confidence in their career choice very highly. A somewhat smaller proportion, but still nearly three-quarters of respondents, felt that the network supporting their work had expanded as a result of participating in learning mobility.



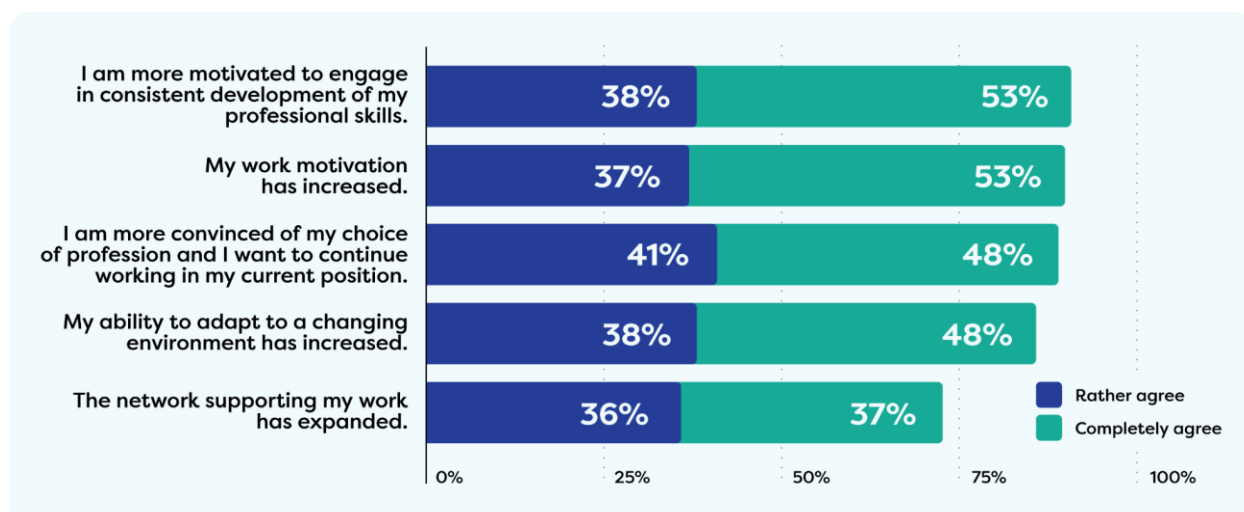


Figure 14. Pedagogical staff's assessments of the development of self-directed competences and increased motivation (n = 244)

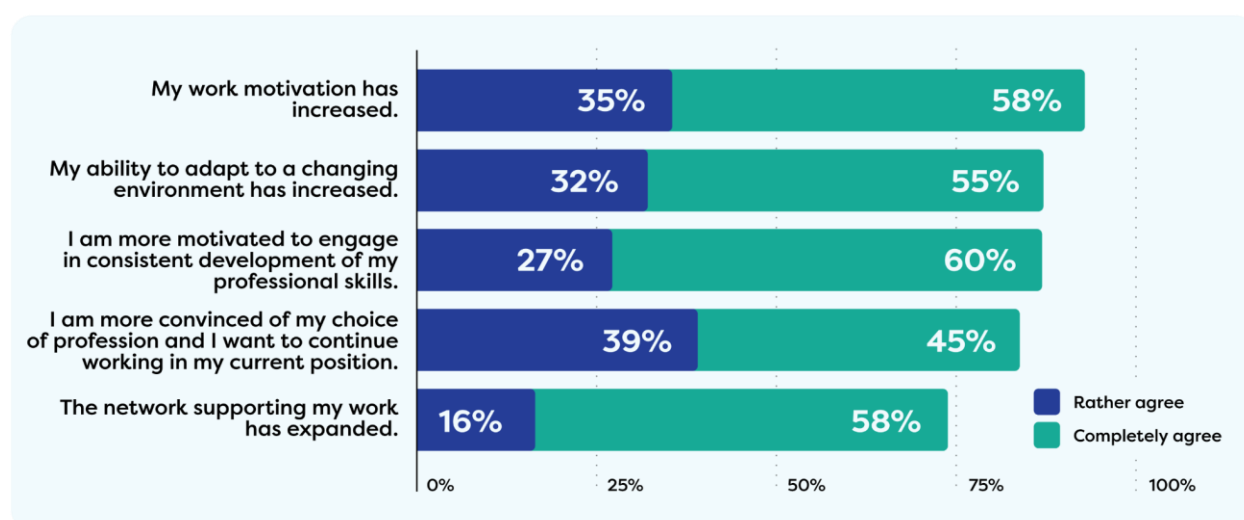


Figure 15. Non-pedagogical staff's assessments of the development of their self-directed competences and increased motivation (n = 31)

'It provides a huge boost to motivation and brings joy – it broadens one's horizons.' – a pedagogical staff member in general education who responded to the questionnaire

The interviews highlighted specific ways in which increased motivation has manifested itself in the behaviour of educational staff. One interview with a school head revealed that the return of teachers who had taken part in learning mobility brings a 'renewed sense of energy' to the school, which, according to the school head, is clearly noticeable – people are livelier, more curious and keen to try something new.



'It is a very motivating and inspiring experience. On returning, one realises that autonomy is of great value, and working and learning together provide a strong positive experience and confirmation that we, too, have a lot to offer.' – a member of the school heads' association who took part in the interview

It was also described how, based on the experiences of repeat participants, shared and, at the same time, humorous experiences emerged, which fostered a sense of team spirit. In the context of school leaders' associations, it was noted that the time spent together on learning mobilities strengthened the regional community of school leaders and fostered a willingness to discuss problems and share advice with one another.

'Cooperation, shared experiences and the daily exchange of views and impressions have created strong synergy and a common understanding. As a result, the quality of cooperation at the school leaders' level has improved significantly.' – a member of a school leaders' association who took part in the interview



Impact of learning mobility on teaching and work practices

Both pedagogical and non-pedagogical staff described in detail how participation in learning mobility has influenced their day-to-day work and brought about significant changes to it (Figure 16). The responses revealed that **learning mobility forms the basis for practical innovations** that create significant value both in teaching and for the organisation more broadly. The main changes in the two target groups are discussed below.



Figure 16. Changes in the work of pedagogical and non-pedagogical staff as a result of learning mobility

The responses from pedagogical staff revealed four main categories of impact: **teaching methodology and new approaches, digital solutions, a culture of collaboration, and the international dimension.**

Among teaching methodologies and approaches, the use of new approaches was highlighted. For example, a learner-centred approach, active learning, the time-travel method, differentiated teaching and new assessment methods (peer and self-assessment) were mentioned. In addition, international examples are used in their work.

'My learning mobilities have been linked to the time-travel method. I learnt how this method is used in different countries to solve various problems, what active learning methods are practised in this context, and what topics are discussed.' – a teacher in general education who responded to the questionnaire

'I have started to use the methodologies I have learnt systematically. For example, I actively use outdoor learning, which helps to link what is being learnt to real life and increases pupils' interest and engagement.' – a teacher in general education who responded to the questionnaire

'I have been conducting more outdoor teaching than before and have enriched classroom activities with games introduced during the learning mobility. I have adopted the teaching methods I observed during the learning mobility.' – a pre-school pedagogical staff member who responded to the questionnaire

With regard to digital solutions, pedagogical staff highlighted how they have started using AI-based tools, interactive platforms and VR devices. They explained how the learning mobility gave them the confidence to try out digital tools.

'Using new digital tools: I have started using digital tools in music lessons, such as Padlet for collaborative projects (e.g. pupils working together to create a music playlist or analysis), and Canva for creating visual presentations and posters (e.g. introducing different music styles).' – a teacher in general education who responded to the questionnaire

As a result of the learning mobility, it was noted that a culture of collaboration had developed. It was explained how, thanks to the mobility, collaboration between colleagues had increased and new formats for sharing experiences had emerged (Erasmus+ workshop days, in-house training sessions, demonstration lessons, job-shadowing programmes).

'As a result of the training, I have set up an initiative group at the pre-school following the learning mobility, which is leading the development of outdoor learning and has organised in-house training for colleagues.' – a pre-school education staff member who responded to the questionnaire



The international dimension was described in terms of establishing new partnerships, launching long-term collaborative projects and involving pupils in international activities.

'Thanks to my learning mobility, we launched a joint project with a German colleague whom I met through the programme.' – a teacher in general education who responded to the questionnaire

The responses from non-pedagogical staff revealed somewhat different priorities, although many themes overlapped with the views of pedagogical staff. Four main areas emerged from their responses: the development of organisational culture, systemic changes, the institution's external image and the international dimension.

With regard to the development of organisational culture, respondents mentioned how the team had become more cohesive and open, and how trust and support among colleagues had increased. Motivation to contribute to the school's development grew, and the working atmosphere improved.

'The school team is more cohesive and open; we trust and support one another.' – a non-pedagogical staff member in general education who responded to the questionnaire

'I have noticed that staff come back in a better mood and feel more refreshed.' – a non-pedagogical staff member in general education who responded to the questionnaire

Many examples were given **of systemic changes**. The organisation's objectives were expanded to include the participation of all full-time teachers in learning mobility, the pursuit of long-term partnerships, and a wider provision of job shadowing. In terms of reorganisation, for example, lessons were extended to 90 minutes, project-based activities were incorporated into the curriculum, and a model of transparent participation and experience-sharing was introduced.

'We have developed a model of transparent participation and experience-sharing at our school, which has significantly increased interest in international cooperation and encouraged even those who were previously rather reluctant to take part.' – a non-pedagogical staff member in general education who responded to the questionnaire

'The school is transitioning to 90-minute lessons and a later start time (this has also been observed in schools visited during learning mobility).' – a non-pedagogical staff member in general education who responded to the questionnaire

Changes **in the institution's external image and international cooperation** were also highlighted. For example, the organisation gained recognition as an active participant in Erasmus+ projects, and its overall reputation improved. In addition, people from outside the



organisation had started seeking advice, and the organisation's own experience was shared more widely. This has also encouraged the formation of new long-term partnerships.

'We have established subject-specific contacts for pupils, and teachers have been able to look beyond their own country. It is good to see that Estonian schools are up to standard.' – a teacher in general education who responded to the questionnaire

'One interesting side effect of establishing contacts with other countries has been that these same international contacts have expressed a desire to visit our country to see how things work here. As a result, we have a great many visitors from abroad.' – a teacher in general education who responded to the questionnaire

Several similarities emerged from the responses of both pedagogical and non-pedagogical staff. Specifically, both groups noted a greater appreciation of collaboration and an increase in international cooperation. Similarly, they observed the emergence of systems for sharing experiences and a shift in organisational culture towards greater openness to innovation. The main difference was that **pedagogical staff focused more on changes in teaching (new teaching methods, the use of digital tools, subject integration), whilst non-pedagogical respondents highlighted the level of the organisation as a whole (reputational development, changes in organisational culture, systemic changes).**

Staff who had not participated in learning mobility also described ways in which they had perceived the impact of learning mobility on their work. For example, it was felt that teaching methods had become more diverse: there was more active learning, outdoor learning and integration, and new methodologies for working with pupils with special educational needs had been adopted. Furthermore, the impact of the increased use of digital skills and AI on teaching was noted. At the organisational level, it was described how peer learning is becoming more frequent and external contacts are intensifying.

Impact of learning mobility at institutional level

Educational staff who had participated in learning mobility and those who had not provided their assessment of the changes that had taken place at institution level as a result of learning mobility (see Figure 17). **Pedagogical staff who had participated in learning mobility believe that it has had a significant impact on both international and internal cooperation and development within the institution.**



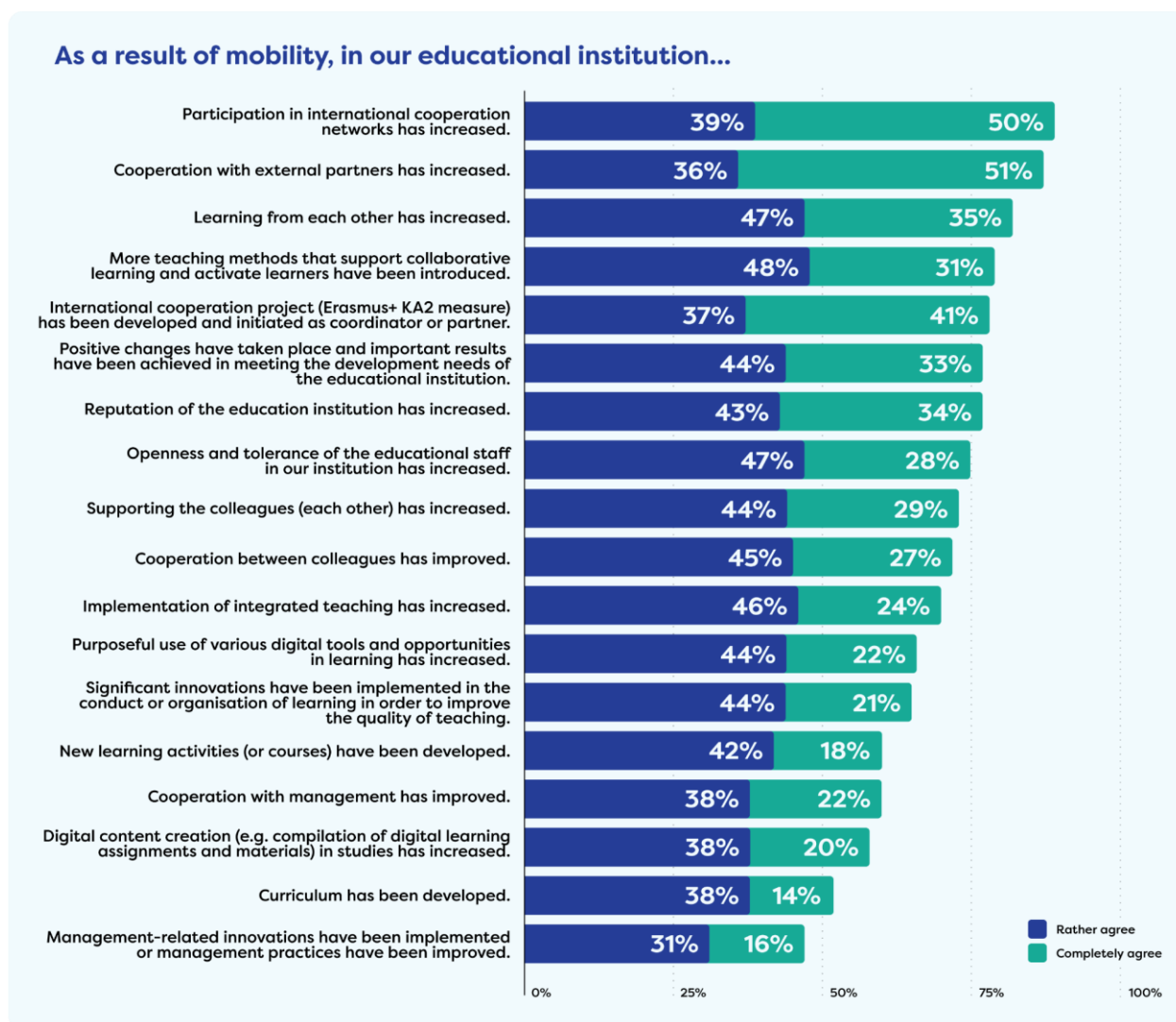


Figure 17. Proportions of positive responses (i.e. response options 5 – ‘I completely agree’ and 4 – ‘I rather agree’) from staff who had and had not participated in learning mobility regarding the impact of learning mobility at institutional level (n = 368)

A large proportion of respondents **rated the increase in cooperation with both international organisations and external partners highly** (89% and 87% respectively). Furthermore, comments mentioned that there is ongoing cooperation, job shadowing and pupil mobility (including the added benefit of hosting visitors from partner institutions).

‘A growing interest in and confidence regarding international cooperation among both pupils and teachers. An increase in the number of good contacts, friends and colleagues from abroad.’ – a teacher in general education who responded to the questionnaire

‘Personal contacts made through learning mobilities have led to international cooperation projects.’ – a teacher in general education who responded to the questionnaire



'Greater attention is being paid to using modern (digital) tools to make teaching more effective. Teachers who have taken part in learning mobility share their experiences and new information with their colleagues.' – a teacher in general education who responded to the questionnaire

'Colleagues and pupils are keen to take part in learning mobility, and are willing to put in the effort and engage in project-based activities. Innovations are being implemented and lessons are becoming more varied. Parents' interest in and support for project activities has increased.' – a teacher in general education who responded to the questionnaire

The impact on communication and cooperation between colleagues was also highlighted as significant: people are learning from one another (82%) and supporting one another more (73%), and are more open-minded and tolerant (75%).

'Learning from colleagues: the school has held several training days where teachers who have taken part in learning mobility share the knowledge, practices and teaching materials they have gained with colleagues, who have also used them in their own work.' – a teacher in general education who responded to the questionnaire

'Sharing experiences and teaching methods. As a member of staff at a very large school, I have had the opportunity to get to know my colleagues better.' – a teacher in general education who responded to the questionnaire

Assessments **regarding developments in the content of teaching** are also predominantly positive. 79% of respondents noted that more methods have been introduced that engage learners and support collaborative learning. Similarly, 65% of respondents perceived significant innovations in the delivery and organisation of teaching. 70% of respondents observed an increase in integration within teaching, and 66% noted a wider use of digital tools and opportunities. Just over half of the respondents noted an increase in digital content creation. At the same time, just over half of the respondents (52%) felt that their educational institution's curriculum had been developed.

'For example, we have started to make greater use of active learning methods (including project-based learning and outdoor learning) to integrate different subjects. We have developed the use of digital tools – several teachers have introduced new solutions into their teaching (e.g. interactive quizzes and collaborative platforms), which have increased pupil engagement.' – a teacher in general education who responded to the questionnaire

'We have been carrying out project-based learning, and digital skills have improved. All participating teachers are more motivated and are applying the ideas and new skills gained from training courses abroad.' – a teacher in pre-school education who responded to the questionnaire



From the perspective of the educational institution's development, a key finding is that 77% of respondents perceived positive changes and the achievement of significant results in meeting the institution's development needs. This is further supported by the improvement in the institution's reputation, which was also noted by 77%.

'Learning mobility creates a systematic opportunity for development, where the exchange of experiences becomes a natural part of the school's development plan. This strengthens the institution's international dimension and reputation.' – a teacher in general education who responded to the questionnaire

At the management level, the ratings are lower. A notably small proportion (47%) of respondents perceived the impact of learning mobility on the improvement of management practices. However, 60% noted that cooperation with the management team had improved.

Educational staff who had participated in learning mobility were asked to describe the main areas of impact at institutional level, and these are summarised in Figure 18.



Figure 18. The impact of learning mobility on key changes in educational institutions, as observed by staff who participated in learning mobility

When comparing the results between those who had participated in learning mobility and those who had not (Figures 19 and 20 respectively), **on average, participating staff rated the developments resulting from learning mobility more highly** – the statement rated highest was agreed with by 92% of participants and 84% of non-participants, whilst the lowest-rated statement was agreed with by 47% and 43% respectively.

Although the overall rate of ratings differs, the ranking of the statements from highest to lowest rating is very similar among participants and non-participants. The difference also stems from the fact that **non-participants were able to indicate in their responses that they were unable to highlight any specific changes – this was noted for 21–44% of the statements** (these responses were not included in the proportion of positive responses). For example, over a third of non-participants were unable to assess the following statements: ‘a curriculum has been developed’, ‘management-related innovations have been implemented or management practices improved’, ‘an international cooperation project (Erasmus+ KA2 action) has been initiated/participated in or is being considered’.



Figure 19. Proportions of positive responses (i.e. response options 5 – ‘I completely agree’ and 4 – ‘I rather agree’) from staff who participated in learning mobility regarding the impact of learning mobility at institutional level (n = 263)

As a result of mobility, in our educational institution...

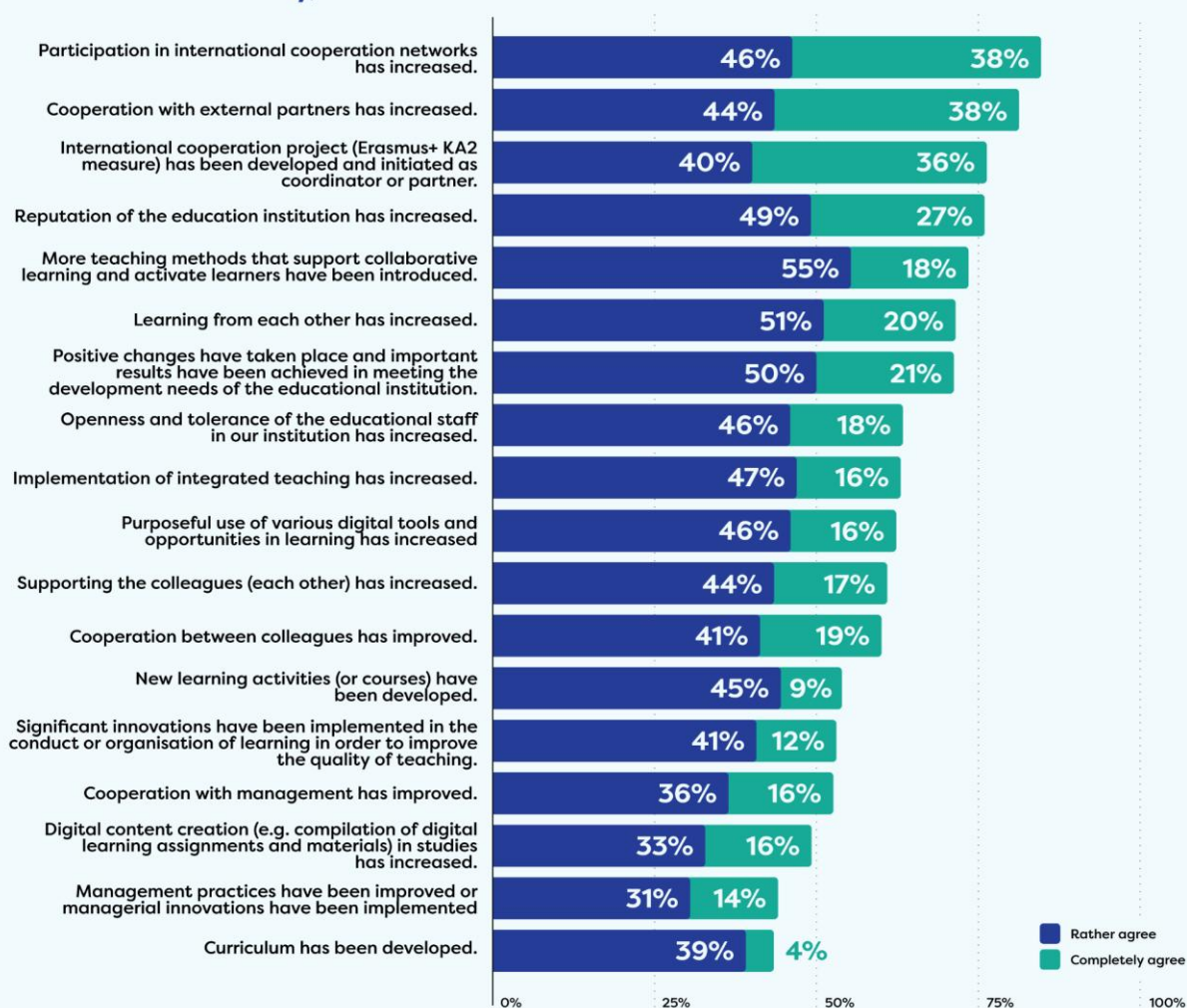


Figure 20. Proportions of positive responses (i.e. response options 5 – 'I completely agree' and 4 – 'I rather agree') from staff who did not participate in learning mobility regarding the impact of learning mobility at institutional level (n = 105)

Focus group interviews provide specific examples of the impact of learning mobility at institutional level (see Figure 21).

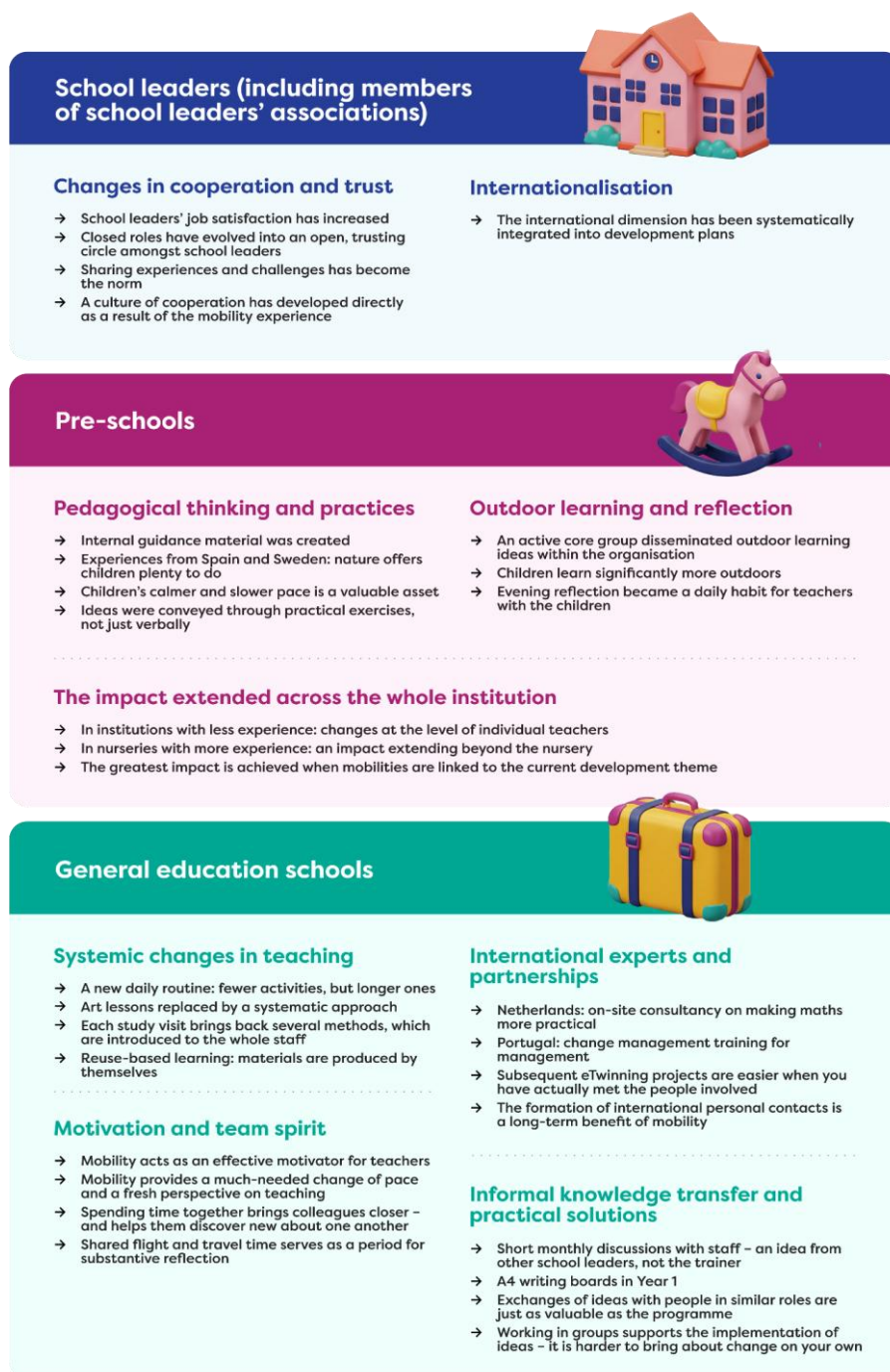


Figure 21. Impact at institutional level as described in the focus group interviews

Focus group interviews with the school leaders' association and individual school leaders supplement the description of the impact at institutional level with specific changes. In one school leaders' community, the school leaders collectively linked participation in learning mobility and the resulting development of a culture of cooperation to an increase in their job satisfaction. This shows that learning mobility influences cooperation in the broadest sense.

The community of school leaders has changed significantly: previously, leaders were reserved and did not share their problems; now, a circle of trust has emerged where they feel confident asking each other for advice. Several school leaders, who started out with limited English skills and tended to be quiet listeners, have, after a couple of learning mobility placements, become active drivers of international cooperation.

'School leaders have generally tended to be rather reserved and were not keen to share their experiences in the past. Now, however, this reluctance has disappeared and sharing has become more commonplace – this is one of the key impacts of learning mobility.' – a member of the school leaders' association who took part in the interview

The integration of an international dimension into development plans is becoming increasingly systematic. In one general education school, internationalisation is one of the four pillars of the development plan, and the target has been set for 40% of pupils to take part in international activities within three years. This shows that in the most active schools, learning mobility is no longer just a 'nice extra', but a strategic part of the educational institution's day-to-day work.

Focus group interviews in pre-schools highlight that the impact of learning mobility is felt primarily at the level of pedagogical thinking. In several pre-schools, the experience gained from learning mobility has been used as concrete tools for practice. For example, following a learning mobility on pedagogical documentation, internal guidance material was produced to support the entire staff. Changes are particularly noticeable in the area of outdoor learning: following the learning mobility, an active core group emerged in one pre-school that began to disseminate ideas throughout the organisation, and children now spend significantly more time learning outdoors. Both Spain and Sweden contributed to the understanding that the natural environment itself offers children plenty to do, and that a calmer, slower pace is beneficial for them. It was important that the ideas were not merely conveyed verbally; instead, the teachers carried out the practical exercises themselves.

Another significant change concerns the establishment of a culture of reflection. The evening reflection sessions, which began during the learning mobility together with the trainers, have become a daily habit for teachers in one pre-school, carried out together with the children. In one institution, the leadership learning mobility led to direct changes in the decision-making culture: the management moved towards a more inclusive leadership style, involving teachers more than before in making important decisions.

'The trainers were very enthusiastic advocates of outdoor learning, and we reflected together every day. This experience helped the teachers to develop their reflective skills together with the children as well. So it has become a habit, not just an extra activity.' – a pre-school teacher who took part in the interviews



Some pre-school education representatives who took part in the interviews highlighted, based on their own experience, that **in settings with less experience of learning mobility, changes have tended to remain at the level of individual teachers. In pre-schools with longer experience, a pre-school-wide impact can be seen.** The impact is most clearly felt where learning mobility is purposefully linked to the institution's current development themes (e.g. outdoor learning, play-based learning or *mindfulness*), and ideas gained from external experiences are organically integrated into existing development work.

Focus group interviews with accredited schools show that learning mobility is closely linked to specific priorities in the schools' development plans. For example, at one school, the development of international relations is one of the four pillars of the development plan. Since receiving Erasmus accreditation, the entire international relations pillar has been structured around learning mobility, although, in the case of the school representative interviewed, the focus is on pupils. At another school, there is a clear emphasis on recycling – during a learning mobility visit, they explored technologies for organising recycling activities together with pupils. As a result, the school now produces its own materials and does not spend the school budget on purchasing materials.

In several schools, the learning mobility has led to systemic changes. One school is trialling a new daily routine this academic year, with fewer activities but each lasting longer. The idea was inspired by a similar school abroad. At another school, the international experience gave them the confidence to make a change to the curriculum: art lessons have been replaced by a systematic approach covering both ceramics and painting. In addition, the schools have invited experts from abroad: advice was sought from the Netherlands on making maths more practical, and training on change management was provided to the management team from Portugal.

'We do not send first-year teachers on learning mobility. We also enter into agreements ensuring that staff do not leave during the year or, if they do, reimburse travel expenses. This system is not straightforward, but it works – there has been no need to seek out participants separately, nor have there been any difficulties in finding hosts for visiting staff.' – head of an accredited school who took part in the interview

The international contacts established through learning mobility have in turn led **to inter-school cooperation projects**: teachers and pupils at the schools are now engaging in separate 'Erasmus-style' cooperation with partners identified by school heads during their learning mobilities. In this way, learning mobility acts as a multiplier – one school leader's experience fosters a partnership network that benefits hundreds of pupils and staff.

Informal knowledge transfer also emerges in the interviews: one school head introduced the practice of holding short monthly conversations with staff, an idea they picked up not from



a trainer, but whilst talking to other school leaders. This shows that the value of learning mobility lies not only in structured programmes, but also in informal encounters and dialogue with colleagues in similar roles. **Schools where learning mobility is clearly linked to the development plan are best able to put the experience gained into practice – changes do not remain at the level of individual teachers, but have an impact across the whole school.**

Mobility coordinators at schools running short-term projects for mobility highlight the main benefit as the opportunity to see another school from the inside and gain experience from many countries at once. Unlike conferences, a week spent on site provides an insight into the school's day-to-day life. Participants return with specific teaching methods and practical tips. Another important added value is the sense of recognition: by seeing the challenges faced by schools in other countries, teachers are better able to appreciate their own school's strengths.

'Learning mobility also brings back small, practical solutions. For example, in Grade 1, we used A4-sized white writing boards, which support the learning and practising of letters. This experience led us to purchase personal whiteboards for all Grade 1 pupils at our school, which they carry with them.' – the mobility coordinator at a school implementing staff short-term projects for mobility, who took part in the interview

One interviewee described how teachers' self-reflections highlight the role of learning mobility as a key motivator for teachers, offering a change of pace and a fresh perspective on teaching, and helping them cope better during challenging times. The strengthening of relationships between colleagues is highlighted as particularly valuable: teachers who have taken part in job shadowing in pairs have discovered new aspects about one another that might not be apparent in everyday school life. Time spent together (including flights) is also seen as an opportunity to focus on discussions relating to school development and the formulation of ideas.

The interviews also emphasise the long-term value of international personal contacts. **Contacts made 'in real life' make subsequent eTwinning projects and other forms of international collaboration significantly easier.** Participating in training sessions as a group is considered particularly important, as it allows participants to jointly reflect on the ideas gained and discuss how to implement them at school. Returning from a training session alone is seen as making it more difficult to implement changes.

Wider external impact of learning mobility

Focus group interviews provided a comprehensive overview of the wider impact of learning mobility. Based on the descriptions provided by the school leaders and coordinators



interviewed, the impact of learning mobility clearly extends far beyond the boundaries of individual institutions.

Regional cooperation

In the context of school leaders' associations, learning mobility has helped to establish and strengthen regional cooperation networks. Taking one county centre as an example, all the school leaders in the town have taken part in six joint learning mobility initiatives, and as a result, cooperation between the town's schools has become systematic: schools have found international partners, and joint projects are taking place at both staff and pupil level. One member of the school leaders' association noted that the quality of communication between school leaders has improved significantly, and a regular 'morning coffee' session has been established, where school leaders meet once a month to share experiences and tackle problems together.

'We have established a functioning network and definitely wish to continue with it, as it significantly supports the development of our capabilities and the improvement of quality.'
– a member of the school leaders' association who took part in the interview

Impact on education policy

Representatives of the school leaders' association described how international experience has provided them with a vital basis for justifying educational reforms and for safeguarding school leaders' autonomy in situations where draft legislation might threaten it. An international comparative perspective supports arguments that could not be made on the basis of local experience alone.

'When it comes to draft legislation, we act as a watchdog to ensure we do not go down a path where the rights and autonomy of school leaders are restricted. Perhaps we would not be able to think of it in this way if we lacked international practice.' – a member of the school leaders' association who took part in the interview

In addition, school leaders have shared good practices observed in other countries with a wider audience. One example cited was the sharing of experiences regarding a model of cooperation between social welfare, education and healthcare with decision-making officials in Estonia. Another was the development, at association level, of a competency and assessment model for education leaders, modelled on the example seen in Portugal.

External image

The school head who took part in the interview highlighted that Erasmus accreditation and active international engagement give schools a competitive reputation abroad and attract international visitors who come to see Estonian schools. He also described how their school



regularly hosts visiting teachers and delegations from abroad. This brings added value to both teachers and pupils.

'When I have attended an Erasmus course as a representative of Estonian education, this brings educational tourism to Estonia, for example.' – a school leader who took part in the interview



Valuing learning mobility in educational institutions

In general, staff who had participated in learning mobility rated all statements relating to the valuing of learning mobility within their educational institution very highly (the proportion of positive responses ranged from 86–97% across the various statements). **Almost all staff in this segment felt that learning mobility and the sharing of that experience were valued at their educational institution (see Figure 22).**

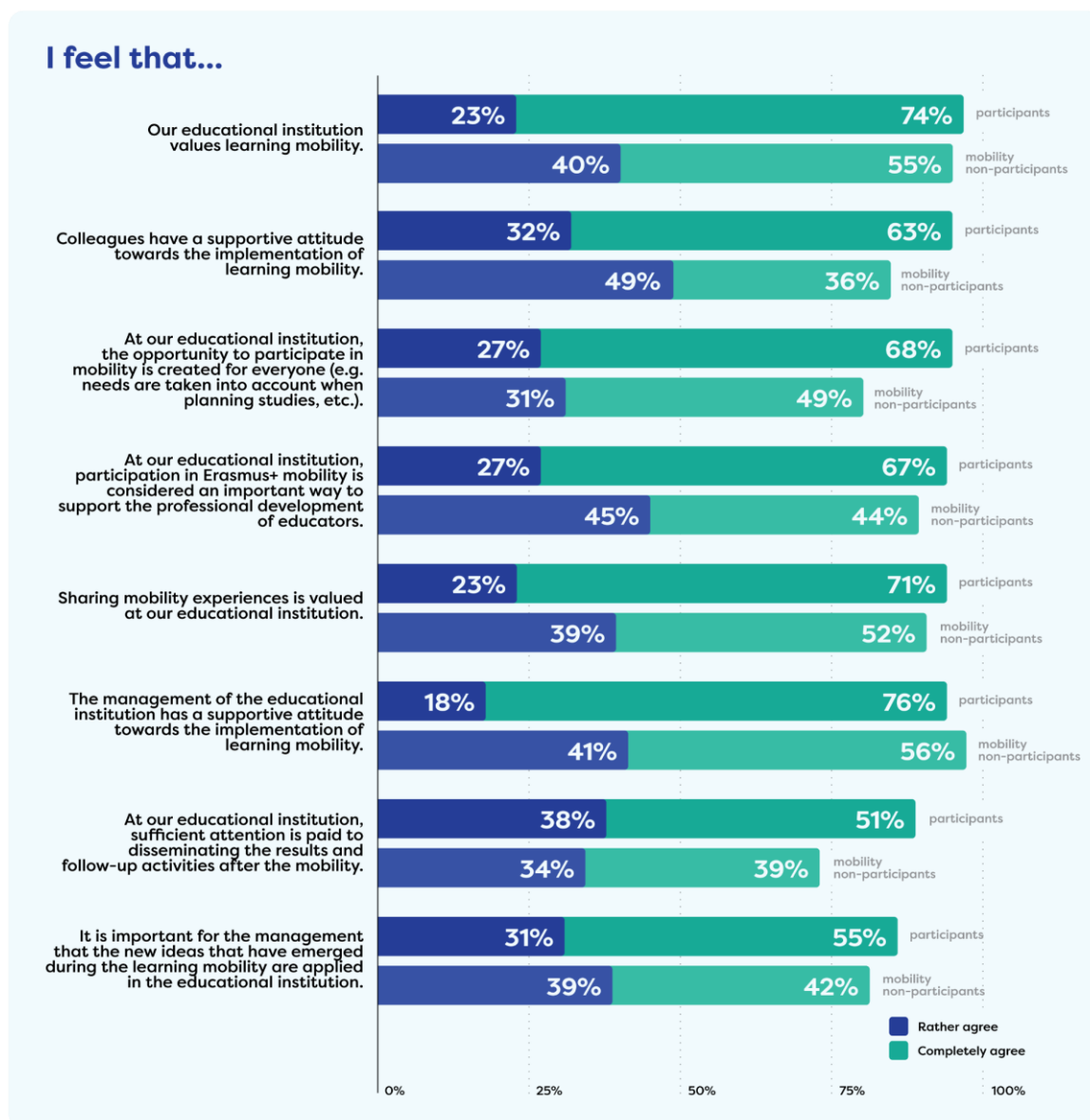


Figure 22. Proportions of positive assessments (response options 5 – ‘I completely agree’ and 4 – ‘I rather agree’) regarding the value placed on learning mobility within the educational institution, among those who had participated in learning mobility (n = 259) and those who had not (n = 103)

Furthermore, it was felt that opportunities to participate in learning mobility were created for those who wished to do so, and that both colleagues and management took a supportive stance towards the implementation of learning mobility.

The assessments of staff who had not participated in learning mobility showed a similar proportion of positive responses (73–97%) to those of participants. **The highest rating (97%) was given to the management's supportive attitude towards the implementation of new ideas within the educational institution.** Similarly, those who had not participated in learning mobility rated the value placed on learning mobility within the educational institution highly (95%).

Both staff who had participated in learning mobility and those who had not considered the implementation and continuation of learning mobility to be important in supporting the development of the organisation and its staff (see Figure 23). However, there were differences in the assessments – on average, staff who had participated in learning mobility rated the continuation of learning mobility as more important than those who had not (99% and 89% respectively). 11% of those who had not participated in learning mobility considered its continuation to be of rather little importance.

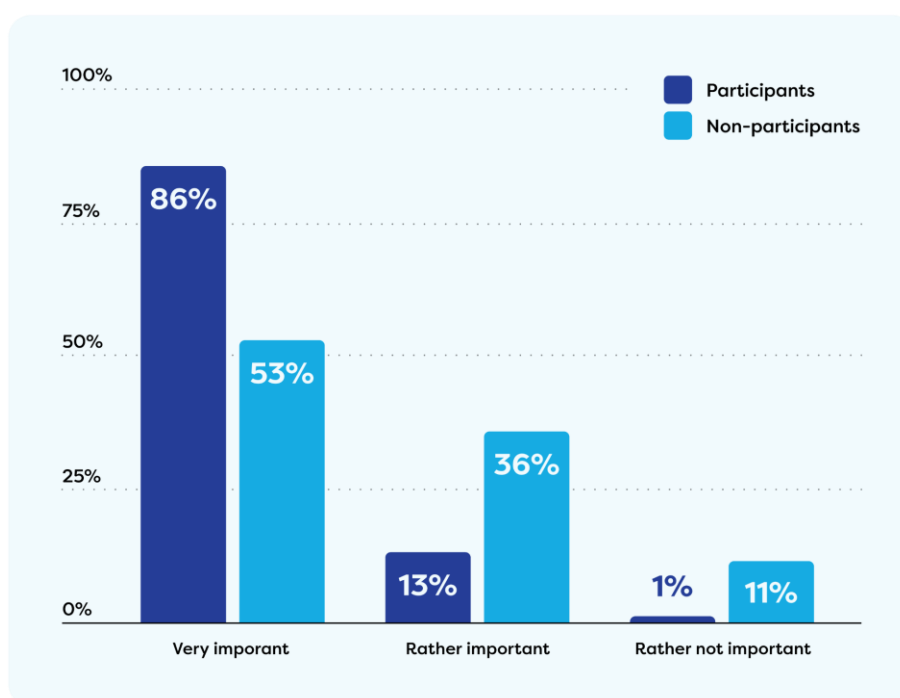


Figure 23. Assessment of the importance of continuing learning mobility by participants (n = 254) and non-participants (n = 104)

Both employees who had participated in learning mobility and those who had not provided detailed explanations of why the continuation of learning mobility was important to them. The responses are summarised in Figure 24.





Figure 24. Explanations given by participants and non-participants regarding the continuation of learning mobility

Educational staff who had participated in learning mobility highlighted, in the context of professional development, the opportunity to familiarise themselves with new methodologies, approaches and educational practices that could be adapted for their own institution. Improvements in language skills, increased self-confidence, and the opportunity to view and reflect on one's own work from an outsider's perspective were also mentioned.

'I consider the implementation and continuation of staff mobility within an educational institution to be very important, as it directly supports both the professional development of individual teachers and the development of the school as a whole. International experience

offers teachers the opportunity to discover new methodologies, learn from other education systems and bring back best practices that can be adapted to their school's needs.' – a teacher in general education who responded to the questionnaire

'I believe that learning mobility offers, in addition to direct subject-specific or goal-oriented learning experiences, so many opportunities for personal development (for example, in our team there were people who, thanks to the programme, travelled independently for the first time or dared to put their language skills to the test).'' – a non-pedagogical staff member in general education who responded to the questionnaire

From the perspective of motivation, respondents emphasised that learning mobility acts as an effective motivator and source of energy, helping to alleviate work-related stress and supporting mental health. Several respondents noted that learning mobility creates a sense that the staff member is valued by the organisation.

'It boosted my self-esteem; I was already keen to try new things, and it brought me closer to my colleagues ... It's also like a reward for a job well done, and it makes me feel valued.' – a pedagogical staff member in pre-school education who responded to the questionnaire

'For teachers, it's like a breath of fresh air – it relieves stress and eases any tension that has built up.' – a general education teacher who responded to the questionnaire

Broadening participants' horizons and gaining an international perspective were the most frequently mentioned themes in the responses. It was emphasised that learning about education systems in other countries helps to better understand both differences and similarities, provides a benchmark for evaluating one's own institution's practices, and fosters intercultural understanding.

'It is very refreshing to see how schools are organised in different countries. It becomes clearer to me what I could change myself, but it also helps to assess the opportunities we have.' – a teacher in general education who responded to the questionnaire

Regarding organisational benefits, respondents noted that the impact of learning mobility is not limited to the personal development of the participant alone, but extends to the whole team. They described how staff returning from learning mobility share their experiences with colleagues. This enhances a sense of unity, promotes teamwork and brings innovative thinking to the institution.

'I consider the implementation and continuation of staff mobility within an educational institution to be very important, as its impact is felt both in the individual development of teachers and at the level of the institution as a whole. The long-term impact of these trainings is clear: teachers return with new ideas and practical solutions that are quickly put to use in



day-to-day teaching. – a pre-school pedagogical staff member who responded to the questionnaire

'It supports professional development, creates opportunities for international cooperation and provides a powerful impetus for the emergence of a new generation of change agents within schools.' – a non-pedagogical staff member in general education who responded to the questionnaire

The responses from staff who had not taken part in learning mobility revealed that the majority of respondents considered staff mobility to be important, but, compared with their colleagues who had participated in learning mobility, there were also some critical views. Four main categories of reasoning emerged from the responses: new experiences, motivation and personal development, organisational benefits, and critical viewpoints.

New experiences and broadening one's horizons were also the most frequently mentioned themes in the responses of staff who had not participated. It was noted that familiarising oneself with the education systems and school organisation in other countries provides a point of comparison that helps to assess both one's own school's strengths and areas for improvement.

'You find out how education is organised in other countries, what we do better and what could be improved.' – staff member who responded to the questionnaire but had not participated in learning mobility

'If you remain solely focused on Estonia, you won't be able to see anything exciting or innovative. You really do have to go out and learn from others.' – staff member who responded to the questionnaire but had not participated in learning mobility

With regard to motivation and personal development, it was noted that learning mobility offers staff the opportunity to step out of their comfort zone, build self-confidence and bring new energy and positivity to their work. Several respondents also mentioned improvements in foreign language skills and the opportunity to make new contacts.

'It's an opportunity to learn and experience something new, make new acquaintances, step out of your comfort zone, challenge yourself and boost your self-efficacy.' – staff member who responded to the questionnaire but had not participated in learning mobility

'No one has ever come back from a learning mobility feeling uninspired or demotivated. It is clear that everyone who has been away has returned inspired, motivated and full of new ideas, tools and insights.' – staff member who responded to the questionnaire but had not participated in learning mobility



Regarding organisational benefits, staff who had not participated acknowledged that the sharing of experiences by colleagues who had taken part in learning mobility enriches the entire organisation. However, it was highlighted as a separate issue that participants in learning mobility often do not have enough time to share their experiences with colleagues.

'There are few teachers who have taken part in learning mobility, and they lack the time to share their experiences with colleagues.' – staff member who responded to the questionnaire but had not participated in learning mobility

Some respondents also expressed critical views. The main concerns cited were a shortage of supply teachers and the resulting additional workload for colleagues, doubts about the intrinsic value of learning mobility, and some scepticism regarding the programme's overall usefulness.

'We have plenty of experience to share with one another; someone has to do the work, not just be away all the time.' – staff member who responded to the questionnaire but had not participated in learning mobility

'I don't think learning mobility during term time is the best option. It places a greater burden on other teachers (constantly having to cover lessons).' – staff member who responded to the questionnaire but had not participated in learning mobility

Erasmus accreditation

Participants in the focus group interviews highlight that Erasmus accreditation has significantly changed the way learning mobility is valued in schools, not only formally but also culturally. Before accreditation, learning mobility mainly took place on the initiative of those with a personal interest. It has now become a systematic part of the institution's organisational structure.

School leaders described how the status of an accredited school has now also become a recruitment tool: job advertisements include a reference to the accreditation, and new staff have begun to consciously notice this and take it into account when choosing a workplace. In addition, there is now a greater appreciation of learning mobility among staff – those who have taken part for the first time wish to participate again, and their enthusiasm is also influencing those who were previously sceptical.

'People are generally motivated, and those who have already taken part in learning mobility often wish to do so again. Over time, even those who previously held a firmly negative view begin to show interest.' – head of an accredited school who took part in the interview

For school heads, the reduction in bureaucracy is one of the greatest benefits of accreditation: there is no need to write a project proposal every year, teachers can plan their



own mobility placements, and the coordinator's role has become one of support. According to school leaders, this has a direct impact on the working atmosphere within the organisation, as staff feel a greater sense of autonomy and trust.

When assessing the adequacy of Erasmus+ funding, the picture varies from school to school, depending primarily on the size of the school and the intensity of learning mobility. In larger schools, a clear principle has emerged: no more than three teachers may be on mobility at any one time, as ten to twelve staff members are already absent every day for various reasons. Thus, it is not so much funding as the institution's operational capacity that sets the limit – more funding would not automatically mean more learning mobility. In smaller schools, the available budget has proved sufficient, as mobility takes place less frequently and there is flexibility in the annual budget calculations.

Disseminating the results of learning mobility

One of the key components of the impact of learning mobility is the dissemination of its results, so that the experience of learning mobility benefits more than just the participants themselves. **Almost all those who took part in learning mobility (98%) stated that they had shared the experience gained from their learning mobility, as well as new ideas, methods and/or materials, with their colleagues** (see Figure 25). The majority of staff who had not participated in learning mobility (79%) agreed with this, i.e. that they had benefited from colleagues sharing their experiences. Many institutions have established procedures for sharing learning mobility experiences.

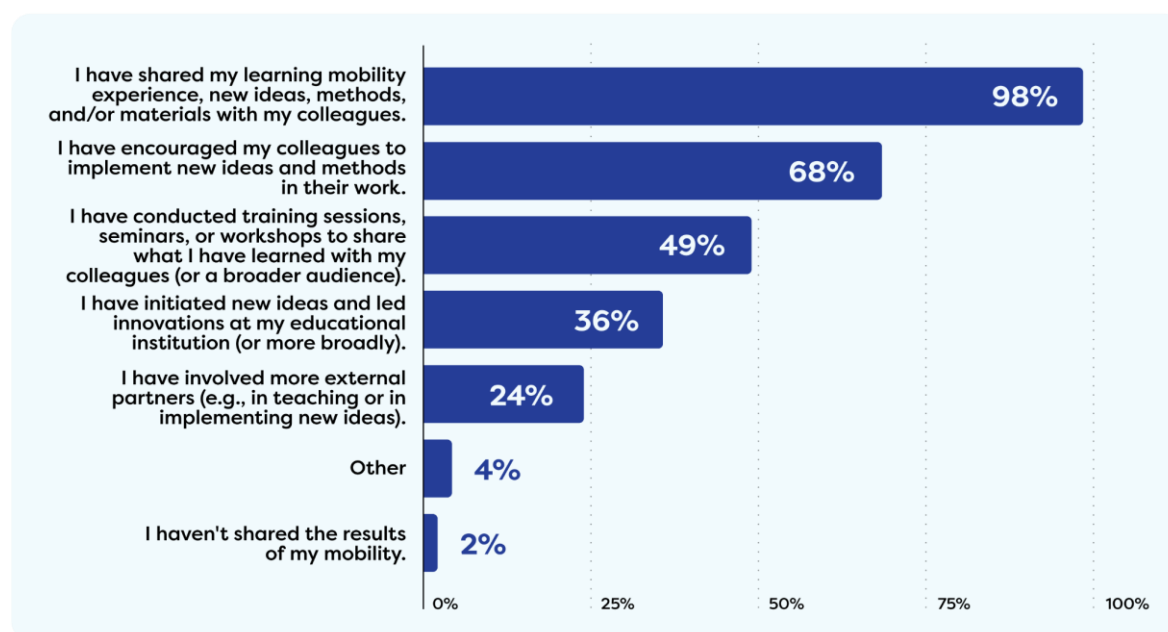


Figure 25. Assessment regarding implementation and dissemination of learning mobility outcomes by participants (n = 262)



'I believe I have shared my experience sufficiently, both in terms of practical skills and experience in general, both within my own educational institution and with other physical education teachers outside my institution.' – a teacher in general education who responded to the questionnaire

Of those who had participated in learning mobility, 68% felt that they had motivated colleagues to apply new ideas and methods in their work. Among those who had not participated in learning mobility, 41% felt that they had experienced this (see Figure 26). Regarding methods of dissemination, almost half (49%) highlighted that they had used seminars or workshops to share their experiences – 41% of those who had not participated in learning mobility stated that they had taken part in such events. Furthermore, it appears that 36% of those who had taken part in learning mobility had implemented innovations or new ideas within their organisation, whilst even fewer (24%) had involved external partners.

'I have shared my learning mobility with colleagues through presentations and discussions, and introduced them to ideas that I was able to incorporate into my work.' – a pre-school pedagogical staff member who responded to the questionnaire

The assessments of participants are supported by the fact that 79% of non-participants confirm having benefited from colleagues' sharing of their learning mobilities (see Figure 26).

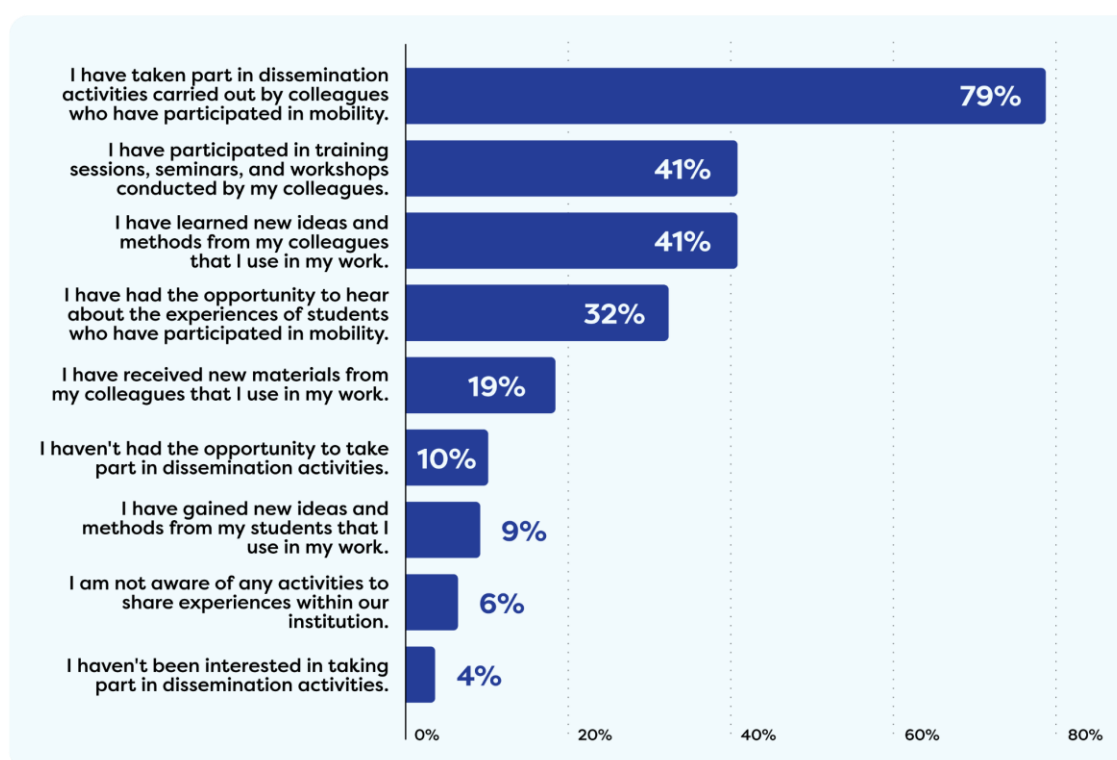


Figure 26. Assessments of dissemination activities by those who did not participate in learning mobility (n = 108)



Furthermore, 41% of non-participants have taken part in events organised by colleagues, and the same proportion of respondents have adopted new ideas or methods received from colleagues in their own work. A very small proportion of non-participants are unaware that experience-sharing events are organised within their institution (6%) or have not been interested in taking part in them (4%). Overall, staff who have participated in learning mobility have rated the adequacy of their dissemination activities positively (see Figure 27).

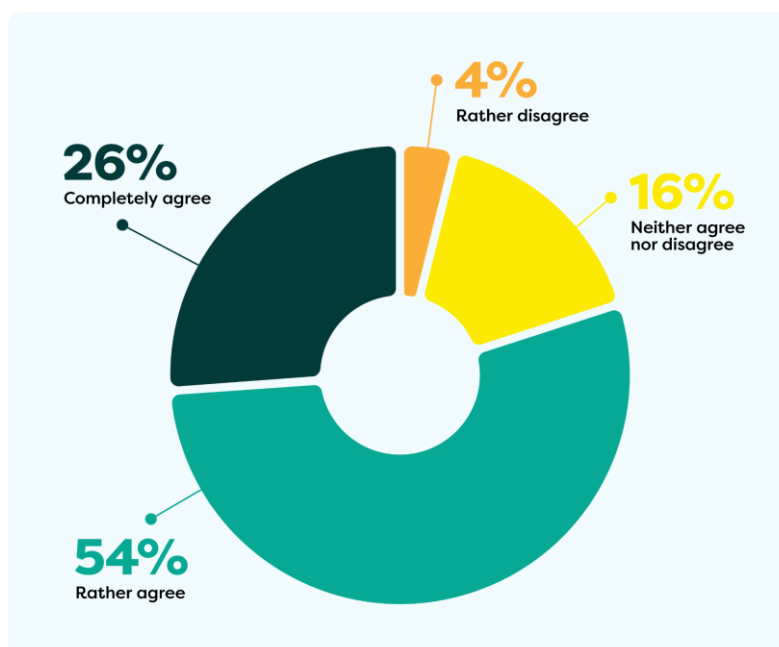


Figure 27. Staff who participated in learning mobility assess the adequacy of their dissemination activities (n = 262)

In the questionnaire, staff who had taken part in learning mobility described several additional opportunities for dissemination activities, both within and outside their organisations. The most frequently mentioned ideas concerned how to share experiences more effectively with colleagues. This could be done, for example, through in-school training sessions, workshops, seminars, study groups or practical demonstration lessons. Several respondents emphasised that, rather than simply presenting their experiences, **it would be more useful to allow colleagues to try out new methods in practice.**

'Offer a longer and more specific workshop to work through all the practical tasks covered in the training together with those interested.' – a teacher in general education who responded to the questionnaire

'I could provide even more training, organise a workshop or similar, where colleagues could immediately try out the things I've learnt myself, so that the benefit would be greater.' – a teacher in general education who responded to the questionnaire



Another important theme was **dissemination outside one's own institution**. Respondents mentioned opportunities to share their experiences with other institutions, at county-level or subject-specific meetings, in teachers' subject associations and at conferences. Writing articles, media coverage and sharing experiences on social media were also mentioned.

'More public outreach, for example, sharing learning mobility experiences with friends on one's Facebook account. More coverage in the press – there's already coverage in the local newspaper, but perhaps the school could share its learning mobility in, for example, Õpetajate Leht.' – a teacher in general education who responded to the questionnaire

'Although it is generally difficult to disseminate the results of learning mobility outside the school (e.g. to the media), we could still give it a try. Create more digital learning resources and disseminate them across the country. Presentations could be given at subject teachers' association conferences.' – a teacher in general education who responded to the questionnaire

In addition, the need to involve other target groups (e.g. pupils, parents and the community) was mentioned. Suggestions included meetings with parents, organising exhibitions, putting up display boards in schools, or exhibitions introducing the countries involved in learning mobility. At the same time, a large proportion of respondents were unable to name any additional dissemination activities.

'Although the dissemination activities were varied and tailored to the target group, in hindsight I could have considered some additional options. For example, we could have used visual materials (such as pictures, maps or videos) to create a small exhibition in the group room or corridor so that parents and children could also take part.' – a pre-school staff member who responded to the questionnaire

The focus group interviews highlighted examples and views on the practices used to disseminate the outcomes of learning mobility. All pre-school representatives unanimously agreed that **face-to-face sharing in small groups, combined with role-play and experimentation, is by far the most effective way to discuss what has been learnt**. In this way, both information and emotion are conveyed. This was also confirmed by a pre-school head, who felt that a pre-determined format in front of a large audience encourages participants to reflect more deeply on their own experiences. Figure 28 lists practical examples of dissemination activities described in the interviews.



Practical solutions for dissemination activities



- **An annual Erasmus or Inspiration Day**, which brings together the year's activities and where both staff and students share their experiences.
- **Occasional voluntary workshops** – one school offers five topics every two months, and one of the options is always a presentation by a staff member who has recently taken part in an Erasmus mobility programme.
- **An internal Erasmus learning community** – an interest-based group that meets regularly and ensures the dissemination of knowledge throughout the academic year.
- **A daily blog during the learning mobility period**, which creates a sense of real-time involvement for colleagues.
- **A feedback session for children** – activities inspired by what has been learnt and the cultural experience are conveyed to the children through pictures and games.

Figure 28. Practical examples of dissemination activities from the focus group interviews

'Actually, the most effective thing is still when a teacher who has participated in learning mobility tells their colleague why it is beneficial.' – Mobility coordinator at a school implementing short-term projects for mobility, who took part in the interview

The survey revealed, however, that **the main obstacles to implementing these suggestions are the heavy workload following the learning mobility and a lack of time and resources**. In addition, a lack of interest or involvement from colleagues and limitations in self-expression were mentioned.

'Perhaps one workshop was not enough, but there isn't time for more.' – a teacher in general education who responded to the questionnaire

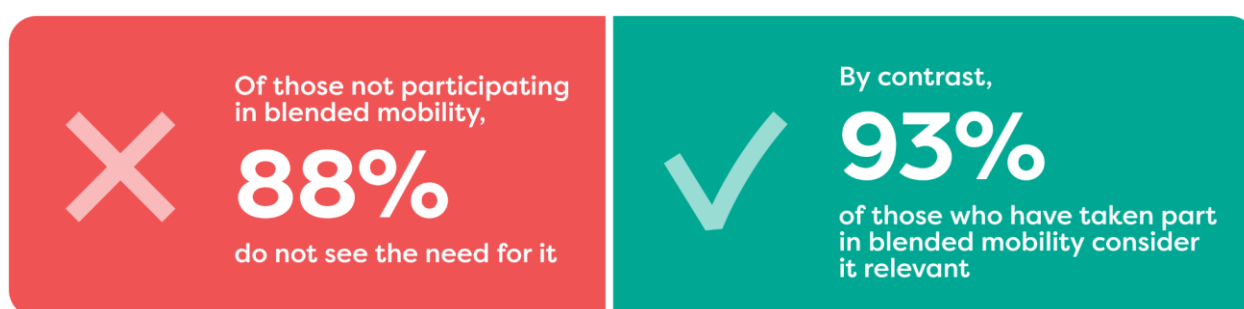
'I have disseminated and implemented the information; I simply don't have the time to do more.' – a teacher in general education who responded to the questionnaire

77% of pedagogical staff who had not participated in learning mobility stated that they either completely or rather agreed that their educational institution pays sufficient attention to publicising the outcomes of learning mobility and to follow-up activities. Most of these pedagogical staff were unable to suggest any additional dissemination activities. However, a couple of suggestions were made: holding a debriefing meeting, or organising games or activities based on what was observed during the learning mobility. It was also mentioned that the knowledge gained during learning mobility should be consistently reviewed and reinforced.



Blended mobility

'Blended mobility' means that a virtual component is also used in the learning mobility (learning together or meeting in a virtual environment before or after the learning mobility). Just over a third (i.e. 91 people) of the staff who took part in learning mobility had participated in blended mobility. For 93% of those who took part in blended mobility, the virtual component was relevant and added value to the experience. At the same time, however, 88% of those who did not take part in blended mobility did not see the need for a virtual component.



Those who took part in blended mobility described how the virtual component prior to the mobility involved an introductory meeting via video call and on the Padlet and eTwinning platforms. During this, objectives and expectations were aligned, practical information was shared, and mutual contact was established. During and after the learning mobility, WhatsApp or Teams were used for ongoing communication, reflection and summaries. In addition, materials and summaries were shared, and future collaborative projects were planned. **The virtual interactions taking place before the learning mobility were highlighted most frequently.**

'During the virtual pre-meeting, the content and objectives of the learning mobility, as well as the practices of the host organisation, were introduced, which helped participants prepare for informed participation. Following the physical learning mobility, virtual follow-up meetings were held, during which experiences were shared, the implementation of ideas was discussed, and further steps were planned. Virtual tools were also used to share learning materials, links and examples to support the further application of what had been learnt.' – a pre-school pedagogical staff member who responded to the questionnaire

'The trainer provided information about the course. They set up a WhatsApp group so that all course participants could share their information and work, and collaborate. We stayed in touch even after the course.' – a teacher in general education who responded to the questionnaire



'Before the learning mobility period, we took the opportunity to discuss and agree on the details of the mobility and our specific wishes with the Erasmus+ coordinator at the host school. After the mobility period, we met again to reflect, ask follow-up questions and clarify certain issues. In addition, we organised a further meeting with the teacher who, unfortunately, had been absent from school during the mobility for health reasons. We have also been in virtual contact regarding future joint projects.' – a teacher in general education who responded to the questionnaire

Three categories emerged regarding the impact of the virtual component: practical, emotional and long-term. On the practical side, there was more effective exchange of information and planning, as well as a clearer understanding of the programme's content and the participants' roles. Emotionally, there was a sense that anxiety and uncertainty had decreased. A sense of security developed even before the face-to-face meeting, as the virtual component created a familiar and friendlier atmosphere. The long-term impact was that contact with the international network was maintained even after the learning mobility, which enabled discussions on how to apply what had been learnt in practice. In addition, a strong foundation was laid for future collaborative projects.

'Our group met virtually on Padlet, where we got to know both the platform and each other. This created excitement and laid a good foundation for the learning mobility – by the time we arrived, we were already somewhat familiar with one another.' – a teacher in general education who responded to the questionnaire

'When it comes to learning mobility, it is important to trust your partner. Without a virtual meeting, however, there remains a certain degree of uncertainty. Furthermore, the exchange of information is much more effective.' – a non-pedagogical staff member in general education who responded to the questionnaire

'The virtual part of the learning mobility took place before the physical mobility. This provided reassurance, allowed us to get to know the participants and helped to create a positive atmosphere.' – a teacher in general education who responded to the questionnaire

Recognition of staff mobility

Over three-quarters (78%; 202 staff members) of the staff who took part in the learning mobility stated that the programme they had completed was recognised by their educational institution, i.e. it was officially counted as professional development. However, this proportion is likely to be overestimated, as some respondents were unable to describe how it was recognised. Those who were able to do so highlighted a wide variety of methods of recognition. The most frequently mentioned was the issuing of certificates and diplomas



via the EHIS system. The issuing of certificates or diplomas by the host organisation or trainer, which were included in the continuing professional development record, was also mentioned. Specific training hours were also recorded, either marked as continuing professional development (for example, 40 hours) or credited in other systematic ways, such as via the ÖIS system, as part of a qualification progression programme, or as academic credits. Official documentation took the form of administrative orders, secondments and personnel procedures. It was also highlighted that mobility periods were counted as working time or official business trips, meaning that participants did not have to take leave for the mobility.

'Upon returning from a learning mobility placement, I submitted a certificate of job shadowing or training to the school secretary and drew up a brief summary of what I had learnt. Learning mobility placements and training courses were also recorded in my continuing professional development record.' – a teacher in general education who responded to the questionnaire

'The school's HR officer or training coordinator recorded my participation in the learning mobility in my continuing professional development record. I submitted the relevant certificate and documents confirming my participation, which specified the duration, content and learning outcomes of the training. My learning mobility and what I learnt were reflected in my professional development plan, which forms part of the school's teacher development review process. This also documented the new knowledge and skills I had acquired.' – a teacher in general education who responded to the questionnaire

The majority of those who took part in learning mobility (89%) considered the recognition of learning mobility as professional development to be important. Those who did not consider it important gave reasons for their response. Several pointed out that there is already plenty of work-related continuing professional development available even without learning mobility. Others explained that they regard the experience and their own personal development as more important in themselves, and that formal recognition for this is not particularly necessary. Furthermore, it was felt that an official record adds no value – formal recognition is not seen as playing a significant role in a teacher's career path or in the workplace. It is also important to emphasise that the terminology and system are sometimes unclear; in other words, not everyone knows exactly what 'in-service training' means or why it is important.

'I do consider it important, but it's simply not the main thing. The main thing is still self-development.' – a teacher in general education who responded to the questionnaire



Factors hindering participation in learning mobility

The survey was completed by 147 staff members who have not yet participated in learning mobility. 75% of them would like to take part in Erasmus+ learning mobility in the future, either 'rather' or 'definitely'. It is worth noting that **78% of the non-participating staff have less than 5 or more than 25 years' work experience**. Some respondents did indeed cite as a barrier the fact that they had either been in their job for too short a time or were too old to take part in learning mobility. Figure 29 shows the assessments of the reasons for not having participated in learning mobility to date.

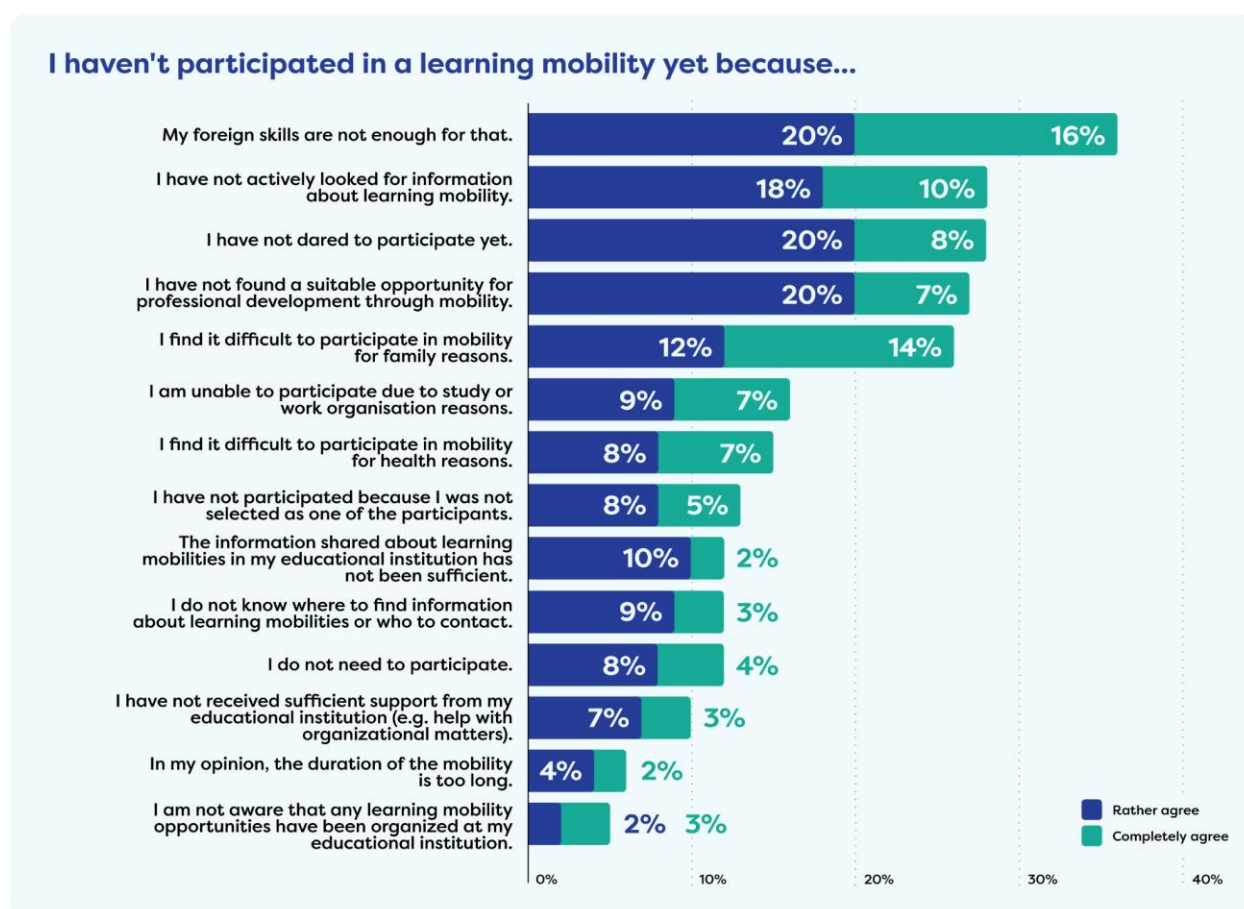


Figure 29. Proportions of positive responses (response options 5 – 'I completely agree' and 4 – 'I rather agree') regarding factors hindering participation in learning mobility (n = 118)

The main obstacle cited by 28% of respondents was that they had not yet sought out information on learning mobility themselves and/or had not yet dared to take part. Similarly, 27% had not found a suitable professional development opportunity, and 26% of respondents found it difficult to participate for family reasons.



'The most difficult part has been choosing suitable courses. Although it is possible to find and browse through feedback, you cannot always be sure of its reliability. Therefore, the information needs to be better organised.' – a pre-school teacher who took part in the interview

'At the moment, from what I've seen, it's somehow very difficult to make choices yourself and find a suitable learning mobility. There are too many options and it's difficult to manage them on your own.' – staff member who responded to the questionnaire but had not participated in learning mobility

In addition to the above obstacles, it was noted that the workload involved in finding cover staff and preparing materials is considerable, and this is why people are reluctant to take part.

'Finding replacements is difficult, and knowing that the workload will be several times greater on return ... And that means, in addition to the week spent on the learning mobility, less time for family in the weeks that follow.' – staff member who responded to the questionnaire but had not participated in learning mobility

However, insufficient foreign language skills are seen as the biggest obstacle (36% of respondents). By way of comparison, it can be noted that, as described in the chapter 'Respondents' background', a quarter of the staff who had taken part in learning mobility were at a basic level of language proficiency (A1, A2 levels); in other words, it is in fact possible to participate successfully in learning mobility even with limited foreign language skills.

To overcome the language barrier, respondents to the questionnaire suggested language courses or a colleague with language skills as a solution. Those who took part in the interviews also considered going in pairs or as a team to be an effective solution: if one employee has better language skills, they can support one another and both gain more from the experience than if they went alone. Several coordinators emphasised that you can actually get by quite well with a basic level of language proficiency – those who have been abroad return feeling more confident.

'As a beginner, I was supported most of all by the people around me, with whom I could practise my language skills. Language learning apps certainly helped too.' – staff member who responded to the questionnaire

'When taking part in a learning mobility, I was supported by the training organisers, my colleagues and the other participants. Visual materials, slides and practical activities were a great help to me. Where necessary, I used translation apps and sought help from colleagues. It was also encouraging to know that language skills don't have to be perfect; what matters



is the desire to communicate and learn.’ – a teacher in general education who responded to the questionnaire

‘The main obstacle and the area where people feel insecure is language proficiency. There is a fear that if they go on their own, they won’t be able to cope. However, those who have been there and felt a little insecure have later shared that, in fact, they managed very well. Because the people welcoming them don’t speak English as their first language either.’ – a pre-school head who took part in the interview

Examples of how respondents with a basic level of foreign language proficiency overcame the language barrier are shown in Figure 30.



Figure 30. Factors suggested by respondents with basic language skills that would help overcome the language barrier

Respondents described what kind of support they would need from their organisation to set aside other reasons for not participating and still take part in learning mobility. To overcome both anxiety and organisational concerns regarding travel, respondents recommended participating in learning mobility as part of a group². In addition, finding replacements to carry out their work was suggested as a solution. It was also considered important to share

² Under the current funding rules, group-based learning mobility or study visits for staff are not eligible. Travelling together to a single destination is permitted, but the learning mobility must be substantively linked to individual learning outcomes.

relevant information so that staff could take part in learning mobility opportunities that were suitable and of interest to them, as well as a description of the criteria used to select participants. However, many wrote that the support currently provided by their educational institution is already sufficient.

‘At our school, learning mobility is very well organised and those who wish to take part can do so. Unfortunately, as the only specialist in my field, it is difficult to be away from work for any length of time.’ – staff member who responded to the questionnaire but had not participated in learning mobility

Focus group interviews highlighted other specific solutions for overcoming these obstacles. The problem of finding cover teachers is considerably greater in a small school than in a large upper secondary school: in a small school, the absence of a single teacher for a week places a heavy burden on the whole school, whereas in a larger school this can be resolved more easily. Some educational institutions have found creative solutions: using substitute teacher schemes, scheduling learning mobilities during school holidays, and planning ahead.

On the positive side, the coordinators noted that the fear and doubts felt before the first learning mobility are almost always replaced by a positive experience, and staff who have taken part for the first time often become advocates for learning mobility themselves.

‘One teacher needed some encouragement at first – she’s something of a world champion at worrying. It worked well for her when we went through all the points together and she was accompanied by a supportive and experienced colleague. She then came back feeling very happy. She wrote to us whilst she was still there: ‘Thank you for trusting me – it’s actually really lovely.’ – the school’s mobility coordinator, who organises short-term projects for mobility, in an interview



Proposals and recommendations

The following proposals and recommendations are primarily aimed at educational institutions, with the aim of increasing staff participation and the perceived impact of learning mobility.

Involving staff who have not yet participated in learning mobility

Supporting first-time participants should become an integral part of the organisation of learning mobility within educational institutions, ensuring that it does not remain a random opportunity for staff or a privilege reserved for repeat participants. In larger institutions, a target could be set to involve a specific proportion of new participants each year.

One way forward would be for educational institutions to help **share the experiences of those who have already taken part**, including their initial hesitations and the ways in which they overcame them (including coping in a foreign language environment).

Mobility coordinators and members of management should **encourage** staff who are interested in learning mobility but still feel uncertain, **and should contribute to** finding ways to overcome perceived obstacles (e.g. both in finding a suitable learning mobility opportunity and in overcoming uncertainty due to limited language skills, or in adjusting work arrangements and workload).

To engage first-time participants in particular, institutions and coordinators should also make use of **the opportunity for staff to participate in learning mobility in pairs**. Indeed, both the survey responses and the interviews revealed that less confident participants would be encouraged by participating alongside an 'experienced' colleague, so to speak. This means travelling to the same destination in pairs or as a team with an experienced colleague, whilst maintaining individual objectives. Erasmus+ does indeed offer educational institutions the flexibility to organise learning mobility with multiple participants. This makes it possible, where necessary, to support first-time participants whilst ensuring that each participant retains their individual learning objectives and remains responsible for achieving them. Further details can be found in the programme guide.

Diversifying the profile of staff participating in learning mobility

Both institutions and local authorities can help to expand opportunities for staff from diverse backgrounds to participate in learning mobility.



Educational institutions can pay greater attention to involving **under-represented experience groups** (i.e. those with less than 5 years' and more than 25 years' work experience) among both first-time and repeat participants. In this regard, these groups may require different forms of support: staff with shorter lengths of service may need to be offered suitable opportunities, whilst those with longer lengths of service may benefit from participating in learning mobility alongside a colleague with a better command of a foreign language. Both target groups require encouragement from management and the coordinator.

In addition, general education schools could set a target that, within a certain period, at least one teacher from each subject area should take part in learning mobility.

Educational staff at smaller educational institutions (including pre-school education) require particular attention, as it is more difficult to organise cover for them compared to larger institutions. In such cases, local authorities, associations of local authorities and networks of educational institutions could provide support to jointly find solutions for coordinating learning mobility and organising substitute teachers at the regional level.

Raising awareness of the impact of learning mobility at the institutional level

Institutions should make **practical outputs** (e.g. mini-lessons, workshops, trial sessions and peer observation) **the norm for dissemination activities**. Preference should therefore be given to forms of dissemination that support the application of what has been learnt in day-to-day work, rather than merely overviews and presentations.

Institutions could **set minimum expectations** regarding the nature and scope of dissemination activities (e.g. reflection and sharing of experiences within a specified period following the learning mobility, and carrying out at least one practical trial in the months that follow). Once per academic year, a cross-institutional summary could be compiled of all learning mobilities and the changes resulting from them.

