Towards Internationalisation of Education – Participation of the Republic of Croatia in the Lifelong Learning Programme

AGENCY FOR MOBILITY AND EU PROGRAMMES

Erasmus+

Ministry of Science and Education

TOWARDS INTERNATIONALISATION OF EDUCATION – PARTICIPATION OF THE REPUBLIC OF CROATIA IN THE LIFELONG LEARNING PROGRAMME

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PREFACE

Dear reader,

It is my pleasure to present a publication which, as I have been advised, for the first time offers an overview of and evidence-based insight into the internationalisation of education in Croatia. This joint project of the Ministry of Science and Education and the Agency for Mobility and EU Programmes has two key objectives. The first one is to assess the impact of the former largest EU programme in the field of education and training – the Lifelong Learning Programme – on Croatia's educational and higher education institutions as well as adult education institutions. The second objective is to identify further steps towards strengthening the internationalisation of education.

When we talk about internationalisation, it is important to explain that this concept is richer and more complex in meaning than that of the commonly-used term "international cooperation." Internationalisation refers to international contacts and forms of cooperation that produce a long-term, and preferably sustainable impact at a given institution, which is reflected in the integration of acquired knowledge, skills and desirable practices at the institution. To put it more succinctly and poetically, it is about an all-pervading touch of diversity.

The non-material legacy of Croatia and the greatest achievements in its history were all a result of increasing diversity – whether in Croatia itself or in the context of the wider European cultural area and beyond. International contacts have routinely figured into the activities of educational institutions for decades, even centuries, in particular those of higher education institutions. However, a systematic and far-reaching internationalisation was only introduced in tandem with Croatia's participation in EU programmes in this area.

The establishment of the Republic of Croatia marked the beginning of the renewal and systematic development of international cooperation in the field of education. This is why I am particularly happy to note that the first steps in that direction were taken – specifically in the field of higher education – with the Letter of Intent of the Fulbright Programme between the Government of the Republic of Croatia and the Government of the United States of America, signed on 27 October 1992. Since that time, we have engaged in international cooperation with over 30 countries and we have joined a number of multilateral initiatives. As a result of the efforts made in forging international relationships on the part of our institutions and the activities of several foreign governments and foundations, and, particularly, those of the Inter-University Centre Dubrovnik, as well as our activities as branch members of various international student associations, we have increased our students' opportunities to participate in international exchange and receive scholarships. In 2000, with the official commencement of the European integration process in Croatia, the Croatian education system became eligible to participate in certain European activities and programmes, the most significant of which are TEMPUS and CARDS. Although numerous and important, these activities were limited considering the size of the system and the availability of funds, and they lacked the potential to make a significant and sustainable international impact on the entire education system.

This is why the internationalisation of the education system that, due to its scope and reach, had the potential to produce measurable results did not begin until 2009, when Croatia joined the Lifelong Learning Programme (LLP). Over the five years of LLP implementation, a total of HRK 177 million were awarded for 1 691 projects. A strong impetus for further development of the education system arises from the fact that, within the current EU programme for the period 2014-2020, Erasmus+ (the successor to the LLP), Croatia has secured about HRK 1 billion, out of which HRK 700 million in project funds will be made available to the education system. Aside from serving as a European education policy support instrument, EU programmes also represent an important tool of national policy support. In that sense, some of the goals and measures of the Strategy of Education, Science and Technology (2014), and the related VET System Development Programme (2016), adopted by

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(The author of the Minister's photograph is Toni Bitunjac. The author of other photographs in the publication is Luka Mjeda)

the Croatian Government, can receive strong support through high-quality Erasmus+ projects.

This publication is centred on research into the impact of internationalisation, encompassing 189 educational institutions and 956 individual participants. The findings and the insights arising from it present a solid springboard for further development of evidence-based policies in the area of educational internationalisation, since it provides pioneering, scientifically tested assessments and insights of the participants based on a representative sample. The findings, enriched by the experience of LLP implementation, have been translated into the Recommendations for the Improvement of Erasmus+ Implementation, which is intended for the heads of educational institutions, the Agency for Mobility and EU Programmes, as the national agency for Erasmus+ implementation, and the Ministry of Science and Education, as the body responsible for the strategic management of the Programme. Therefore, from the viewpoint of education policy, the indicator of success for this project will be twofold. Firstly, the study should contribute to the development of informed policy in this area, and secondly, the recommendations should provide a framework for further specific steps and measures aimed at improving the legislative and administrative framework that greatly affects the EU project implementation.

It has been a decade since Croatia officially opted for full participation in the EU programmes in the field of education in 2006. We take this opportunity to extend our gratitude to numerous actors within the education system who invested their passion, knowledge, effort and dedication to develop and implement European projects, contributing to Croatia's successful participation in the EU programmes since 2009.

Finally, it is important to emphasise that the entire process of building the institutional and implementation framework for the LLP and Erasmus+ has been demanding and laden with obstacles, for the educational administration and institutions alike. The Ministry of Science and Education and the Agency for Mobility and EU Programmes, as the bodies responsible for strategic management and national implementation of Erasmus+, are therefore faced with the major challenge of overcoming key administrative obstacles, ensuring better support for beneficiaries, and creating a better-quality framework for the development and implementation of EU programmes – as well as for the sustainability of related projects – by the end of the Erasmus+ implementation period. Educational institution heads have the highly important task of providing a high-quality organisational framework for the implementation of European projects and, in that way, offering strong support and leadership to their partners.

We believe that the implementation experiences and deep insights relayed in this publication will be of great help in these efforts.

Prof. Pavo Barišić, Ph.D.
Minister of Science and Education

INTRODUCTION

Joining the LLP brought a series of opportunities and benefits to the Croatian education system. Beneficiary institutions and the wider public usually perceive the benefits of participation in terms of the number of projects, the participating institutions and individuals, the level of acquired and developed professional and personal knowledge and skills, and the contracted funds received. But the benefits of joining the Programme are also reflected on the strategic and institutional level, in addition to the implementation level.

One of the prerequisites for the participation in the LLP was the commitment of the Ministry of Science and Education to take responsibility for the strategic management of the Programme. The development of the strategic management role involved an increase in the number of employees included in various segments of Programme management and support for implementation. A gradual development of human resources and expertise in the area of internationalisation of education was evidenced in the creation of targeted action plans for such since 2009, and in the deepening of cooperation with the bodies responsible for specific administrative issues.

Therefore, in addition to the EU accession process and the accompanying inclusion of Croatia in a number of EU bodies and processes, LLP on-boarding was another vital process that contributed to capacity building in the area of internationalisation across the education system. Aside from the processes at the Ministry of Science and Education and the Agency for Mobility and EU Programmes (AMEUP), those at individual educational institutions were also largely enhanced through the implementation of about 200 projects since Croatia joined the LLP in 2009.

Another prerequisite for participation was the creation of an institutional framework for the implementation of the LLP on the national level, which included the accreditation of the national agency – the Agency for Mobility and EU Programmes. This process was set into motion in 2006. The agency was founded in October 2007 and, three years later, was accredited by the European Commission for the management of decentralised activities of the LLP and Youth in Action. In that way, the European Union's managerial and administrative requirements guided Croatia through the process of establishing and developing a national umbrella institution for the internationalisation of education.

The AMEUP was initially envisaged to be primarily responsible for the implementation of EU programmes in the field of education and youth. Specifically, these were the Lifelong Learning Programme and the Youth in Action programme in the period from 2007 to 2013, which were, with the new seven-year financial plan, integrated into the Erasmus+ programme in 2014, which is to end in 2020. However, the AMEUP has gradually taken over the implementation of a number of international programmes, networks, initiatives and projects that are compatible with its core activity. The AMEUP's programme portfolio now includes three sectors: education, science and youth. The majority of the AMEUP's activities involve the implementation of EU programmes, which currently refer to Erasmus+ and Horizon 2020. It is our mission to support internationalisation in service of the development of the quality of the systems of science, education and training, and of the area of youth in Croatia.

Our beneficiaries include educational and public institutions, bodies of local and regional government, NGOs, scientific institutions and businesses. Information dissemination and programme promotion is one of the core activities of the AMEUP. In 2015 alone, AMEUP employees participated in 225 events, gathering a total of about 30 000 Croatian citizens in about 30 Croatian towns, municipalities and villages.

_mr.sc Antonija Gladović and Tina Šarić

The key role of the AMEUP in the sector of education is the implementation of the Erasmus+ programme on the national level, including the networks and initiatives falling within its scope. This task involves the announcement of calls, the provision of information, training of and consultations with potential applicants, the selection of projects, funding, contracting, and the support and monitoring of project implementation as well as the use of awarded funds. 574 Erasmus+ projects are currently underway, with a total value of over HRK 319 million. Over the past few years, the commitment rate has been almost 100%, meaning that all of the available programme funds were awarded.

Besides its implementation role, the AMEUP has the equally important task of providing support to both the process of creating and implementing public policies as well as legal and administrative frameworks in the area of internationalisation of education. The project presented in this publication is part of that scope of our activities.

The present project – *Towards Internationalisation of Education* – was driven by the need to study the impact of the LLP, as a programme that was fully completed and whose impact on institutions could therefore be measured. It is one of the obligations of the countries participating in EU programmes to periodically conduct nationwide evaluations of the impact of those programmes. Such research

A joint photograph of AMEUP staff

studies, together with the national reports to be drafted by all countries participating in Erasmus+ in 2017, shall form the basis for the evaluation of both of the abovementioned EU programmes as well as the foundation for the development of the programmes' next generation, expected to be adopted for the period 2021-2028. Even though the starting point and the focus of this project is the research study, the project's desired outcomes are much wider, encompassing three components. The first one is the improvement of Erasmus+ implementation and the process of the internationalisation of educational institutions. The second component involves raising the level of transparency and visibility of the Programme's outcomes among the professional community as well as the public, and the promotion of the internationalisation of education. The final component refers to the reinforcement and development of partnerships with beneficiaries and stakeholders.

The scientific reports assessing the impact of the LLP on participating institutions (which are included in this publication) will be very beneficial for our further work, since they clearly confirm numerous advantages and benefits of the programmes, but also identify those areas in which further joint effort is required as well as various obstacles to full realisation of mobility and EU projects across the system. To put it briefly, the reports, in combination with the Recommendation for the Improvement of Erasmus+ implementation, provide a robust foundation for the development of evidence-based policy and implementation proposals.

We believe that these documents represent a good reference point for reflection on the participation experience and the individual participating educational institutions as well as a source of information for those institutions that are only now considering participation in the current, Erasmus+, programme.

We extend our gratitude to the members of the research teams, the Consultative Group for Monitoring the Evaluation of the Lifelong Learning Programme, and other partners on the project, for a fruitful cooperation as well as for providing useful insights and creating a basis for future work. This is also a particularly good opportunity to express thanks to the hundreds of participating institutions and the thousands of employees within the education system for their cooperation to date, and for their successful participation in the EU programmes. Finally, we would especially like to thank all the former and current AMEUP employees, whose work, enthusiasm, expertise, and desire to build up the AMEUP as well as reach common goals made it possible for our agency to achieve the results that it has.

Numerous testimonies to the benefits of participation in the programmes as well as dozens of good-practice examples deeply encourage and inspire us to continue to be committed agents of internationalisation, dedicated mediators of the opportunities that it provides, and promoters of the good values that it brings to society as a whole.

We look forward to the continuation, development and reinforcement of cooperation with the stakeholders from the system and our beneficiaries. We hope that the support we provide will continue to be perceived as of a high quality and that we will continue to be accessible and professional in our work.

Antonija Gladović and Tina Šarić
(Director 2013now)   (Director 2007-2013)

Zagreb, December 2016

I. THE LIFELONG LEARNING PROGRAMME: EDUCATION POLICY BACKGROUND, PROGRAMME OBJECTIVES AND STRUCTURE

1.1. LIFELONG LEARNING IN EUROPEAN AND NATIONAL EDUCATION POLICIES

Viktor Koska

In recent decades, the idea of lifelong learning has seen a gradual evolution from a theoretical concept reserved strictly for academic and policy circles to one of the central terms in education, vital to any serious discussion on the role of education in facing the challenges of a globalized society. However, a major public interest in lifelong learning, as noted by Field (2004: 1), is primarily the result of a policy interest in lifelong learning and the implementation of education policies that have gained legitimacy by calling on lifelong learning as a fundamental principle in the achievement of higher goals (such as a knowledge-based society). This public interest is only indirectly a reflection of academic discussions on the definition and the complexity of the concept itself. Academic discussions have typically been instigated as a reaction to or a critique of already-initiated processes of implementation of national or transnational education policies; only on rare occasions have they been a precondition for the development thereof.

Such a course of development has created difficulties in defining the term 'lifelong learning' and has led to its diverse operational use in the public sphere, depending on the actors who use it and the goals whose achievement it is instrumental in. A detailed understanding of the concept of 'lifelong learning' and its leading role as a benchmark for education systems is inextricable from any analysis of national and transnational education policies, which have gradually formed the current understanding of the term. 'Lifelong learning' is now, beyond doubt, one of the key prerequisites for the development of the common European higher education area and of European society as such.

The following text provides a basic framework to understand the content and guidelines of lifelong learning policies by giving an overview of the main phases in the development of the relevant discourse and resulting policies on the European and national levels. The first part presents key ideas related to the development of the education policy conceptualisation of lifelong learning prior to the popularisation of the concept. The second part offers an analysis of the gradual shift in education policy discourse in Europe in the 1990's and an analysis of the European Commission's key strategic documents adopted since 2000's. Based on these analyses, insights into the gradual development of the concept of lifelong learning as well as the main ideas of an education system and knowledge-based society centred around this concept will be provided. The final part addresses the main theoretical objections to the idea of lifelong learning and some difficulties in the implementation of policies based thereupon.

LIFELONG EDUCATION AND A LEARNING SOCIETY: THE FIRST STEPS TOWARDS LIFELONG LEARNING POLICIES

In common usage, the terms 'lifelong learning' and 'lifelong education' are often used interchangeably. Although an average reader might consider the difference between these two terms a matter of mere lexical nuance – which depends on the differentiation between the terms 'education' and

'learning'[1], while the core meaning of the terms lies in the adjective 'lifelong' – the difference is in fact an essential one. When analysing education policies from the end of the 1960's up till the present, it may seem that the two terms are complimentary, however they actually represent two opposing approaches to the definition of the role of government, society and individual in the provision and effective use of educational services, the formulation and setting of education policy goals, and the conceptualisation of the role of the education system as one possible means of successfully addressing the challenges arising from period-specific economic, social and political circumstances.

The popularisation of the idea of lifelong learning began at the end of the 1960's in response to a global education crisis. This period was, on the one hand, marked by political, economic and social instability that was caused by the crisis in the welfare state (Barros 2012), and, on the other hand, by nation states' failed attempts to stimulate economic growth by boosting investments in education (Pastuović 2012).[2] In that context, lifelong education imposed itself as a strong social and political call for thorough reform of the existing education system and, moreover, a radical shift in the approach to the process and role of education. In the face of these challenges, the concept of lifelong education gradually took shape, comprising three main dimensions: (1) a severe criticism of the existing school system and formal education; (2) a demand for the provision of up-to-date, lifelong education whose substance and goals take into account local levels of technological development; and (3) a guarantee of equal educational opportunities for all citizens, thereby making education an instrument of social mobility.

The idea of lifelong education based on these principles found its expression in several UNESCO documents. Especially significant was the 1972 report *Learning to Be – the world of education today and tomorrow*, which advocated a humanistic approach to education that should eventually result in a twofold social shift (Barros 2012). Firstly, education should transform the individual by allowing him to reach a level of personal autonomy and social mobility which was not exclusively tied to the basic qualification acquired during formal education early in life. Secondly, lifelong education should be conducive to the transformation of society as such into a *learning society*, in which *educational cities* should play a central role by catering to citizens' basic need for development and education throughout life.

These ambitious goals revealed the most important objective of deconstructing the role and indeed the very idea of traditional schooling. Severe critics cautioned that the existing school system prevented lifelong development of the individual by exclusively positioning formal institutions as the key places of professional qualification development, and by focusing on a single life period as both optimal and adequate time to prepare an individual for dynamic participation in society. The proposed alternative to this model offered stronger support to the development of the non-formal

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1, Lifelong learning refers to the activities of learning throughout one's life aimed at the advancement of knowledge, skills and competences and undertaken in the context of personal development and one's civic, societal and professional activities. It involves any such activities, regardless of the age at which they are performed (from a young to an old age) and the forms they take (from non-formal and formal education to non-formal and informal learning). On the other hand, lifelong education, as a subordinate term, refers to the entirety of all organised education processes, contents, levels and methods aimed at the development of one's abilities, expansion of knowledge or acquisition of new technical or professional qualifications. (From the website of the Agency for Vocational Education and Training and Adult Education. For further information, visit http://www.asoo.hr/default.aspx?id=658).

2, According to Pastuović, this period was marked by a series of studies undertaken by American economists who attributed strong economic growth in the USA to increased investments in American education. Based on these findings, a number of other countries attempted to stimulate economic growth by boosting their own investments in education. However, these experiments did not yield the desired results, since other segments of society did not efficiently utilise the outcomes of these investments. Paradoxically, the model as applied eventually led to increased emigration among skilled workforces to more developed economies, contributing to further development within already-developed countries and a widening of the economic gap between developed and underdeveloped economies (see Pastuović 2012).

education system and the promotion of new school models, including polytechnics and open public educational institutions for adults (Barros 2012, Žiljak 2004). The new system was to reap the benefits of diverse teaching models and the continuous development of the system itself based on the good-practice examples of existing models with a view towards providing a richer, better education that would stimulate lifelong and recurrent education. Furthermore, the new paradigm was to forge new models of public-private partnership for the purpose of boosting educational opportunities across various dimensions of city life (Barros 2012: 122). Finally, lifelong education as a social and political project was aimed at shattering the traditional perception of education as a resource reserved exclusively for the elite, and at building lifelong education into the foundations of a new vision of society that would be based on bridging barriers imposed by the old model and promoting a more inclusive and fairer society with greater opportunities for social mobility throughout each individual's life.

THE DEVELOPMENT OF LIFELONG LEARNING IN STRATEGIC DOCUMENTS AND GUIDELINES OF EU EDUCATION POLICIES

By the end of the 20th century, lifelong education remained the predominant principle behind any education policy discussion, but it can hardly be claimed that it was successful in bringing about the promised goals. According to Barros, its potential remained relatively dormant. Although lifelong education was fully affirmed on the academic and theoretical levels, it did not yield substantial success in transforming traditional school systems and national education policies (Barros 2012: 123). In the 1990's, the effects of social changes caused by the oil crisis and a swing to the neo-liberal right brought about a gradual shift of the lifelong education paradigm towards a growing influence of the idea of lifelong learning.

Although reference to the term 'lifelong learning' goes back to as early as 1973, when it was used in the OECD report *Recurrent Education – a strategy for lifelong learning*, it was not until the 1990's that the term saw substantial growth in its use in European policy discourse and practices, and especially in those addressing adult education. Lifelong learning was introduced in the 1995 guidelines Towards the Learning Society – White Paper on Education and Training, in the context of the role of lifelong learning in a learning society (Žiljak 2004: 227). The major importance of this concept was recognised by the European Parliament and the Council of Europe, which declared 1996 *The Year of Lifelong Learning*. The *White Paper* identified the development of the information society, internationalisation and new scientific and technological knowledge as new factors to effect the change of education policies, whereas lifelong learning gradually replaced the idea of lifelong education as the ideal response to the main challenges of a globalized society. In that sense, structural unemployment, resulting from new socio-economic circumstances, became the most prominent problem that the new education models were to tackle.

If the 1990's saw a gradual introduction of lifelong learning terminology into the public discourse, the 2000's mark the beginning of its mainstreaming, with lifelong learning becoming the main policy component of key EU strategic documents and the vision of the development of European society. According to Žiljak (2004: 227), the Lisbon Process, which was launched in 2000, defines the role of lifelong learning in European education policies and establishes it as one of the pillars of the EU's strategic growth as of 2010. The main goal of the EU in the given period is to build up the world's most dynamic and competitive economic area, which is driven by knowledge and geared towards boosting employment and living standards. The key challenges in reaching this goal, as identified by the Lisbon Strategy, are developing a knowledge-driven economy and coping with volatility by setting up a knowledge infrastructure, stimulating innovations and economic reforms, and modernising education and social protection systems. In that context, lifelong learning is not merely a means to acquire key competences necessary for an individual to achieve market and social integration, but is also a main component of the European social model. It is therefore not surprising that, in the same year, the European Commission published the *Memorandum on Lifelong Learning* (hereinafter: Memorandum), further affirming lifelong learning as the driving force behind the long-

term development of the EU. The significance of that document and of the ideas promoted therein is clearly evidenced by the fact that it is one of the most widely-disseminated documents in the 21st century (Barros 2012: 124).

The Memorandum defines lifelong learning as "*all* purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence" (Memorandum 2000: 3). Such an approach gives more weight to the need to recognize learning outcomes, regardless of the way in which they – knowledge, skills or competences – were acquired. The Memorandum clearly defines formal, non-formal and informal learning as the three guiding principles that are instrumental to the advancement of an individual's knowledge and skills. These principles contain the key elements of the new paradigm that came into being in tandem with the shift to lifelong learning: instead of emphasising formal qualifications, which in a climate of fast-paced social changes can no longer guarantee long-term security, the new paradigm emphasises the acquisition of competences, while the role of the system is to enable the recognition of competences, regardless of the way in which they were acquired.

The second change involves the positioning of the individual as the leading actor in a knowledge-based society. Whereas the key agents of change within the lifelong education paradigm were the education system and the state, which together were to ensure education in order to make the individual socially mobile in the learning society, the new paradigm of the knowledge society places emphasis on the individual as the key agent of adjustment to change. The Memorandum phrases this as follows (2000: 7):

> 'It is the human capacity to create and use knowledge effectively and intelligently, on a continually changing basis, that counts most. To develop this capacity to the full, people need to want and to be able to take their lives into their own hands – to become, in short, active citizens. Education and training throughout life is the best way for everyone to meet the challenge of change.'

Finally, the two main and equally important goals of lifelong learning set forth by the Memorandum are active citizenship and employability. These two goals are essential prerequisites for the creation of social cohesion, the prevention of discrimination and exclusion, the safeguarding of fundamental European values, and the protection of human rights and democratic stability that guarantee a functional, competitive and innovative economy (Žiljak 2004: 229).

Further reception of the lifelong learning criterion as a main guiding principle of education policies can be observed in a series of strategic documents and declarations dealing with various segments of education systems. In 2002, *The Copenhagen Declaration* set the foundations for bolstering cooperation between EU member states and boosting the quality level of education and mobility within the vocational education system. *The Prague Communiqué* of 2001 incorporated the lifelong learning strategies into the *Bologna Process* and higher education policies. With the adoption of the Lifelong Learning Programme (2007-2013), an integral action plan was set up, including programme measures to ensure the implementation of lifelong learning principles across all segments of the education system (early and preschool, primary, secondary and tertiary as well as adult education).[3]

The end of the first decade of the century brought about new social, political and economic challenges as well as the adoption of the new European developmental strategy, *Europe 2020 – A European Strategy for Smart, Sustainable and Inclusive Growth* (2010). In the context of the great financial crisis, which revealed structural problems in the European economy and cautioned against stagnation, Europe 2020 identified the pressure of globalisation on existing European resources and the ageing population as the recurring challenges. The EU plans to tackle these challenges by 2020 with an approach that takes key priorities into account: (1) *smart growth* through more effective

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3, For further information on the Lifelong Learning Programme (2007-2013), see Chapter 1.2. Objectives and structure of the LLP.

investments in education, research and innovation; (2) *sustainable growth* based on the promotion of an economy that makes more effective use of resources, and that is guided by high standards and high competitiveness; and (3) *inclusive growth*, through high employment rates accompanied by social and territorial connectedness. Within these three priorities, lifelong learning remains the guiding principle of education reforms, adjustment to change and the promotion of stronger social cohesion.

IN LIEU OF A CONCLUSION: A COMMENT ON THE CONCEPTUAL CRITICISM AND SOME CHALLENGES OF THE IMPLEMENTATION OF LIFELONG LEARNING POLICIES

Lifelong learning policies, primarily promoted through lifelong learning programmes and stimulated through cooperative international projects between research and educational institutions within the common European area, have undoubtedly heightened the level of mobility among European citizens and supported the EU in maintaining the status of one of the most competitive global economies. Specific outcomes and an evaluation of the EU Lifelong Learning Programme are elaborated in the following chapters of this publication, so it seems appropriate to close this introductory overview by acknowledging several general objections to the idea of lifelong learning itself and its implementation in national policies, as evidenced in the first two decades of its implementation.

As for the theoretical approach, authors like Barros (2012: 130) point out that, as opposed to the humanistic idea of social transformation towards a fairer society, which was the guiding principle of the concept of lifelong education, lifelong learning policies are seen as a means of adjusting the individual to a system geared towards the realisation of neo-liberal private interests. Radical critics of lifelong learning warn that prioritising the adjustment of the individual to social changes (which are often a reflection of economic changes) leads to a re-conceptualisation of personal security. According to such a conceptualisation, the achievement of social cohesion is not necessarily driven by a desire to build a better and fairer society; rather, lifelong learning becomes a discursive instrument of the individual's adjustment to ongoing technological and structural changes in the labour market.

Furthermore, as noted by Barbara M. Kehm, lifelong learning practice shows that, even though the idea of learning for active citizenship represents an equally important objective as that of learning for employment, lifelong learning policies often treat these two objectives as oppositional rather than complementary to one another. Rather than advocating the development of intrinsic interest in education and learning, lifelong learning shows a tendency to develop in the direction of emphasising the instrumental value of the adoption of knowledge that is 'profitable on the market,' while other objectives, such as the acquisition of knowledge that is useful for active participation in civic society, development and integration into the European citizenship system, and the maintenance of social cohesion are, in a sense, only given secondary significance. In the context of the recent UK referendum on EU membership, growing challenges related to the integration of migrants, and the expected continuous increase in the number of refugees in the EU, investments in lifelong learning with a view toward these outcomes are inextricable from the vision of the European democratic area as a society based on technological development and market stability.

As for the technical aspects of the implementation of lifelong learning policies at the national level, the first years of the implementation of new principles of national education policies were often fraught with conceptual confusion and misunderstandings about the content and the significance of lifelong learning as a guiding principle in the development of the education system (Žiljak 2004, Koska 2010). In practice, from the viewpoint of institutions that provide education services, it called for thorough changes, but, according to Kehm, often led to mere cosmetic changes, whereby the same education service or programme continued to be offered on the market under a new name (e.g., programmes that were formerly referred to as continuing development programmes were now offered as 'lifelong learning programmes'). On the other hand, since lifelong learning

policy implementation is primarily managed by member states, the first years of implementation saw the establishment of often uncoordinated bodies with vague or overlapping such managerial responsibilities. With regard to the recognition of competences acquired in formal, non-formal and informal learning, which is a requirement for the realisation of horizontal and vertical mobility, there is a lot of room for improvement, both on the national and the EU level.[4] In that sense, the evaluation of the existing programmes is a prerequisite for further developing lifelong learning policies and optimising their effect on the achievement of the common European developmental goals.

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1.2. OBJECTIVES AND STRUCTURE OF THE LIFELONG LEARNING PROGRAMME

THE LIFELONG LEARNING PROGRAMME (2007-2013)

The 2007-2013 Lifelong Learning Programme (LLP) was established by Decision No 1720/2006/EC of the European Parliament and of the Council and it was designed to contribute to strategic goals of EU education policies through the realisation of specific programme objectives. The LLP was a key instrument of internationalisation and the development of the quality of the entire education sector, but its scope and purpose where much wider than that. The LLP aimed at contributing through lifelong learning to the development of the Community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion. In particular, the programme fostered interchange, cooperation and mobility between institutions and education and training systems within the European Union so that they become a world quality reference.

The LLP had the following specific objectives:

(a) to contribute to the development of quality lifelong learning, and to promote high performance, innovation and a European dimension in systems and practices in the field;
(b) to support the realisation of a European area for lifelong learning;
(c) to help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States;
(d) to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment;
(e) to help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit;
(f) to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background;
(g) to promote language learning and linguistic diversity;
(h) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
(i) to reinforce the role of lifelong learning in creating a sense of European citizenship based on an understanding of and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures;
(j) to promote cooperation in quality assurance in all sectors of education and training in Europe;
(k) to encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.

THE STRUCTURE OF THE LIFELONG LEARNING PROGRAMME

The Lifelong Learning Programme was implemented between 2007 and 2013. However, the LLP-funded projects are to be implemented by the end of 2016. This is why the programme is in some parts of the report referred to in present tense. Another argument for the present tense references lies in the fact that a part of LLP activities and sectoral programmes was, in their entirety or with minimum changes, incorporated into the new Erasmus+ programme (e.g. Jean Monnet, the Erasmus sectoral programme , eTwinning, etc.). The LLP consist of four sectoral programmes, each of which targets a specific area of education.

The LLP is complemented by the *Jean Monnet Programme*, which supports institutions in the area of European integrations, and the *Transversal Programme*, which supports a series of actions common to all sectoral programmes, such as innovation and cooperation in lifelong learning; development of innovative, ICT-based content, services and practices; foreign language teaching; and dissemination of results.

Table 1. Lifelong Learning Programme

LIFELONG LEARNING PROGRAMME			
COMENIUS *PRE-SCHOOL AND SCHOOL EDUCATION*	**ERASMUS** *HIGHER EDUCATION*	**LEONARDO DA VINCI** *VOCATIONAL EDUCATION AND TRAINING*	**GRUNDTVIG** *ADULT EDUCATION*
CENTRALISED ACTIONS: MULTILATERAL PROJECTS, NETWORKS AND ACCOMPANYING MEASURES	**CENTRALISED ACTIONS:** MULTILATERAL PROJECTS, NETWORKS AND ACCOMPANYING MEASURES	**CENTRALISED ACTIONS:** MULTILATERAL PROJECTS, NETWORKS AND ACCOMPANYING MEASURES	**CENTRALISED ACTIONS:** MULTILATERAL PROJECTS, NETWORKS AND ACCOMPANYING MEASURES
DECENTRALISED ACTIONS: PREPARATORY VISITS, IN-SERVICE TRAINING, VISITS AND EXCHANGES, INDIVIDUAL PUPIL MOBILITY, COMENIUS ASSISTANTSHIPS, AND PARTNERSHIPS (REGIONAL, BILATERAL AND MULTILATERAL).	**DECENTRALISED ACTIONS:** INDIVIDUAL STUDENT MOBILITY (STUDIES AND/OR PLACEMENT), INDIVIDUAL STAFF MOBILITY (TEACHING ASSIGNMENTS AND/OR STAFF TRAINING), PREPARATORY VISITS, INTENSIVE PROGRAMMES (IP), ERASMUS INTENSIVE LANGUAGE COURSES (EILC).	**DECENTRALISED ACTIONS:** PREPARATORY VISITS (MOBILITY IN INITIAL VOCATIONAL EDUCATION AND TRAINING (IVT), MOBILITY FOR PEOPLE IN THE LABOUR MARKET (PLM), MOBILITY FOR PROFESSIONALS IN VOCATIONAL EDUCATION AND TRAINING (VETPRO), PARTNERSHIPS, AND TRANSFER OF INNOVATION (TOI).	**DECENTRALISED ACTIONS:** PREPARATORY VISITS, IN-SERVICE TRAINING, VISITS AND EXCHANGES, ASSISTANTSHIPS, WORKSHOPS, SENIOR VOLUNTEER PROJECTS.
TRANSVERSAL PROGRAMME			
JEAN MONNET PROGRAMME			

All sectoral programmes comprise specific actions falling into two categories: centralised and decentralised actions. *Education, Audiovisual and Culture Executive Agency* in Brussels[5] handles centralised actions, while decentralised actions are managed by competent national agencies in the LLP participating countries.

COMENIUS SECTORAL PROGRAMME

Comenius is a sectoral programme which focuses on pre-school and school education (up to the level of the end of upper secondary education). The programme targets three wide groups: a) individuals in early childhood, primary, and secondary education; b) teachers and other educational staff; c) institutions and organisations providing pre-school and school education.

The programme's actions facilitate cooperation among early childhood and preschool education institutions and schools across Europe. Participation in Comenius actions fosters development of knowledge and understanding of the diversity of European cultures and languages and advances the level of the quality of education in Europe.

Table 2 shows operational objectives of the Comenius sectoral programme as well as the actions facilitating the realisation of these objectives.

Table 2. Comenius sectoral programme

	OPERATIONAL OBJECTIVES	COMENIUS ACTIONS
1.	TO IMPROVE THE QUALITY AND TO INCREASE THE VOLUME OF MOBILITY INVOLVING PUPILS AND EDUCATIONAL STAFF IN DIFFERENT MEMBER STATES	MOBILITY OF INDIVIDUALS, WHICH ENCOMPASSES: - EXCHANGE OF PUPILS AND STAFF; - PLACEMENTS IN SCHOOLS OR RELEVANT ORGANISATIONS INVOLVED IN SCHOOL EDUCATION FOR EDUCATIONAL STAFF; - PARTICIPATION IN TRAINING COURSES, CONFERENCES AND SEMINARS FOR TEACHERS AND OTHER EDUCATIONAL STAFF; - STUDY AND PREPARATORY VISITS FOR MOBILITY, PARTNERSHIP, PROJECT OR NETWORK ACTIVITIES; - ASSISTANTSHIPS FOR FUTURE TEACHERS.
2.	TO IMPROVE THE QUALITY AND TO INCREASE THE VOLUME OF PARTNERSHIPS BETWEEN SCHOOLS IN DIFFERENT MEMBER STATES,	COMENIUS SCHOOL PARTNERSHIP PROJECTS COMENIUS-REGIO PARTNERSHIPS ETWINNING[6]

5, EACEA – Education, Audiovisual and Culture Executive Agency – within the LLP, EACEA was responsible for the management of so-called decentralised actions. The link to the EACEA website: http://eacea.ec.europa.eu/

6, eTwinning is an online cooperation and networking platform for educational staff in schools and early childhood and pre-school education institutions in Europe (teachers, heads of institutions, librarians, etc.). The platform allows the members to communicate, cooperate, develop projects, and exchange knowledge and experience. eTwinning is an integral part of the Erasmus+ programme. Link to the website: https://www.etwinning.net

3.	TO ENCOURAGE THE LEARNING OF MODERN FOREIGN LANGUAGES	MOBILITY OF INDIVIDUALS (PUPILS, EDUCATIONAL STAFF, TEACHING ASSISTANTSHIPS, ETC.) COMENIUS SCHOOL PARTNERSHIPS ETWINNING
4.	TO SUPPORT THE DEVELOPMENT OF INNOVATIVE ICT-BASED CONTENT, SERVICES, PEDAGOGIES AND PRACTICE IN LIFELONG LEARNING	MULTILATERAL PROJECTS AND NETWORKS
5.	TO ENHANCE THE QUALITY AND EUROPEAN DIMENSION OF TEACHER TRAINING	MOBILITY OF INDIVIDUALS (EDUCATIONAL STAFF AND TEACHING ASSISTANTSHIPS) MULTILATERAL PROJECTS AND NETWORKS COMENIUS SCHOOL PARTNERSHIPS ETWINNING
6.	TO SUPPORT IMPROVEMENTS IN PEDAGOGICAL APPROACHES AND SCHOOL MANAGEMENT	MULTILATERAL PROJECTS AND MULTILATERAL NETWORKS COMENIUS SCHOOL PARTNERSHIPS ETWINNING

ERASMUS SECTORAL PROGRAMME

Erasmus is a sectoral programme which focuses on higher education. Erasmus beneficiaries are students and trainees in higher education and teaching and non-teaching staff of higher education institutions (HEI) – holders of an Erasmus University Charter (EUC).

Participation in the Erasmus programme contributes to the establishment of a common higher education area and promotes the cooperation among HEIs and between HEIs and enterprises. Furthermore, it fosters innovation transfer in higher education and raises the level of transparency and compatibility of higher education and advanced vocational education qualifications.

Table 3 shows six operational objectives of the Erasmus programme as well as the actions facilitating the realisation of these objectives.

Table 3. Erasmus sectoral programme

OPERATIONAL OBJECTIVES	ERASMUS ACTIONS
1. TO IMPROVE THE QUALITY AND TO INCREASE THE VOLUME OF STUDENTS AND TEACHING STAFF MOBILITY THROUGHOUT EUROPE, SO AS TO CONTRIBUTE TO THE ACHIEVEMENT BY 2012 OF AT LEAST 3 MILLION INDIVIDUAL PARTICIPANTS IN STUDENT MOBILITY UNDER THE ERASMUS AND ITS PREDECESSOR PROGRAMMES	ERASMUS MOBILITY OF INDIVIDUALS, WHICH ENCOMPASSES: - MOBILITY OF STUDENTS FOR THE PURPOSE OF STUDYING OR CARRYING OUT PLACEMENTS - MOBILITY OF TEACHING STAFF FOR THE PURPOSE OF CARRYING OUT TEACHING ASSIGNMENTS OR UNDERGOING TRAINING - MOBILITY OF NON-TEACHING HEI STAFF - MOBILITY OF INVITED STAFF FROM ENTERPRISES

2.	TO IMPROVE THE QUALITY AND TO INCREASE THE VOLUME OF MULTILATERAL COOPERATION BETWEEN HIGHER EDUCATION INSTITUTIONS IN EUROPE	ERASMUS UNIVERSITY CHARTER MULTILATERAL PROJECTS ERASMUS THEMATIC NETWORKS
3.	TO INCREASE THE DEGREE OF TRANSPARENCY AND COMPATIBILITY BETWEEN HIGHER EDUCATION AND ADVANCED VOCATIONAL EDUCATION QUALIFICATIONS[7] GAINED IN EUROPE	MULTILATERAL PROJECTS ERASMUS THEMATIC NETWORKS
4.	TO IMPROVE THE QUALITY AND TO INCREASE THE VOLUME OF COOPERATION BETWEEN HIGHER EDUCATION INSTITUTIONS AND ENTERPRISES	ERASMUS CONSORTIUM ERASMUS INDIVIDUAL MOBILITY OF STUDENTS, TEACHERS AND NON-TEACHING STAFF IN ENTERPRISES MULTILATERAL PROJECTS (COOPERATION BETWEEN HEIS AND ENTERPRISES)
5.	TO FACILITATE THE DEVELOPMENT OF INNOVATIVE PRACTICES IN EDUCATION AND TRAINING AT TERTIARY LEVEL, AND THEIR TRANSFER, INCLUDING FROM ONE PARTICIPATING COUNTRY TO OTHERS	ERASMUS MULTILATERAL PROJECTS AND THEMATIC NETWORKS
6.	TO SUPPORT THE DEVELOPMENT OF INNOVATIVE ICT-BASED CONTENT, SERVICES, PEDAGOGIES AND PRACTICE FOR LIFELONG LEARNING	MULTILATERAL PROJECTS (CURRICULUM DEVELOPMENT; MODERNISATION OF HEIS, VIRTUAL CAMPUSES) STRUCTURAL NETWORKS

LEONARDO DA VINCI SECTORAL PROGRAMME

Leonardo da Vinci is a sectoral programme which targets vocational education and training (VET). The purpose of the programme is to promote the quality and attractiveness of VET and facilitate cooperation between VET institutions and the labour market through European education projects for individual mobility and partnerships.

Beneficiaries of Leonardo da Vinci actions include the participants of vocational education and training as well as the people in the labour market, VET organisations and providers, associations, enterprises, social partners and other VET stakeholders.

Table 4 shows operational objectives of the Leonardo da Vinci programme and the related programme actions.

7, Advanced VET (AVET) is a form of higher level vocational education and training programmes which exist in some EU Member States. AVET is designed for the students who completed upper secondary-level formal VET and the employees of enterprises. It aims at catering for their continuing professional development and increasing their motivation for continued education at tertiary level. Source: CEDEFOP Research paper No 10 "The benefits of vocational education and training", 2011.

Table 4. Leonardo da Vinci sectoral programme

	OPERATIONAL OBJECTIVES	LEONARDO DA VINCI ACTIONS
1.	TO IMPROVE THE QUALITY AND TO INCREASE THE VOLUME OF MOBILITY THROUGHOUT EUROPE OF PEOPLE INVOLVED IN INITIAL VOCATIONAL EDUCATION AND TRAINING AND IN CONTINUING TRAINING, SO AS TO INCREASE PLACEMENTS IN ENTERPRISES TO AT LEAST 80.000 PER YEAR BY THE END OF THE LLP	MOBILITY PROJECTS INCLUDE: - TRANSNATIONAL PLACEMENTS IN ENTERPRISES OR IN TRAINING INSTITUTIONS - PLACEMENTS AND EXCHANGES AIMED AT FURTHER PROFESSIONAL DEVELOPMENT OF TRAINERS, TEACHERS AND GUIDANCE COUNSELLORS, AND AT THOSE RESPONSIBLE FOR TRAINING PLANNING AND CAREER GUIDANCE WITHIN ORGANISATIONS
2.	TO IMPROVE THE QUALITY AND TO INCREASE THE VOLUME OF CO-OPERATION BETWEEN INSTITUTIONS OR ORGANISATIONS PROVIDING LEARNING OPPORTUNITIES, ENTERPRISES, SOCIAL PARTNERS AND OTHER RELEVANT BODIES THROUGHOUT EUROPE	PARTNERSHIPS FOCUSING ON THEMES OF MUTUAL INTEREST MULTILATERAL PROJECTS AIMED AT TRANSFER OF INNOVATION MULTILATERAL PROJECTS AIMED AT DEVELOPMENT OF INNOVATION AND GOOD PRACTICE THEMATIC NETWORKS OF EXPERTS
3.	TO FACILITATE THE DEVELOPMENT OF INNOVATIVE PRACTICES IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING OTHER THAN AT TERTIARY LEVEL, AND THEIR TRANSFER, INCLUDING FROM ONE PARTICIPATING COUNTRY TO OTHERS	MULTILATERAL PROJECTS AIMED AT TRANSFER OF INNOVATION MULTILATERAL PROJECTS AIMED AT DEVELOPMENT OF INNOVATION AND GOOD PRACTISE MOBILITY PROJECTS
4.	TO IMPROVE THE TRANSPARENCY AND RECOGNITION OF QUALIFICATIONS AND COMPETENCES, INCLUDING THOSE ACQUIRED THROUGH NON-FORMAL AND INFORMAL LEARNING	MULTILATERAL NETWORKS AND PROJECTS
5.	TO ENCOURAGE THE LEARNING OF MODERN FOREIGN LANGUAGES	MOBILITY PROJECTS
6.	TO SUPPORT THE DEVELOPMENT OF INNOVATIVE ICT-BASED CONTENT, SERVICES, PEDAGOGIES AND PRACTICE FOR LIFELONG LEARNING	MULTILATERAL PROJECTS

GRUNDTVIG SECTORAL PROGRAMME

The Grundtvig sectoral programme facilitates cooperation among institutions involved in adult education and in the mobility of individuals involved in adult education. The programme focuses on general adult education and its objectives support the acquisition of knowledge and skills improving one's ability to face certain organisational and business challenges.

Table 5 gives an overview of operational objectives of the Grundtvig sectoral programme as well as of the actions facilitating the realisation of these objectives.

Table 5. Grundtvig sectoral programme

	OPERATIONAL OBJECTIVES	GRUNDTVIG ACTIONS
1.	TO IMPROVE THE QUALITY AND ACCESSIBILITY OF MOBILITY THROUGHOUT EUROPE OF PEOPLE INVOLVED IN ADULT EDUCATION AND TO INCREASE ITS VOLUME, SO AS TO SUPPORT THE MOBILITY OF AT LEAST 7.000 OF SUCH INDIVIDUALS PER YEAR BY 2013	MOBILITY OF INDIVIDUALS, WHICH ENCOMPASSES: - MOBILITY OF ADULT LEARNERS (WORKSHOPS AND SENIOR VOLUNTEERING PROJECTS) - MOBILITY OF ADULT EDUCATIONAL STAFF (IN-SERVICE TRAINING, EXCHANGES)
2.	TO IMPROVE THE QUALITY AND TO INCREASE THE VOLUME OF CO-OPERATION BETWEEN ORGANISATIONS INVOLVED IN ADULT EDUCATION THROUGHOUT EUROPE	PARTNERSHIPS FOCUSING ON THEMES OF MUTUAL INTEREST TO THE PARTICIPATING ORGANISATIONS ("LEARNING PARTNERSHIPS") MULTILATERAL PROJECTS AIMED AT IMPROVING ADULT EDUCATION SYSTEMS THROUGH THE DEVELOPMENT AND TRANSFER OF INNOVATION AND GOOD PRACTICE THEMATIC NETWORKS OF EXPERTS AND ORGANISATIONS ("GRUNTVIG NETWORKS") WORKING IN PARTICULAR ON: - DEVELOPING ADULT EDUCATION IN THE DISCIPLINE, SUBJECT AREA OR MANAGEMENT ASPECT TO WHICH THEY RELATE - IDENTIFYING, IMPROVING AND DISSEMINATING RELEVANT GOOD PRACTICE AND INNOVATION - PROVIDING CONTENT SUPPORT TO PROJECTS AND PARTNERSHIPS SET UP BY OTHERS AND FACILITATING INTERACTIVITY BETWEEN SUCH PROJECTS AND PARTNERSHIPS - PROMOTING THE DEVELOPMENT OF NEEDS ANALYSIS AND QUALITY ASSURANCE WITHIN ADULT EDUCATION
3.	TO ASSIST PEOPLE FROM VULNERABLE SOCIAL GROUPS AND IN MARGINAL SOCIAL CONTEXTS, IN PARTICULAR OLDER PEOPLE AND THOSE WHO HAVE LEFT EDUCATION WITHOUT BASIC QUALIFICATIONS, IN ORDER TO GIVE THEM ALTERNATIVE OPPORTUNITIES TO ACCESS ADULT EDUCATION	MOBILITY OF ADULT LEARNERS GRUNDTVIG NETWORKS PARTNERSHIPS WORKSHOPS MULTILATERAL PROJECTS
4.	TO FACILITATE THE DEVELOPMENT OF INNOVATIVE PRACTICES IN ADULT EDUCATION AND THEIR TRANSFER, INCLUDING FROM ONE PARTICIPATING COUNTRY TO ANOTHER	MULTILATERAL PROJECTS THEMATIC NETWORKS OF EXPERTS AND ORGANISATIONS ("GRUNTVIG NETWORKS")
5.	TO SUPPORT THE DEVELOPMENT OF INNOVATIVE ICT-BASED CONTENT, SERVICES, PEDAGOGIES AND PRACTICE FOR LIFELONG LEARNING	MULTILATERAL PROJECTS THEMATIC NETWORKS OF EXPERTS AND ORGANISATIONS ("GRUNTVIG NETWORKS")
6.	TO IMPROVE PEDAGOGICAL APPROACHES AND THE MANAGEMENT OF ADULT EDUCATION ORGANISATIONS	MOBILITY OF INDIVIDUALS INVOLVED IN ADULT EDUCATION PARTNERSHIPS MULTILATERAL PROJECTS GRUNDTVIG NETWORKS

II. RECOMMENDATIONS FOR THE IMPROVEMENT OF ERASMUS+ IMPLEMENTATION

The below recommendations are largely based on the data and qualitative assessments represented in the research reports published in this document. The recommendations were drawn up by the AMEUP in cooperation with the Consultative Group for Monitoring the Evaluation of the Lifelong Learning Programme carried out for the purpose of the study, and whose main task was, among others, to propose recommendations for information dissemination and strengthening the participation in international mobility programmes

The members of the Consultative Group were representatives of the Ministry of Science and Education (MSE), National Centre for External Evaluation of Education (NCEEE), Erasmus Student Network (ESN) and the Croatian Chamber of Economy.

In addition to the information presented in research reports, the recommendations also reflect the experience of the AMEUP and the MSE in the management and implementation of the LLP as well as the experience and knowledge o f the members of the Consultative Group. The recommendations primarily focus on the improvement of Erasmus+ and the networks and initiatives which fall within its scope (eTwinning, ECVET, Europass, Euroguidance, EPALE, European Language Label), but they also almost fully apply to other European projects, financed from other EU programmes and funds. For that reason, the terms "Erasmus+", "European activities" and "European projects" are interchangeably used throughout the text of the recommendations.

The recommendations refer to the Erasmus+ implementation period (by 2020) and they aim to advance immediate implementation of the programme and the projects funded under the programme, identify the topics relevant to any further discussion on the internationalisation of education and inform on the obstacles that the examinees indicated.

The recommendations are intended for heads of beneficiaries' and potential beneficiaries' institutions, the Agency for Mobility and EU Programmes and the Ministry of Science and Education.

ROLE OF THE AGENCY FOR MOBILITY AND EU PROGRAMMES IN ERASMUS+ IMPLEMENTATION

The AMEUP carries out professional and consultation services in the field of general education, vocational education and training, adult education, higher education, science, and youth aimed at the internationalisation of the respective fields. The AMEUP conducts its services by managing relevant programmes, which are funded either by the EU or from the State Budget.

The AMEUP announces calls for proposals published under individual EU programmes, provides information and consultation services on the actions and the application procedure, ensures information dissemination, promotion and monitoring of all programme-related activities, manages the project selection procedure and monitors project implementation. The AMEUP will build up and upgrade its core activity by implementing projects funded under EU structural funds in the role of the beneficiary.

Besides its mentioned core activity, the AMEUP also contributes towards education internationalisation policy development and the removal of obstacles to internationalisation by participating in the work of relevant expert groups and by proposing amendments to the acts and regulations related to its activity. The AMEUP, for example, partook in the development of *The Action Plan for the Internationalisation of Education 2015-2016* and the draft of *The Vocational Education and Training Development Plan*, and it has participated in the *Working Group for the Removal of Obstacles and Strengthening International Mobility in Education* since 2009.

ROLE OF THE MINISTRY OF SCIENCE AND EDUCATION IN ERASMUS+ IMPLEMENTATION

Pursuant to Regulation establishing Erasmus+, the MSE was appointed the national body responsible for monitoring the Programme on the national level. The MSE is obliged to secure national co-funding for AMEUP's activities, monitor its implementation of decentralised Erasmus+ activities and strategically direct the management of Erasmus+ taking into account the national context. The MSE's task is to provide a legal and administrative framework for the implementation of Erasmus+ as well as the projects realised under the Programme.

2.1. PRESCHOOL EDUCATION, ELEMENTARY EDUCATION, SECONDARY EDUCATION[1] AND ADULT EDUCATION

I. Recommendations for the heads of educational institutions:

Meeting institutional prerequisites at educational institutions for an effective implementation of Erasmus+ projects and the sustainability of their result

According to the Croatia's Primary and Secondary Education Act, the head of institution is a business and expert head of the school who is responsible for ensuring legal compliance and professionalism in the operation of the school as well as for the protection of the rights and the interests of the pupils and the staff. Furthermore, the head of institution is also responsible for providing professional development and training opportunities to teachers and other educational staff[2].

In the context of the Erasmus+ programme, the head of institution is responsible for meeting institutional prerequisites for the participation in Erasmus+ projects, for their effective implementation, and the sustainability of their results.

With respect to institutional obstacles to mobility project participation, one of the key findings of the study was that the staff members find the head of institution's support extremely important. Similarly, the study showed that the head of institution's readiness to support the staff in LLP participation and a good cooperation between the staff and the head of institution are the strongest indicators related to the progress made by participating institutions.

1, Translator's note (t/n): According to the UNESCO's 2011 International Standard Classification of Education (ISCED 2011) (available at: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf), the terms used to refer to the levels of the Croatian education system in this document correspond to the following ISCED 11 levels: "preschool education" – ISCED level 0 (Early childhood education); "elementary education" – ISCED levels 1 and 2 (single-structure primary and lower secondary education); and "secondary education – ISCED level 3 (Upper secondary education).

2, t/n: "other educational staff" refers to pedagogues, psychologists, librarians and special education teachers employed at the institution.

RECOMMENDATION 1	**Ensuring that the educational institution staff members are well-informed about the Erasmus+ programme.** It is recommended that heads of institutions learn about the opportunities provided under Erasmus+ in order to use Erasmus+ projects in developing activities planned in the context of strategic development of the institution, i.e. annual plans and programmes. *It is recommended that heads of institutions participate in Erasmus+ events, either personally or by sending a delegate, forward the information on available opportunities to the staff, and encourage the staff to become involved in the Erasmus+ programme.*
RECOMMENDATION 2	**Supporting staff members interested in the participation in Erasmus+ and European activities by enabling them to attend professional development programmes and events related to project development and by ensuring necessary substitutes and rescheduling of the work during project implementation.** It is recommended that heads of institutions encourage and ensure professional development of the staff members who develop and implement European projects, in the form of language courses, seminars and conferences related to project development. In the course of project implementation, it is recommended that heads of institutions actively work on ensuring necessary substitutes or rescheduling the work of the staff involved in EU programme implementation. *Basic professional development in the area of Erasmus+ project development is provided by the AMEUP, which either organises such events (seminars, workshops, webinars, conferences) or selects candidates to participate in transnational cooperation activities under a public call (professional development events organised by other Erasmus+ national agencies, etc.). Such events usually last between half a day and two days and require the head of institution's approval as well as prior arrangements with respect to any substitutes, rescheduling or make-up classes.* *Good practice in the area of human resources capacity building is the organisation of language and culture-related courses and other preparatory activities ahead of mobility, within the resources available, using the available Organisational Support grants awarded within Erasmus+ project funds (Key Action 1).* *Within the resources available to them, heads of institutions are advised to actively ensure adequate substitutes during the staff members' project-related absence as well as to reorganise the teachers' schedule in order to allow sufficient time for project preparation and implementation. Ensuring adequate substitutes is a key prerequisite for project implementation.*
RECOMMENDATION 3	**Setting up and leading an entire project team; clearly defining project management tasks and regularly reporting on all project development and implementation phases to all school employees and other stakeholders.** For the purpose of a high-quality project development and implementation, heads of institutions are advised to establish and lead a project team gathering staff members of all profiles (head of institution, teachers and other

	staff members of all profiles (head of institution, teachers and other educational staff, secretaries and accountants) necessary for a project implementation which is in compliance with legal regulations and programme requirements and which yields sustainable results as well as to recognise and acknowledge the work of the staff members included in Erasmus+ and other European actions, which requires great commitment, a lot of invisible and overtime work and which significantly contributes to the quality of the institution's operations, its visibility and developmental potential. *Erasmus+ participation is a matter of institutional commitment at the level of the institution. This is why European activities should be incorporated into the institution's development plan rather than being carried out as an arbitrary result of the initiative of motivated individuals. Furthermore, such activities should be included in the school's annual plan and programme of activities and the school curriculum. The head of institution should be actively involved in the project, not only as the project team leader. The head of institution should systematically, regularly and fully inform all members of the team and all other school employees (the School Committee, the Teachers' Council, parents, students/learners) of the implementation phases and project results with a view to establishing the ownership of the project and ensuring the application and sustainability of its results.*
RECOMMENDATION 4	**Establishing internal procedures, rules and criteria in order to ensure a transparent, legal and fair implementation of Erasmus+ and other European projects.** It is recommended that heads of institutions network with experienced heads of institutions and members of their project teams (project leaders, secretaries, senior accountants and other project team members) for the purpose of exchanging knowledge and experience in EU project implementation. Furthermore, it is proposed that internal procedures and rulebooks are developed as well as standard forms and transparent and fair criteria for the selection of project participants. This would lead to standardised and transparent handling and storage of the acquired knowledge. *This process will be continually supported by the AMEUP, which will create opportunities for dissemination of good practice and offer communication platforms for the exchange of experience within professional communities (heads of institutions, secretaries, accountants, teachers and other educational staff).*
RECOMMENDATION 5	**Raising awareness of responsibilities in the context of European project implementation among secretaries and heads of accounting as well as other accounting and administrative staff.** It is recommended that heads of institutions raise the awareness among secretaries and heads of accounting as well as other accounting and administrative staff on their respective responsibilities concerning legal, accounting and administrative aspects of EU project implementation, in accordance with the Ordinance on the scope of work of secretaries and administrative, technical and support staff in elementary schools (Official Gazette No. 40/2014), i.e. the Ordinance on the scope of work of secretaries and administrative, technical and support staff in secondary schools (Official Gazette No. 2/2011).

	Croatia's participation in Erasmus+ is funded by Croatian tax payers, i.e. the State Budget. Each European project has its programme-related, financial, accounting, legal and administrative specificities. General programme rules, i.e. terms of reference, are met by applying relevant national regulations and accounting procedures. Under the employment contract, the competent staff undertook the obligation to provide legal, accounting and administrative support in the implementation of these activities, for which the responsibility was undertaken by the head of institution under the grant agreement.

II. Recommendations for the Agency for Mobility and EU Programmes:

Building educational institutions' capacity to provide professional support to heads of institutions, teachers and other educational staff in project development and implementation and in proposing policies and regulations aimed at improving the quality of Erasmus+ and removing the obstacles to its implementation.

RECOMMENDATION 1	**Building the capacity of educational institutions and raising the quality of Erasmus+ projects.**
	It is recommended that the AMEUP, within its regular activities of building educational institutions' capacity to participate in Erasmus+ programme, pay special attention to supporting heads of institutions and expanding professional development opportunities for educational staff by disseminating good practice and supporting capacity building of special target groups.
	Building the capacity of potential Erasmus+ beneficiaries is a regular activity of the AMEUP. In planning its future activities, the AMEUP will place special emphasis on the following important tasks:
	- Continually raising heads of institutions' awareness of the importance of project development by providing professional support through thematic seminars, workshops, conferences and handbooks.
	- Organising national or providing transnational opportunities for professional development of educational staff in project development and management.
	- Promoting examples of good practice in events and publications with a view to exchanging knowledge and information among (potential) beneficiaries and valorising the activities of participating institutions and individuals.
	- Building the capacity of special target groups for the participation in projects (non-participating institutions, institutions from under-developed counties, kindergartens, pupils/participants with special needs, local and regional government bodies, enterprises, civil society organisations).
RECOMMENDATION 2	**Strengthen the perception and the impact of Erasmus+ as an instrument of professional development and training.**
	It is recommended that the AMEUP cooperate with the Ministry of Science and Education (MSE) and sectoral agencies (especially with the Education and

Teacher Training Agency (ETTA)) on increasing the visibility, quality, recognition and scope of professional development opportunities provided under Erasmus+ and the respective networks and initiatives, especially eTwinning and Euroguidance.

Decentralised Erasmus+ actions in the field of education and training (especially Key Action 1 – Learning mobility of individuals, transnational cooperation activities, and professional development opportunities organised under eTwinning and Euroguidance), constitute important instruments of professional development of educational staff.

Although the AMEUP, in cooperation with the ETTA, has introduced a part of the listed professional development opportunities into the Catalogue of Professional Conferences, it is necessary to consider the introduction of other relevant professional development events organised by the AMEUP or other Erasmus+ national agencies into the ETTA's Catalogue of Professional Conferences.

Also, the AMEUP, in cooperation with the MSE, should examine long-term prospects for intensifying this vital aspect of its activity by developing complementary projects funded under the European Social Fund.

RECOMMENDATION 3	**Identifying obstacles to project implementation and proposing sustainable evidence-based solutions to the Ministry of Science and Education.**
	It is recommended that the AMEUP carry out an in-depth analysis of the sources of the obstacles to Erasmus+ implementation which this research report points to and to develop solution models to address these obstacles in cooperation with the MSE and other competent bodies.
	The research report, the experience of the AMEUP and the Consultative Group's suggestions indicate that the following steps need to be taken in the long run to remove the obstacles to Erasmus+ implementation:
	- Develop a draft model for pre-financing a part of the total Erasmus+ contracted amount from designated state budget funds intended for the institutions which do not have the sufficient means to pre-finance a segment of the project cycle. After receiving the payment from the AMEUP, the institutions would be obliged to re-pay the pre-financing funds. *Based on its experience with beneficiary institutions, the AMEUP identified a particularly pronounced need for pre-financing in vocational education, where about a half of beneficiaries indicated difficulties related to project pre-financing. The problem was identified by first-time Erasmus+ applicants who do not have accumulated project funds from other projects and by beneficiaries from smaller towns/counties, where the pre-financing opportunities provided by local/regional government are very limited. A similar problem, although present to a smaller degree, was identified in general education (elementary schools and general education secondary schools).*
	- In cooperation with competent ministries, propose models for regulating and calculating payments of salaries and allowances for the staff in the education system working on EU-funded projects.

	- In cooperation with the MSE and ETTA, propose valorisation of the project work for the purpose of professional advancement, i.e. propose, if necessary, amendments to relevant by-laws (Ordinance on professional advancement of teachers in elementary and secondary schools, Official Gazette No. 89/1995, 148/1999, 20/2005; Ordinance on the procedures and requirements for professional advancement and promotion in position titles of teachers and other educational staff in kindergartens, Official Gazette No. 133/1997, 20/2005). *- In cooperation with the MSE and the National Centre for External Evaluation of Education (NCEEE), consider the options for including the work on European projects into the new model of valorising the work of heads of institutions and teachers, i.e. their licensing. Based on the adopted Amendment to the Ordinance on the weekly workload of teachers and other educational staff in elementary schools (Official Gazette No. 34/2014, 40/2014, 103/2014 and 40/14 -corr.), under which the work on international projects was introduced into the subject teacher's job description (1 hour a week), advocate a similar amendment to the Ordinance on the secondary school teacher workload (Official Gazette No. 94/2010).* *- Establish cooperation with the Association of School Secretaries and Accountants in order to identify obstacles that secretaries and accountants face in the implementation of projects and develop models to support their work.* *- Reach an agreement with the MSE on requesting the incorporation of data on implemented projects into annual school plans and programmes, school curriculums and adult education programmes in order to track the link to funds allocated within the framework of Erasmus+.* *- Discuss the issues related to regulating long-term absence/mobility of teachers (e.g. for a school year or a term) and students, and the potential related obstacles.*
RECOMMENDATION 4	**Improving the base of participating institutions in order to facilitate partner search and knowledge transfer.** It is recommended that the AMEUP upgrade the existing base of participating institutions and publish it in order to assist interested institutions in finding partners and exchanging experience. *The AMEUP currently has a developed internal base of LLP and Erasmus+ participating institutions. The base contains the institutions' contact information, the lists of implemented projects and the grant amounts. In 2016, the preparations for the publication of the base will be carried out and it will be published on the AMEUP's websites, facilitating partner search and the exchange of information among educational institutions.*
RECOMMENDATION 5	**Supporting the development of professional communities through knowledge transfer and mutual learning by establishing a network of Erasmus+ ambassadors in the field of education and by reinforcing the cooperation with the existing professional communities.** It is recommended that the AMEUP establish an Erasmus+ ambassador network in the education community and form partnerships with the heads of professional county councils and the Association of School Secretaries and Accountants.

The AMEUP has for a number of years had a successful eTwinning ambassador network, which has proven to be an example of good practice. Based on that model, the AMEUP will, under a public call, select Erasmus+ ambassadors from among the most successful and most experienced heads of institutions, project leaders, secretaries and heads of accounting. The ambassadors will provide assistance to their colleagues at workshops, seminars and in individual consultations.

The AMEUP will also set out to forge partnership with the chairs of professional county councils, as a special target group and important potential disseminators of general information on Erasmus+.

It is particularly important to establish cooperation with the Association of School Secretaries and Accountants and consider options for providing support to this professional community.

III. Recommendations for the Ministry of Science and Education:

Creating administrative and organisational conditions for a successful Erasmus+ implementation and establishing mechanisms for monitoring internationalisation in education.

RECOMMENDATION 1	**Incorporating identified obstacles to Erasmus+ implementation and proposals for their removal into the successor document to the Action Plan for Internationalisation of Education 2015-2016.** It is recommended that the Ministry of Science and Education include all identified obstacles to Erasmus+ implementation and the deadline by which they are to be removed into the amendment or a successor document to the *Action Plan for Internationalisation of Education 2015-2016*, which the government of Croatia adopted on 30 April 2015. *Identified obstacles and needs as well as certain proposals on how to address them were listed in the recommendations for the Agency for Mobility and EU Programmes (Recommendation 3), but they are provided once again below due to their importance. The research report, the experience of the AMEUP and the Consultative Group's suggestions indicate that the following steps need to be taken in the long run to remove the obstacles to Erasmus+ implementation:* *- A draft model for pre-financing a part of the total Erasmus+ contracted amount from designated state budget funds intended for the institutions which do not have the sufficient means to pre-finance a segment of the project cycle. After receiving the payment from the AMEUP, the institutions would be obliged to re-pay the pre-financing funds.* *Based on its experience with beneficiary institutions, the AMEUP identified a particularly pronounced need for pre-financing in vocational education, where about a half of beneficiaries pointed to difficulties related to project pre-financing. The problem was identified by first-time Erasmus+ applicants who do not have accumulated project funds from other projects and by beneficiaries from smaller towns/counties, where the pre-financing opportunities provided by local/regional government are very limited. A similar problem, although present to a smaller degree, was identified in general education (elementary schools and general education secondary schools).*

	- In cooperation with competent ministries, propose models for regulating and calculating payments of salaries and allowances for the staff in the education system working on EU-funded projects.
	- In cooperation with the AMEUP and ETTA, propose valorisation of the project work for the purpose of professional advancement, i.e. propose, if necessary, amendments to relevant by-laws (Ordinance on professional advancement of teachers in elementary and secondary schools, Official Gazette No. 89/1995, 148/1999, 20/2005; Ordinance on the procedures and requirements for professional advancement and promotion in position titles of teachers and other educational staff in kindergartens, Official Gazette No. 133/1997, 20/2005).
	- In cooperation with the AMEUP and the National Centre for External Evaluation of Education (NCEEE), consider the options for including the work on European projects into the new model for valorising the work of heads of institutions and teachers, i.e. their licensing. Based on the adopted Amendment to the Ordinance on the weekly workload of teachers and other educational staff in elementary schools (Official Gazette No. 34/2014, 40/2014, 103/2014 and 40/14-corr.), under which the work on international projects was introduced into the subject teacher's job description (1 hour a week), advocate a similar amendment to the Ordinance on the secondary school teacher workload (Official Gazette No. 94/2010).
	Establish cooperation with the Association of School Secretaries and Accountants in order to identify obstacles that secretaries and accountants face in the implementation of projects and develop models to support their work.
	Reach an agreement with the MSE on requesting the incorporation of data on implemented projects into annual school plans and programmes, school curriculums, and adult education programmes in order to track the link to Erasmus+ funds.
	Discuss the issues related to regulating long-term absence/mobility of teachers (e.g. for a school year or a term) and students, and the potential related obstacles.
RECOMMENDATION 2	**Removing obstacles to European project implementation.** It is recommended that the Ministry of Science and Education prioritise the topic of a systematic removal of obstacles to the implementation of European projects in cooperation with all relevant national bodies in order to sustain the motivation of participating institutions and individuals, ensure a high rate of the absorption of funds available to Croatia and a fair valorisation of work on development projects. *The identified obstacles and needs and certain proposals on how to address them are listed in the above recommendation.*

RECOMMENDATION 3	**Raising awareness of Erasmus+ as an important instrument of professional development and strategically direct professional development activities.** It is recommended that the Ministry of Science and Education promote and support Erasmus+ as an instrument of professional development of a strategic national importance and to perceive and use it, within the scope of its activities, as an integral part of a comprehensive national system of continuing professional development of educational staff. *Since Croatia has only participated in the EU education and training programmes since 2011, the awareness of Erasmus+ and the accompanying networks and initiatives as integral and vital elements of the national professional development system is still insufficiently developed, both among the education policy makers as well as among the stakeholders from the system.*
RECOMMENDATION 4	**Introducing monitoring of national Erasmus+ results based on qualitative and quantitative indicators.** In addition to the indicators for monitoring Erasmus+ operational goals, which are a part of the Annual Erasmus+ Work Programme and the respective Yearly report on the execution of the plan, it is recommended that the Ministry of Science and Education, in cooperation with the AMEUP, define quantitative and qualitative indicators, specific and relevant to the national context, in order to link the monitoring of the results more closely to the national goals related to internationalisation of educational institutions.

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2.2. HIGHER EDUCATION

In the Recommendations, the 'international relations office' (IRO) is referred to as the organisational unit that is in most cases responsible for the implementation of Erasmus+. However, the recommendations intended for IROs equally refer to any organisational unit or any employee (Central Erasmus Coordinator, in case of smaller universities) which bears the highest level of responsibility for Erasmus+ implementation at the higher education institution, i.e. at the university.

I. Recommendations for heads of higher education institutions

Meeting institutional prerequisites for an effective Erasmus+ implementation, sustainability of project results and of Erasmus+ mobility and their integration into the institution's procedures and practice

RECOMMENDATION 1	**Based on the best available evidence and available funds, developing realistic and comprehensive strategic internationalisation-related goals.**
	It is recommended that heads of HEIs base the institution's comprehensive internationalisation strategy on sound financial projections and realistic goals and that internationalisation is built into various segments of the institution's strategy (quality assurance, teaching, research, international cooperation, human resources). Aside from emphasising the number of realised mobilities, it is recommended that the heads of HEIs include in the internationalisation strategy some of the key topics, such as quality (compatibility of study programmes and a comparable quality level of institutions as a prerequisite for concluding bilateral agreements), recognition of learning mobility, developing courses taught in foreign languages, and the inbound/outbound mobility ratio.
	An analysis of HEI's documents reveals that the set internationalisation goals are often unrealistic since the majority of HEIs does not use their own funds, but only those awarded under the Grant Agreement signed with the AMEUP. The projections often significantly exceed the limits of such funding and are not within either the national or the institution's financial means.
	The analysis also points to a need to clearly define steps towards achieving the strategic goals, since HEIs' strategic documents often do not set forth the ways in which the set goals are to be achieved (the purpose, persons in charge, deadlines, funding, results).
RECOMMENDATION 2	**Ensuring stable organisational conditions for the realisation of internationalisation goals, such as an effective functioning of the IRO.**
	It is recommended that heads of HEIs ensure centralised tracking, storing and sharing of information on international activities, regardless of the programme concerned and the source, as well as the tracking of the activities at the HEI's constituent units in order to ensure a smooth transfer of responsibilities in case that a person responsible for the implementation of international mobility programmes at the HEI changes.

	It is strongly recommended that heads of HEIs, within the scope of their power, ensure adequate and stable functioning of the IRO. Furthermore, it is recommended that heads of HEIs raise the awareness at the level of the institution on the importance of the roles of IRO head and staff, i.e. of the Erasmus coordinator, and to ensure that these key players in the implementation of Erasmus+ and other international mobility programmes can exercise their powers.
	The research report warns about a discontinuity in the development of certain areas (international cooperation, in this particular case), which is reflected, among other things, in the redistribution of staff depending on temporary priorities. A strong emphasis is therefore placed on the need for a strategic development of international relations activities which would continue regardless of the change of the school management or ad hoc goals. This is also one of the arguments for attaching a high importance to the storage and transfer of knowledge.
	Erasmus+ implementation is a complex task, containing management, programme, financial, accounting, ICT and promotion components. It is therefore desirable to formalise the integration of these areas into the relevant job descriptions in order to create teams for Erasmus+ and other international projects within the institution.
	In order to get an insight into the workload of the international relations office, it is recommended to carry out a workload analysis and, if necessary, consider available options for building the capacity of these units, especially by means of including administrative staff from the constituent units working on similar jobs, i.e. by including the staff responsible for legal affairs, finances, accounting and public relations.
	At universities, it is of utmost importance to improve communication between constituent units and the central office in order to standardise the solutions to the problems related to the implementation of mobility programmes and centralised Erasmus+ actions as well as other European and international projects (e.g. standardise rules on the exchange of information related to the participation in centralised Erasmus+ actions between the constituent units and the central international relations office).
RECOMMENDATION 3	**Developing internal rules and regulations governing the implementation of international mobility programmes at HEIs.**
	It is recommended that heads of HEIs adopt internal rules and regulations governing the participation in international mobility programmes, in particular Erasmus+, in order to ensure a transparent and consistent implementation in compliance with the relevant rules and regulations.
	An analysis of the existing documents reveals that parts of the process of mobility implementation are insufficiently elaborated or not addressed at all in the rules and regulations of certain institutions. Furthermore, the documents contain some selection criteria that can be assessed as too strict or unpurposeful. It is therefore recommended that the prescribed provisions are not too restrictive and, thus, discouraging for potential participants of international mobility programmes.

RECOMMENDATION 4	**Ensuring conclusion of Erasmus+ inter-institutional agreements based on compatibility, or complementarity and quality, for the purpose of facilitating ECTS recognition.**
	It is recommended that heads of HEIs revise Erasmus+ inter-institutional agreements (also referred to as 'bilateral agreements') so that such agreements are signed based on the principle of rational prioritising of the agreements which are indeed implemented in the spirit of reciprocity due to the existence of similar study programmes and a lack of obstacles to ECTS recognition, considering the openness and flexibility in the recognition of learning mobility and obtained ECTS which is promoted under European education policies.
	Partial non-recognition of ECTS credits acquired abroad by outbound students is one of the key problems related to Erasmus+ implementation in Croatia. ECTS non-recognition negatively affects the quality of study experience of outbound students and it often leads to postponed graduation, unjustifiably creating additional private and public expenditure. Also, ECTS non-recognition creates a significant additional workload for the administrative staff, especially ECTS coordinators.
	This problem is often a result of low-quality inter-institutional agreements allowing exchange between study programmes which have an inadequate level of compatibility. It is possible, and even desirable, that the study programmes are complementary, but full recognition must be ensured in such cases. The official Commission's ECTS Users' Guide (versions 2015 and 2009) recommends that HEIs regulate the recognition of credit mobility under inter-institutional agreements, whereby HEIs are instructed to enter into inter-institutional agreements with institutions:
	a) that offer transparent descriptions of their programmes, including ECTS credits, well-defined learning outcomes, learning and teaching approaches and assessment methods;
	b) whose standards are considered acceptable by the sending institution, which means that the gained learning outcomes expressed in ECTS credits can be accepted without requiring the student to take any additional work or examination;
	c) that are duly quality assured according to their respective national quality assurance systems.
	A part of the problem also still lies in the tendency to apply the principle and the spirit of subject nostrification, rather than the principle of recognition; although Croatia replaced nostrification for recognition as early as in 2003.
RECOMMENDATION 5	**Developing capacities, procedures, services and organisational practices aimed at providing support to growing inbound mobility.**
	It is recommended that heads of HEIs develop capacities, procedures and services in order to support growing inbound mobility by ensuring a reasonable level of quality of study to inbound students and maximising benefits and opportunities of internationalisation at home. Internationalisation at home is an immediate result of hosting exchange students and of providing a strong support for them.

	Considering a rapid growth of inbound mobility, it is necessary to create conditions for offering a larger number of courses in a foreign language, and, most of all, develop incentive and reward mechanisms for teachers providing courses in a foreign language.
	Furthermore, both the study and the AMEUP's implementation experience resulted in the identification of the following needs and good practice examples with respect to inbound student and teacher mobility:
	- Setting up a student-mentor system for inbound students and co-mentoring of inbound students with the mentor at the home institution (only 1/3 of the examinees stated that there is such a practice at the given institution).
	- Setting up mixed groups when possible (foreign students and resident students) to enable a higher level of integration of foreign students).
	- Systematically collecting students' feedback on visiting lecturers. Elaborating procedures and provisions related to inbound staff in mobility rules and regulations.
	- Creating an ECTS package in English.
	- Strengthening cooperation with Erasmus Student Network (primarily refers to schools of professional higher education and polytechnics).
	- Forging cooperation with the Student Council with respect to inbound students (primarily refers to universities).
RECOMMENDATION 6	**Increasing international programme funding from HEIs' own income.**
	It is recommended that heads of HEIs consider directing a proportional part of the HEI's income generated from student fees paid by outbound students into the mobility of students and staff and promotion of mobility.
	The study showed that mobility programmes are largely financed from the funds secured by the AMEUP and that the income collected in the form of tuition fees paid by the students who participate in mobility programmes is not directed towards mobility promotion. There is certainly room for improvement in this area in terms of changing institutional practices.

II. Recommendations for the Agency for Mobility and EU Programmes:

Building HEIs' capacity by providing professional support to HEI heads and staff included in Erasmus+ implementation for the purpose of developing and implementing projects and developing policy and regulation proposals aimed at raising the quality of Erasmus+ and removing obstacles to its implementation.

RECOMMENDATION 1	**Raising awareness of the significance of the internationalisation of higher education among HEI heads.**
	It is recommended that the AMEUP intensify its regular activity of disseminating information to stakeholders and beneficiaries by offering periodic thematic presentations of higher education internationalisation instruments from its portfolio to umbrella stakeholders, i.e. groups of higher education leaders.
	Although the AMEUP actively promotes its programme portfolio in national meetings, seminars and info-days which it organises and in the numerous events attended by its staff, there is still an evident need for intensifying efforts aimed at promoting these instruments and their results to umbrella stakeholders (Croatian Rectors' Conference, Croatian Council of Universities and University Colleges of Applied Sciences) and institutions' heads (public university senates, councils of large faculties) as well as informing them of the difficulties related to internationalisation.
RECOMMENDATION 2	**Strengthening HEIs' professional capacities in order to raise the quality of Erasmus+ projects.**
	It is recommended that the AMEUP intensify its regular activity of providing support to project proposal development for decentralised and centralised Erasmus+ activities accessible to HEIs.
	There is significant room for improvement in building the capacity for participation in centralised Erasmus+ activities, which bring major developmental and financial benefits to the HEIs and the system as a whole.
RECOMMENDATION 3	**Strengthening the perception and the impact of Erasmus+ as an instrument of professional development of teaching and non-teaching staff and opening a discussion on the valorisation of participation in such activities in conferment of titles.**
	It is recommended that the AMEUP, within its regular activities, specifically promote Erasmus+ as an important instrument of professional development of HEI staff and encourage a discussion, together with the MSE, on the options for valorising successful and relevant participation in such activities in conferment of titles.
	Short-term mobility of HEI staff is not taken into account in the process of advancement in titles. The ordinances which regulate conferment of scientific, scientific and academic, art and academic, academic, associate, and professional titles and the accompanying jobs, i.e. the decision of the Rectors' Conference on the conferment of scientific and academic titles, do not recognise short-term mobility as an activity which could be (individually or cumulatively) considered in conferment of titles. The practice so far has been to only valorise mobility in the duration of three months or longer, which is not stimulating for the staff members who contribute to the quality of its institution's provision by detailed preparation and realisation of their mobility.

RECOMMENDATION 4	**Supporting the development of professional communities through knowledge transfer and peer-based learning by establishing a network of Erasmus+ experts in the field of higher education.**
	It is recommended that the AMEUP set up a network of Erasmus+ experts gathering the most successful and most experienced Erasmus+ coordinators, ECTS coordinators, leaders of centralised projects, secretaries and heads of accounting, who could provide support to their peers at workshops, seminars and individual consultations.
	In 2015, the AMEUP instituted the category of Erasmus+ expert by selecting candidates under a public call targeting heads of IROs. The research study and the AMEUP's experience both recognise the need to exploit the potential of international cooperation experts by setting up formal methods for valorising and sharing the acquired knowledge. Furthermore, it is important to consider the needs and potentials for developing specific professional development and training programmes for secretaries and heads of accounting and the staff responsible for financial and accounting aspects of the implementation, since this category is still insufficiently targeted and supported under the current support activities provided by the AMEUP.

III. Recommendations for the Ministry of Science and Education:

Creating administrative and organisational conditions for a high-quality Erasmus+ implementation and establishing mechanisms for monitoring internationalisation in education.

RECOMMENDATION 1	**Incorporating identified obstacles to Erasmus+ implementation and proposals for their removal into the successor document to the Action Plan for Internationalisation of Education 2015-2016 and considering amendments to the legislation in the area of internationalisation.**
	It is recommended that the Ministry of Science and Education include the catalogue of obstacles to Erasmus+ implementation identified by the research study into a successor document to the Action Plan for Internationalisation of Education 2015-2016, and improve the legislation related to internationalisation.
	Biannual MSE's action plans addressing internationalisation prescribe which identified obstacles and areas require support and development and define the related activities and responsible persons. The gauge of pertinence of this publication will most certainly be the exploitation of its results, insights and the listed recommendations in the form of respective action plan measures. Some of the insights and the related recommendations point to a need for encouraging a public debate on the potentially required amendments of the legal framework in the area of internationalisation.

RECOMMENDATION 2	**Encouraging a public debate on the valorisation of short-term mobility in professional advancement of the teaching staff.** It is recommended that the MSE initiate a public debate on the valorisation of short-term mobility of teachers in their professional advancement, based on the existing evidence, analysis of the state of play and good practice examples from other countries. *Even though this issue has been touched upon several times, since the beginning of the Bologna Process around the middle of the last decade, which involved increased opportunities for the mobility of teachers through European projects, the topic has not been subjected to a formalised and structured debate which would be based on an analysis of the current national practice, data on the number, type and results of such mobility, or the respective practice in other EU countries. The staff members embarking on mobility projects invest great effort in the preparation and the realisation of the mobility. The knowledge and skills which they obtain in such a way are often built into their future work and shared with peers, bringing multiple benefits to the institution, yet remaining formally unrecognised. It is therefore vitally important to push forward public debate on the topic, based on evidence, overview of the state of play and good practice examples. This recommendation does not assume the result of the process, which might yield other, more appropriate forms of valorisation of such activities.*
RECOMMENDATION 3	**Introducing monitoring of national Erasmus+ results based on qualitative and quantitative indicators.** In addition to the indicators for monitoring Erasmus+ operational goals, which are a part of the Annual Erasmus+ Work programme and the respective Yearly report on the execution of the plan, it is recommended that the Ministry of Science and Education, in cooperation with the AMEUP, define quantitative and qualitative indicators, specific and relevant to the national context, in order to link the monitoring of the results more closely to the national goals related to the internationalisation of higher education.
RECOMMENDATION 4	**Ensuring strategic support for internationalisation of HEIs through the development of support instrument funded from the European Social Fund.** It is recommended that the MSE address the internationalisation-related national needs identified to date as well as those identified in this document by financial instruments of the European Social Fund. *Under the European Social Fund project programming and planning activities (the Operational Programme "Efficient Human Potentials 2014-2020"), the MSE has foreseen two projects supporting the internationalisation of higher education:* 1. *Internationalisation of higher education – development of study programmes in foreign languages in priority areas and those of joint degree programmes (open call). HEIs shall be eligible to apply. Two calls are tentatively scheduled for 20017 and 2019. The project builds upon the Strategy for Education, Science and Technology: 'Measure 7.2.1. Secure financial support for teaching in foreign languages. Gradually introduce courses/modules as well as master and doctoral degree programmes in English or another foreign language. The financial support should be planned through ESF.'*

| | 2. *Internationalisation of higher education – top-up grants for international mobility (directly awarded by the AMEUP). The priority areas shall include STEM study programmes. Two cycles of grant awards are planned over the period of two years.*

Furthermore, study results and recommendations presented in this document constitute a sound starting point for consideration of potential further projects to address the identified needs and difficulties. |

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III. EVALUATION OF THE IMPACT OF THE LIFELONG LEARNING PROGRAMME ON EDUCATIONAL INSTITUTIONS AND HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF CROATIA

EXECUTIVE SUMMARY

Presented below are the results of the study conducted among educational institutions and higher education institutions (hereinafter: HEIs) which participated in the Lifelong Learning Programme (hereinafter: LLP) in Croatia in the period between 2009 and 2014. In the context of the European education policy, as specified in the Decision establishing an action programme in the field of lifelong learning, the LLP is linked to the following two objectives: firstly, lifelong learning should contribute towards the realisation of the goals of making the EU the most dynamic and competitive economy in the world, and of making it a knowledge-based area of increased employability and a higher standard of living; and secondly, lifelong learning should lead to greater social cohesion, the prevention of discrimination and exclusion as well as to the preservation of fundamental European values through international exchange and mobility among EU member states. The LLP is based on common EU goals and is aimed at supporting national education and training systems through the development of complementary EU tools as well as through joint learning and good-practice exchange based on the open method of coordination. Accordingly, LLP accession was intended to assist Croatia in its efforts to develop lifelong learning through exchange, cooperation and mobility with other education and training systems in the EU.

The impact that was expected as a result of the participation of Croatia's educational institutions and HEIs in the LLP was multileveled. The first level of expected impact concerned improvements in the participants' knowledge and skills (i.e. the individual level). The second level concerned the potential added value of fostering international and inter-sectoral exchange and cooperation as well as potential improvements in (teaching) practice and content (i.e. the institutional level). The third level concerned a potential contribution to changes in the national education system, and to the development of the European dimension in lifelong learning (i.e. the European and national level).

The study examines potential changes and progress made at the level of participating institutions. Due to significant differences among the activities of different sectoral programmes, two separate sets of research were carried out simultaneously: the first one evaluated the impact of the Comenius, Leonardo da Vinci and Grundtvig sub-programmes, which encompass the areas of early childhood education and care (ISCED 0[1]), elementary education (ISCED 1 and 2), secondary education (ISCED 3) and adult education, while the second one evaluated the Erasmus sub-programme, aimed at higher education. Two sets of methodological solutions (described in the chapter on methodology) were developed in order to address two compound questions:

Firstly, do decision-makers and (non-)teaching staff in kindergartens, elementary and secondary schools as well as adult education institutions recognise the changes spurred by participation in Comenius, Leonardo da Vinci and Grundtvig activities, with respect to the following dimensions related to the general and specific objectives of the LLP?

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1, t/n: For levels of UNESCO's International Standard Classification of Education (the standard framework used to categorise and report cross-nationally comparable education statistics), see ISCED 2011 at http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf.

(a) readiness of staff to participate in professional development activities
(b) employment of new pedagogic methods
(c) development of specific professional knowledge and skills as well as language competences among staff
(d) capacity for project management
(e) internal institutional organization and cooperation among staff members
(f) development of (inter-)sectoral and international partnerships
(g) reputation and recognition of the institution in the local community
(h) European dimension in education
(i) personal development of beneficiaries (i.e. children, pupils, adult learners)
(j) attitude towards persons with disabilities and persons with fewer opportunities

Secondly, what was the impact on HEIs of their own participation in the decentralised Erasmus sub-programme with respect to the following?

(a) integration of the European dimension into the HEIs' strategic documents
(b) development of the HEIs' capacity for international mobility
(c) internationalisation of HEI curricula
(d) strengthening of the social dimension of international mobility
(e) creation of international partnerships

Evaluation of the Comenius, Leonardo da Vinci and Grundtvig sectoral programmes

In Croatia, the Lifelong Learning Programme was implemented over a period of five years. The projects and activities carried out under the Comenius, Leonardo da Vinci and Grundtvig sectoral programmes were highly heterogeneous, in terms of both the persons engaged in them and the topics addressed, and, consequently, in terms of their potential impact on the individuals and their institutions. If we further take into account the diversity of the participants, whether in terms of profession, age, personality, aspirations or socio-economic background, it becomes evident that the LLP involved an extremely heterogeneous group of people and institutions. In spite of this, the results of the research are relevant to all institutions. The presentation of the findings related to the above questions is intended to provide insight into the extent to which the staff and the heads of educational institutions recognised the impact of LLP-funded projects on their respective institutions, as well as into any factors that might limit the impact of implemented projects.

Readiness of staff to participate in professional development activities

Respondents reported that the participation of their institutions in LLP projects positively affected the openness of their staff towards personal and professional challenges (47.39% of all respondents reported a strong or a very strong impact) as well as their staffs' motivation both to engage in professional development activities and to acquire, clarify and/or perfect their skills, knowledge and attitudes (47-49% of respondents reported a strong or a very strong impact). A higher proportion of staff involved in projects was positively correlated with overall staff readiness to participate in international professional development activities. Intra-institutional knowledge transfer is extremely important; the more energy and effort that participants invested in the transfer of knowledge, skills and experience to other staff members, the higher the perceived progress was in the readiness to participate in professional development activities. The institutions in which the most progress was perceived are kindergartens.

Employment of new pedagogic methods

Respondents reported that the participation of their institutions in LLP projects positively affected the motivation of teachers to introduce changes and innovation into their educational work/teaching (43% of respondents reported a strong or a very strong impact), enriching the content

of subjects taught (42% of respondents reported a strong or a very strong impact), and knowledge about teaching practices in other countries (42% of respondents reported a strong or a very strong impact). Respondents reported that the participation of their institutions in LLP projects had the lowest impact on their staffs' preparedness to employ new or diverse forms and methods of teaching (about 30% of respondents reported a low impact or no impact). The number of projects is a relevant progress factor. Reported progress in the use of new pedagogic methods is also correlated with the transfer of knowledge, skills, experience and the perceived obstacles. The study shows that the institutions in which the transfer of knowledge, skills and experience was organised measured higher reported progress. On the other hand, if the level of reported obstacles to participation in the LLP on the institutional level was higher, the reported progress was somewhat reduced. Reported progress in the employment of new pedagogic methods was greater among participating kindergartens than among participating elementary or secondary schools.

Development of specific professional knowledge and language competences

Respondents reported that the participation of their institutions in the LLP led to the greatest progress in terms of the organisation and management skills of their staff, which refers to the ability and readiness to organise and manage projects and teams, and in terms of social and foreign language communication competences (between 42% and 46% of respondents reported that LLP participation had a strong or a very strong impact on these skills). The lowest impact of LLP participation was reported in competences for working with learners (i.e. children and pupils) with special educational needs (almost 40% of respondents reported a low impact or no impact).

It was found that there are differences in the development of specific professional knowledge in the context of LLP participation. The results show that the level of impact is positively correlated with the proportion of participating staff and learners at the institution. Likewise, there are measurable differences between different types of educational institution. Reported progress in this dimension was greater in kindergartens and adult education institutions.

Capacity for project management

LLP participation had an impact on staff motivation to respond to calls for proposal (51.1% of respondents reported a strong or a very strong impact) and on support for any staff initiative to apply for a project (57% of respondents reported a strong or a very strong impact). Furthermore, a significant impact was also reported in staff initiative and preparedness for participation in projects. The Leonardo da Vinci and Grundtvig sectoral programme measured a stronger impact due to their structure, which entailed implementation of comparatively large projects that required international partnerships. If an educational institution carried out larger numbers of knowledge transfer activities, the reported impact was greater. Secondary vocational schools and adult education institutions registered a greater impact than other educational institutions.

Internal organisation and cooperation among the staff

Respondents reported that the participation of their institutions in LLP projects had the strongest impact on the head of institution's readiness to support staff in LLP project participation (57.4% of respondents reported a strong or a very strong impact) and on cooperation between heads of institutions and their staff (56.2% of respondents reported a strong or a very strong impact). On the other hand, the least progress was made in applying clear procedures consistently to all the employees, and in clearly defining responsibilities for the performance of specific tasks. Progress was perceived to a higher degree in kindergartens and adult education institutions, and among Grundtvig and Leonardo da Vinci programme beneficiaries.

Creation of inter-sectoral/international partnerships

This dimension showed the least progress when compared to other dimensions of institutional impact. However, respondents perceived progress in nurturing contacts with international project

partners (43.5% of respondents reported a strong or a very strong impact) and in establishing contacts with teachers abroad (44.3% of respondents reported a strong or a very strong impact). Respondents from the institutions that carried out larger numbers of projects, which engaged a greater number of teachers, reported more progress in this dimension. Institutions with the highest perceived progress include secondary vocational schools and adult education institutions.

Reputation and recognition of the institution in the local community

Respondents reported a somewhat lower impact of LLP project participation on the reputation and recognition of their institutions in their local communities. Yet progress was observed in the organisation of activities available to the wider public (42% of respondents reported a strong or a very strong impact), while a lower impact was reported in the institutions' cooperation with respective local authorities (31% of respondents reported a low impact or no impact).

European dimension in education

The impact for this dimension is reported to be somewhat higher as compared to the majority of other dimensions of institutional impact. Respondents reported the greatest progress with regard to respect for and knowledge about different cultures (60% of respondents reported a strong or a very strong impact), knowledge about and understanding of education systems in partner countries (44.6% of respondents reported a strong or a very strong impact), and awareness of European cultural and moral values among staff (43.4% of respondents reported a strong or a very strong impact). The number of implemented projects and the number of participating learners/ staff members was positively correlated with the extent of the impact.

Personal development of learners (i.e. children, pupils and students)

As compared to other dimensions of institutional impact, the reported impact was the highest for this dimension. The best results were found in respect for differences (61.2% of respondents reported a strong or a very strong impact), learners' interest in other European countries and their cultures (58.3% of respondents reported a strong or a very strong impact), and motivation to cooperate with peers at home and abroad as well as to learn foreign languages (56.2% of respondents reported a strong or a very strong impact). Leonardo da Vinci and Grundtvig programme beneficiaries reported the highest degree of progress.

Persons with disabilities and persons with fewer opportunities

As compared to other dimensions of institutional impact, the reported impact of LLP project participation on sensitivity to persons with disabilities and persons with fewer opportunities was somewhat lower. The indicator exhibiting the greatest reported progress was support at the institution for learners from disadvantaged socio-economic background socially disadvantaged groups (28% of respondents reported a strong or a very strong impact).

Institutional obstacles

Even though progress was reported across almost all dimensions of institutional impact, programme beneficiaries also identified a number of obstacles to LLP participation, which in turn also limit project impact. Factor analysis was used to determine the way in which institutional obstacles are grouped. An analysis of 16 institutional obstacles revealed four obstacle groups, namely: 1) administrative obstacles, 2) institutional passivity, i.e. a lack of awareness about mobility opportunities among staff and failure to obtain approval to participate in mobility projects, 3) a lack of interest and motivation among staff and 4) institutional isolation and failure to recognise the value of mobility projects.

The results indicate that the greatest individual obstacle to participation in mobility projects is a lack

of funds to cover institutions' own expenses related to project participation (13% of respondents reported that this obstacle was very present at their institution, whereas 20% reported that it was mostly present). Furthermore, administrative procedures are also among the most frequently reported obstacles to staff embarking on mobility projects. Other obstacles include the attitude that project participation places too high of a demand on institutions' administrative, human and financial resources, and the perception of excessive staff workloads. The above obstacles were reported as very present at respective institutions by 9-10% of respondents. Between 23% and 27% of respondents reported that they were present to a high degree. A lack of language competences and interest among staff, non-valorisation of international project participation in the context of professional development, and insufficient awareness of mobility opportunities among staff were also pointed out.

Individual obstacles to LLP participation were linked with each of the ten perceived progress indicators that constitute the institutional impact on mobility project participation. The results show that almost all of the obstacles are negatively correlated with progress indexes, i.e. correlation coefficients range from weak to moderate (r=-0.40). Generally, it may be concluded that a stronger presence of various obstacles to participation in LLP projects hinders the progress and institutional impact of such projects across all of the assessed dimensions. The institutional obstacles that are significantly correlated with almost all of the assessed dimensions of institutional impact on participation include an insufficient level of awareness and interest in mobility project opportunities, insufficiently educated administrative staff, poor communication between administrative and teaching staff, and a lack of recognition of the value of mobility, i.e. the attitude that there are more important areas to invest in than mobility.

Certain patterns may be observed if institutional participation in each sectoral programme is examined. It seems that the Comenius, Leonardo da Vinci and Grundtvig programmes had an equal effect on institutional progress in the four dimensions that remained stable across all sectoral programmes. Namely, regardless of the sectoral programme that the institution participated in, reported progress was almost equal with regard to the readiness of staff to participate in professional development activities and to employ new pedagogic methods, the reputation and recognition of the institution in the local community, and the presence of the European dimension. The Leonardo da Vinci and Grundtvig programmes made a measurably stronger impact on project management capacity, internal organisation and cooperation among the staff, Development of (inter-)sectoral and international partnerships, and learners at the institution. This pattern is consistent with the goals of the two sectoral programmes: Leonardo da Vinci and Grundtvig were aimed at the acquisition of knowledge and skills related to organisational and business challenges, and were therefore able to contribute to changes in organisations' practices and educational provision.

Evaluation of the Erasmus sectoral programme

In the second set of research, which was aimed at evaluating the impact of the Erasmus sectoral programme, mobility of students and academic staff as well as non-academic staff was treated as an instrument for the internationalisation of HEIs. One of the key steps that HEIs can take to intensify internationalisation is to facilitate mobility. This refers to administrative decisions and support for the development of internal procedures that facilitate mobility (Huisman and van der Wende, 2005). There is a lot of room for improvement in this area at each HEI. LLP participation is an opportunity for a HEI to develop not only its international dimension, but also the quality of its educational, scientific, administrative and public activities. However, the main finding of the study is that Croatian HEIs use Erasmus exclusively as an administrative framework rather than as a tool to foster international cooperation and internationalisation.

A rise in both inbound and outbound mobility suggests that Erasmus participation made an impact on mobility participants at HEIs. An increased number of courses taught in a foreign language and the links found between Erasmus and other instruments for the internationalisation of curricula indicate that predominant teaching technologies have changed. Even though such changes are

often not dramatic at the institutional level, it still bears noting that almost none of them would have taken place without participation in Erasmus activities. In this sense, the programme played a crucial role. The lowest impact was registered in organisational structure and goals. It seems that Erasmus activities did not manage to affect the development of institutions' internationalisation-related goals. Only in a limited and sporadic way did the programme affect the priorities of institutions and their structure, a shift to clear and efficient distribution of power and authority on different levels, cooperation between internal organisation units and a clear delegation of tasks aimed at internationalisation.

Institutional capacity and the management of internationalisation

Reports by international cooperation staff indicate that decision makers showed an insufficient level of support for the development of higher education mobility and, indirectly, for the internationalisation of universities. The interviews and survey conducted suggest that Erasmus had only a medium-level impact on the development of international cooperation strategies at universities. Even though the majority of universities defined mobility objectives and adopted some form of a strategy at an early phase of LLP implementation in Croatia, programme evaluations were inadequate and strategies were not updated to reflect changes in the development of mobility in higher education. At the same time, intensified and expanded mobility increasingly calls for a vision and strategy as well as coordination aimed at the internationalisation of universities. According to interviewees' statements, as universities come under growing pressure to tackle various administrative challenges (i.e. different evaluations, the introduction of quality assurance systems and other procedures, also imposed from "outside" the university), any change in university management causes discontinuity in the implementation of any processes initiated by former management, since new management typically attempts to focus on the most recent administrative problems. Despite some universities' initial enthusiasm for – or at least serious commitment to – setting activities related to Erasmus implementation into motion, the importance and the value of their IROs eroded in time or with changes in management, as did cooperation between their IROs and their respective management, leading to decreased support for those IROs' activities. Discontinuity in the development of international cooperation seems to be a major obstacle to the internationalisation of universities.

Polytechnics and schools of professional higher education do not seem to undergo changes in management, or in their trajectory in Erasmus implementation, quite as often as universities. On the other hand, these institutions often face a high turnover of administrative staff (i.e. Erasmus coordinators), which is also a hindrance to steady development in certain areas, such as international cooperation. For that reason, the prioritisation of academic mobility and internationalisation as a wider goal often depends on the commitment of a few enthusiasts who initiated the implementation. However, their impacts are often diminished by their transfer to other jobs.

It is important to note that the constituent units of large universities have, in accordance with instructions by the central IRO as well as their own needs, developed their own institutional capacities for mobility over the years. Over the course of Erasmus implementation, central IROs at large universities transferred some of their mobility-related processes to constituent units, while maintaining a coordination role. Constituent units may therefore greatly vary in their institutional capacity for mobility implementation and intensification. The survey helped map out the changes initiated by HEIs' LLP participation. Over 80% of university and faculty Erasmus coordinators as well as ECTS coordinators reported that LLP participation set into motion a development of procedures to recognize ECTS credits awarded during a period of placement or study abroad. Erasmus helped improve the international visibility and attractiveness of the institution. Institutions provide academic support to students and staff who are interested in mobility by providing information on the application procedure, the selection of the host institution, etc. In connection with the above, about two thirds of all respondents reported that Erasmus facilitated the setup of non-academic support for both inbound and outbound students, which included the provision of information on subsidies, accommodation, leisure time activities, etc. Furthermore, about

two thirds of all respondents noted that, thanks to Erasmus, institutions produced informational and promotional materials in foreign languages and, most importantly, set up offices/services for international cooperation/mobility and developed international cooperation strategies. A somewhat smaller proportion of respondents reported that Erasmus led to increased employment in international cooperation/mobility jobs. One third reported that it led to increased participation on the part of of teaching and administrative staff in foreign language courses.

Financial capacity

At large Croatian universities, the financial management of any common programme is particularly complex due to the decentralised organization of management and the legal status of constituent units. The experience of Erasmus implementation demonstrated that universities are not generally ready to invest their own funds in mobility and internalisation on top of the Erasmus funds. Even if funds for that purpose were allocated at the university or constituent unit level, any such investments were most often sporadic rather than strategic. Document analyses showed that three out of seven universities invested no funds from their own sources, whereas the remaining four secured funds primarily for promotional activities and office supplies. There were individual cases of universities securing funds for purposes of offering courses in a foreign language and paying administrative IRO staff salaries. According to interviewees, some constituent units of large universities also used their own financial resources to build capacity for mobility, but the majority of funds invested in this area were awarded to universities by the AMEUP under the Erasmus sectoral programmes. There are several examples, at polytechnics and schools of professional higher education, where additional support was provided for student mobility (i.e. coverage of travel costs and insurance, health insurance). Some polytechnics cooperated with local authorities or the Croatian Student Council to secure additional funding for outbound students. However, these are still isolated cases rather than widely accepted practices. Sustainable funding for higher education mobility capacity-building and, indirectly, for the development of internationalisation, is yet to be put into place.

Administrative capacity

Mobility activities are coordinated centrally at the majority of examined HEIs, due to the fact that financial responsibility for programme implementation lies with each university. According to Erasmus coordinators, the central IRO carries the greatest workload in that respect. Likewise according to Erasmus coordinators, there are no official documents governing the responsibilities of ECTS coordinators at universities, despite their essential role in the mobility recognition process. The activities of ECTS coordinators are coordinated by central Erasmus coordinators at universities, and all respondents stated that the quality of these individuals' work depends entirely on their personal motivation. This is the reason behind obvious quality-of-work differences among ECTS coordinators. Interviewees pointed out that international cooperation and project work involved a lot of visible and invisible work, such as communicating with beneficiaries and handling numerous specific problems of individual beneficiaries – sometimes very extensively – that are typically part of mobility at all levels. All of these problems require communication and coordination with teaching staff, students, different coordinators and department heads, as well as with domestic or host universities. The work of ECTS/Erasmus coordinators within constituent units and departments should therefore be more highly valued. Such incentives do not have to necessarily be pecuniary; they can involve reduced responsibilities in other aspects of work, or recognition of work by, for example, granting advantage when it comes to professional advancement or awarding certain types of grants, such as those for conference participation.

Coordinators typically learn from their peers. Aside from engaging in knowledge transfer and networking activities, they also share established processes and procedures. Coordinators maintain ongoing communication, which is not limited to problem solving. Coordinators of regionally connected universities and those of similar-sized universities are particularly well-connected as are those at polytechnics and schools of professional higher education that provide similar programmes of study. Such network-based learning is especially important due not only to the

benefits of shared knowledge, which clearly exceeds that of an individual department or faculty, but also to mutual support and, consequently, increased motivation among Erasmus coordinators.

Academic capacity

It should be pointed out that respondents reported that universities, as compared to other types of HEI, were making the greatest progress in the area of the internationalisation of curricula. This can be attributed to their size and the diversity of their programmes of study. Internationalisation of teaching and learning (i.e. resident lecturers teaching in foreign languages, the presence of foreign guest lecturers, the teaching of literature in foreign languages, etc.) is stronger at universities and their constituent units (98%) than at polytechnics and schools of professional higher education (80%). However, even though all curriculum internationalisation indicators are highly represented, a relatively small proportion of all respondents attributed such results to Erasmus. Erasmus is, however, credited by the highest proportion of all respondents (over 70%) for the introduction and increased number of courses offered in foreign languages. About 57% of all respondents generally attributed the internationalisation of curricula to Erasmus, whereas less than 40% attributed the enrichment of existing course curricula with international topics to Erasmus.

The impact of Erasmus was perceived to be weakest with respect to the introduction of compulsory courses in foreign languages into curricula (almost 60% of all respondents reported no positive contribution in this area). Also, more than 50% of all respondents reported that Erasmus implementation led to neither significant changes in existing programmes of study nor the introduction of new ones.

The data collected based on document analysis indicate that schools of professional higher education employ significantly different practices in terms of how foreign language-based programmes in a foreign language or consultation-based teaching are organised. The choice between organising classes in a foreign language and providing consultation-based teaching also depends on learner count. As for the distribution of courses in a foreign language, it varies between university constituents. There are departments or faculties that stand out with respect to the number of general and specific courses offered in a foreign language. Such constituent units are the preferred host institutions among inbound students. According to central Erasmus coordinators at HEIs, high inbound mobility was a strong impetus for the introduction of courses in foreign languages, which in turn encouraged teachers at host institutions to follow suit.

Practice has shown that courses in a foreign language that are listed as part of a programme of study are not necessarily offered each academic year. About 60% of all respondents said that foreign language-based courses were sometimes not offered during some academic years. An insufficient number of students interested in foreign language-based instruction is the most often reported reason for not offering such courses. Respondents in fact stated that such courses were offered only during academic years in which interested foreign (visiting) students were present. Absenteeism or scheduling problems (i.e. sick leave, sabbatical leave or schedule overlaps) among teachers, a lack of motivation among teachers (due to non-valorisation of work on foreign language-based courses) and an insufficient number of foreign students interested in attending such courses are some of the additional reasons why courses in foreign languages are not regularly offered. Over 40% of all respondents to the question regarding the valorisation of teachers' work on foreign language-based courses reported that such work was not valorised in any way. Among the most commonly mentioned valorisation examples was formal recognition (e.g. a teacher having his/her work featured on the institution's website). Some respondents (about 33%) reported that teachers sometimes, and in some cases always, received pecuniary benefits or payments based on special agreements once or more per year. About 31% of all respondents reported that teachers were sometimes sent to specialised workshops or to other forms of professional development programme, but that was not a rule, whereas 6% reported that this was a common form of compensation. About 19% of all respondents reported that teachers were sometimes granted participation in foreign language courses, whereas 6% reported that this was a common form of compensation. There

are very few examples in which teachers who offer courses in a foreign language receive monthly benefits in addition to salary or enjoy a reduced teaching workload.

The results show that there is no coherent approach that would motivate teachers to offer courses in a foreign language, since the degree and form of valorisation vary between HEIs.

Aspects of the social dimension

The results clearly show that most universities do not take a systematic approach to students with fewer opportunities, categorically conceived. A more systematic approach to students with disabilities, involving several different services, was put into place at two universities. Over the past two years, another university has implemented a more systematic approach to this group as well. The survey targeting ECTS/Erasmus coordinators at HEIs shows that a targeted dissemination of information to sensitive groups of students is implemented at 50% to 60% of HEIs. However, Erasmus was not the driver of such activities in most cases. Integration of inbound students into HEI social and academic life is also an aspect of the social dimension. One of the integration avenues is cooperation between universities and the Erasmus Student Network on engaging foreign students in various activities, such as volunteering, sports events, community activities, etc.

In addition to the already-noted impacts of Erasmus on participating HEIs, the study also identified some obstacles to the realisation of programme objectives. The survey showed that the biggest problem was a significant number of students from disadvantaged backgrounds who for a variety of reasons could not participate in mobility (e.g. for financial reasons, because they are parents, because they have to work, etc.). To a smaller extent, the following problems were reported: an inability to find a host institution due to specificities of one's programme of study, a large number of external associates (lecturers) hired by HEIs, and an attitude that Erasmus participation at foreign HEIs encourages students to pursue higher degree programmes abroad even, while domestic HEIs would like to retain them. Data collected on the basis of the questionnaire indicate that the biggest obstacle to an increased impact of Erasmus is a high teaching and research workload on the part of academic staff, which prevents them from engaging in mobility. Half of all respondents reported that this obstacle was particularly pronounced at their home institution. On the other hand, about one quarter of all respondents reported a lack of interest in Erasmus participation among academic staff as well as an inability to find substitute teachers, if and when a teacher does decide to partake in mobility. Furthermore, about 45% of all respondents reported that another particularly pronounced obstacle was the dearth of grants available to support all of the students interested in Erasmus mobility. About one third of all respondents considered the following factors to constitute obstacles to Erasmus implementation: too few administrative staff members to ensure efficient Erasmus implementation; too few courses offered in foreign languages to attract foreign students; non-valorisation of academic staff who work on international projects; insufficient HEI funding for Erasmus-related costs; and too few scientific and academic staff members to be involved in Erasmus implementation.

Finally, it is necessary to briefly acknowledge the challenges that came up over the course of conducting this study. The first major challenge was linked to operationalization. Indeed, the programme-related concepts are multi-faceted and many of the project outcomes are not easily measured. This made the process rather complex. The second challenge was that this study was the first of its kind in Croatia. Even at the European level, relatively few studies have aimed to evaluate the impact of the LLP in a similar way (Doyle, 2011; European Commission 2007, 2010; Sentočnik, 2014; Širok & Petrič, 2011), although some of them merely focused on individual sectoral programmes. The third general challenge (affecting all such studies) lies in the ex post approach of the study itself, i.e. the attempt to retroactively examine the impact that a programme or policy made.

1. EVALUATION OF THE COMENIUS, GRUNDTVIG AND LEONARDO DA VINCI SECTORAL PROGRAMMES

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1.1.OBJECTIVES AND SCOPE OF THE STUDY

The study targeted educational institutions that were beneficiaries of the Comenius, Leonardo da Vinci or Grundtvig sectoral programmes in the period between 2009 and the end of the 2013/14 school year. The study covered four types of educational institutions: kindergartens (ISCED 0), elementary schools (ISCED 1 and 2), secondary schools (ISCED 3) and adult education institutions.

The general goal of the study was to examine the impact of the Comenius, Leonardo da Vinci and Grundtvig sectoral programmes on participating educational institutions. This goal was divided into two specific objectives, the first of which sought to identify programme impacts across ten dimensions.

1st objective:
Investigate whether decision makers and (non-)teaching staff in kindergartens, elementary schools, secondary schools and adult education institutions recognise any changes that came about due to their institutions' participation in programme activities with respect to:

1. the readiness of staff to participate in professional development activities;
2. the employment of new pedagogic methods;
3. the development of specific professional knowledge, skills and language competences among staff;
4. the capacity for project management;
5. the internal institutional organization and cooperation among staff members;
6. the development of (inter-)sectoral and international partnerships;
7. the reputation and recognition of the institution in the local community;
8. the European dimension in education;
9. the personal development of learners (children, pupils, adult learners);
10. the attitude towards persons with disabilities and persons with fewer opportunities[1].

2nd objective:
Investigate whether decision makers and (non-)teaching staff in kindergartens, elementary schools, secondary schools and adult education institutions identify any obstacles to a wider participation of their institution in the LLP.

1, Persons with fewer opportunities are those individuals who, due to educational, social, economic, mental, physical, cultural or geographic factors, are not able to realise their full potential, since many opportunities are out of their reach.

1.2. METHODOLOGY AND IMPLEMENTATION OF THE STUDY

1.2.1. RESEARCH METHODS

With a view towards evaluating the impact of the Leonardo da Vinci, Comenius and Grundtvig sectoral programmes on participating educational institutions and identifying obstacles to their wider participation in the LLP, this study utilised a mixed methodology approach. The study combined two qualitative methods (focus groups and semi-structured interviews) and one quantitative method (a questionnaire).

Considering the pioneering nature of this study in evaluating the institutional impact of mobility projects carried out under the LLP in early childhood education and care (ISCED 0), elementary education (ISCED 1 and 2) and secondary education (ISCED 3), a bottom-up approach was used in constructing measurement devices. In other words, researchers used qualitative methods to learn more about the researched topic and its main themes. This enabled them to formulate indicators that were later used in the quantitative research.

The first step in the empirical research was to set up two focus groups – one of them consisting of LLP participants (five focus group participants), and the other one of LLP non-participants (six focus group participants). Focus group research was conducted in December 2014. Participants included heads of institutions and teaching staff of kindergartens, elementary schools, secondary schools and adult education institutions. The purpose of the focus group research was to allow the researchers to become more familiar with the research topic. Accordingly, questions used in focus groups addressed general topics, for example: "How did LLP participants learn about the LLP?;" "What were the decision-making processes related to LLP participation at their home institutions;" and "What methods were used for the transfer of knowledge in the educational context?." Focus group participants were asked about their expectations, reasons and motivations related to international mobility participation as well as their experience in and attitudes towards inter-sectoral and international cooperation, and also perceived obstacles to intensified participation in mobility.

Based on the information obtained in the focus groups, a guide for semi-structured interviews was constructed. The purpose of this part of the research was to gain deeper insights into the research topic and design indicators for the questionnaire. A total of seven semi-structured interviews were conducted with the staff of participating educational institutions. The interviews were conducted in six locations around Croatia, spanning central, eastern and southern Croatia as well as Dalmatia. All of the respondents participated in the LLP. The purpose of the qualitative part of the study, which employed the semi-structured interview method, was to gain insight into the projects conducted at different institutions. The questions addressed the personal experiences of LLP project participants, the reasons and motivations for their participation, the institutions' criteria for selecting staff members, and the ways in which participation in sectoral programmes was valorised. The interviewees were also asked about the perceived contribution that participation in sectoral programmes made to the development of their home institutions, the reactions of their colleagues, and the obstacles and problems related to LLP mobility project participation that they faced.

Taking into account the data collected in the focus groups and semi-structured interviews, as well as information based on an analysis of relevant documents, a detailed questionnaire was designed, containing a total of 257 variables. The questionnaire was the main research instrument used in the study. It consisted of four groups of questions whose applicability depended on each respondent's function at the institution (some of the questions were intended for heads of institutions only) and LLP project participation status (some of the questions were intended for mobility participants only):

1. Introductory questions – questions on the respondent's function at the institution, role in the LLP project and mobility experience, as well as the type and size of the institution, and also the type of its curriculum.
2. Participation in projects – heads of institutions answered questions on the number and types of projects implemented at the institution, as well as their beneficiaries, while project participants answered questions on projects in which they participated as well as their experiences, satisfaction and attitudes.
3. Impact of LLP projects on the institution – the central part of the questionnaire, comprising 10 subtopics and 93 variables, exploring perceptions of the LLP's institutional impact.
4. Obstacles – the final part of the questionnaire in which respondents evaluated 16 proposed potential obstacles to LLP project participation and listed any additional obstacles that they faced.

1.2.2. QUANTITATIVE RESEARCH

INSTITUTION SAMPLING

The survey research required the compilation of a list of educational institutions that used Comenius, Leonardo da Vinci or Grundtvig sectoral programme grants in the period between 2009 and the end of the 2013/14 school year, and that completed their projects no later than 1 October 2014. The institutions that completed Comenius, Leonardo da Vinci or Grundtvig projects after 1 October 2014 were not included. Any financially concluded projects (i.e. with no outstanding reimbursements due) that were designated as "Finalized" in IT tools for administrative monitoring of the LLP (LLPLink and Mobius) were considered complete.

Some institutions were excluded from the list for the following reasons:

- participation in transversal activities only (study visits),
- realisation of only one Preparatory Visit project without participation in any other LLP activity,
- classification as boarding schools,
- registration in the LLPLink administrative system as adult education institutions, but failure to satisfy the definition of an adult education institution.[2]

After the exclusion of these institutions, the list contained 20 kindergartens, 171 elementary schools, 154 secondary schools and 17 adult education institutions. These institutions comprised the target population of this study. The Ministry of Science and Education (MSE) sent an official letter to the legal representatives of these institutions, requesting their cooperation and participation in the survey research. The letter provided a description of the purpose, the objectives and the design of the survey, and asked the legal representatives (heads of institutions) to appoint a research coordinator for each of their respective institutions. In response, the legal representatives of 11

kindergartens, 91 elementary schools, 84 secondary schools and 10 adult education institutions delivered their consent to participate in the research and their research coordinator appointments. These institutions constituted the planned survey sample.

RESPONDENT SAMPLING

After information on the appointed research coordinators was collected from the institutions' legal representatives who agreed to participate in the survey, a document entitled *Field-Based Survey Implementation Protocol* was sent to the coordinators by email. The document contained detailed information on the survey design as well as instructions as to the coordinators' role in the research process. One of the coordinators' tasks was to select, in accordance with established guidelines, respondents from their respective institutions.

Each institution was to provide respondents in three separate categories:

1. **head of institution** (regardless of whether he or she specifically participated in an LLP mobility project),
2. **mobility project participants** (coordinators, project leaders, project team members, individual mobility participants),
3. **mobility project non-participants** (staff members who did not participate in LLP projects during the reference period).

In the selection of respondents for mobility participant and non-participant groups, the coordinators were to adhere to the following rules:

1. In kindergartens and adult education institutions, the maximum number of respondents per group is five; in elementary and secondary schools, the maximum number is three.
2. If the maximum number of respondents is greater than or equal to the number of participants in LLP mobility projects at an institution, then all of those participants is to participate in the survey.
3. The mobility non-participant group of respondents is to contain an equal number of respondents as the mobility participant group.
4. The selection of respondents for the mobility non-participant group is to be conducted based on the criterion of similarity between each individual's job/position within the institution and that of each member of the mobility participant group.[3]

An approach to quantitative evaluation of the LLP impact that involved reports by heads of institutions, mobility participants and non-participants as well as the employment of the job/position similarity principle between participants and non-participants was considered the most methodologically sound approach in obtaining objective and valid data, since it guaranteed that evaluations of staff members working on similar jobs would be collected.

SURVEY IMPLEMENTATION

The survey was conducted online in April and May 2015, using the LimeSurvey tool. As stated above, each institution appointed a research coordinator. All of the coordinators received by email the *Field-Based Survey Implementation Protocol* one moth prior to survey implementation. The document contained detailed information and instructions on survey implementation. The main tasks of the coordinator (explained in detail in the *Protocol*) included the following:

1. Identify respondents to be included in the mobility participant group.
2. Based on the job/position similarity principle, identify a counterpart for each respondent in the participant group to be included in the non-participant group.
3. Contact all respondents (in all three groups) and collect their email addresses.
4. Implement the survey, i.e. forward the link to the questionnaire to the selected respondents in all three groups, and make sure that all respondents complete the questionnaire.
5. Inform the research team of the successfully implemented survey.

Coordinators had one month to select staff members who would complete the questionnaire. The identity of the selected respondents was known only to coordinators. If they chose to do so, coordinators were also allowed to join the corresponding group of respondents, depending on whether they participated in a mobility project during the reference period. In case of any questions or doubts, they were able to contact research team members at any time before, during or after survey implementation.

One month after the sending of the *Field-Based Survey Implementation Protocol*, an invitation to participate in the survey and the link to the questionnaire was also sent to coordinators by email. Coordinators were to forward the email to the selected respondents. Coordinators were also asked to ensure that all respondents completed the questionnaire within two weeks. After the two-week period expired, a reminder was sent and an additional ten days were allowed for questionnaire completion. Coordinators at most institutions saw to a fully successful survey implementation. However, some irregularities were identified at a few institutions (i.e. a head of institution failed to complete the questionnaire, or the criterion requiring an equal number of respondents in the mobility participant and the mobility non-participant group was not met), while coordinators at some institutions failed to organise survey implementation altogether. Table 1 shows the number of institutions in the target population, the planned sample and the realised sample.

Table 1. Number of institutions in the target population and the sample (planned and realised) by institution type

TYPE OF INSTITUTION	POPULATION	SAMPLE	
		PLANNED	REALISED
KINDERGARTENS	20	11	10
ELEMENTARY SCHOOLS	171	91	75
SECONDARY SCHOOLS	154	84	72
ADULT EDUCATION INSTITUTIONS	17	10	7
TOTAL	362	196	164

DESCRIPTION OF THE REALISED SAMPLE

The data presented in this study is based on 868 properly completed questionnaires. As for respondent profiles, 80 (9.2%) were employees of kindergartens, 386 (44.5%) of elementary schools, 370 (42.5%) of secondary schools, and 32 (3.7%) of adult education institutions. Respondents were employees of a total of 164 institutions. The questionnaire was to be completed by the head of the given institution as well as an adequate number of participants and non-participants of the Comenius, Leonardo da Vinci and Grundtvig sectoral programmes. Respondents were largely teachers and, to a smaller extent, other educational staff and administrative staff.

Table 2 shows respondents' positions within the institution, by institution type. Table 3 shows respondents' roles in the projects that the institution implemented under the Comenius, Leonardo da Vinci or Grundtvig sectoral programmes, by institution type. Some questions in the questionnaire were intended solely for institution heads (e.g. questions referring to the number

of staff and learners at the institution, or the number and type of LLP projects that the institution participated in during the reference period, etc.). This information is missing for those institutions that did not provide the head of institution's responses (n=19), and that could therefore not be included in statistical analyses.

Table 2. Respondents' positions at the institution by institution type

	TYPE OF INSTITUTION								TOTAL	
	KINDER-GARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS			
CURRENT POSITION AT THE INSTITUTION	N	%	N	%	N	%	N	%	N	%
HEAD OF INSTITUTION	10	12.5%	67	17.4%	62	16.8%	6	18.8%	145	16.7%
TEACHERS	61	76.3%	252	65.3%	277	74.9%	15	46.9%	605	69.7%
OTHER EDUCATIONAL STAFF	4	5.0%	66	17.1%	29	7.8%	7	21.9%	106	12.2%
ADMINISTRATIVE STAFF	5	6.3%	1	0.3%	2	0.5%	4	12.5%	12	1.4%
TOTAL	80	100.0%	386	100.0%	370	100.0%	32	100.0%	868	100.0%

Table 3. Respondents' roles in the project(s) that the institution implemented under the Comenius, Leonardo da Vinci and Grundtvig sectoral programmes by institution type

	TYPE OF INSTITUTION								TOTAL	
	KINDER-GARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS			
PROJECT ROLE	N	%	N	%	N	%	N	%	N	%
PROJECT PARTICIPANT	40	50.0%	180	46.6%	193	52.2%	20	62.5%	433	49.9%
PROJECT NON-PARTICIPANT	40	50.0%	206	53.4%	177	47.8%	12	37.5%	435	50.1%
TOTAL	80	100.0%	386	100.0%	370	100.0%	32	100.0%	868	100.0%

Based on the responses of the 145 heads of institutions that completed the questionnaire, Table 4 shows the number of institutions whose staff both participated in a sectoral programme and completed the questionnaire. Secondary schools were divided into vocational secondary schools (offering three- and four-year vocational programmes), and general (gymnasium) and combined secondary schools (offering different types of programmes – vocational, music, general, etc.). Each educational institution was able to participate in multiple sectoral programmes, making the total in Table 4 higher than 145. Furthermore, based on the responses of the 145 heads of institutions, Table 5 shows the number of LLP projects (Comenius, Leonardo da Vinci and Grundtvig) that were completed during the period between 2009 and the end of 2014 by institution type. The information for the 19 educational institutions whose heads did not complete the questionnaire was not included in these two tables.

Table 4. Number of institutions that participated in sectoral programme(s) by institution type

	TYPE OF INSTITUTION					TOTAL
	KINDER-GARTENS	ELEMENTARY SCHOOLS	VOCATIONAL SECONDARY SCHOOLS	GENERAL AND COMBINED SECONDARY SCHOOLS	ADULT EDUCATION INSTITUTIONS	
COMENIUS	10	62	20	25		117
LEONARDO DA VINCI			26	8	2	36
GRUNDTVIG				1	6	7
TRANSVERSAL PROGRAMME		10	5	7	2	24

Table 5. Number of LLP projects (Comenius, Leonardo da Vinci, and Grundtvig) completed in the period between 2009 and the end of 2014 by institution type

	TYPE OF INSTITUTION								TOTAL	
	KINDER-GARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS			
NUMBER OF COMPLETED PROJECTS	N	%	N	%	N	%	N	%	N	%
ONE	5	50.0%	40	59.7%	18	29.0%	2	33.3%	65	44.8%
TWO	3	30.0%	11	16.4%	18	29.0%	1	16.7%	33	22.8%
THREE	1	10.0%	8	11.9%	7	11.3%	2	33.3%	18	12.4%
FOUR			3	4.5%	5	8.1%			8	5.5%
FIVE			1	1.5%	5	8.1%			6	4.1%
OVER FIVE	1	10.0%	4	6.0%	9	14.5%	1	16.7%	15	10.3%
TOTAL	10	100.0%	67	100.0%	62	100.0%	6	100.0%	145	100.0%

A total of 41% of heads of institutions reported that, during the reference period, their institution participated in international mobility, lifelong learning and/or inter-sectoral cooperation projects other than LLP projects.

MEASUREMENT DEVICES
Dependent variables

The research used 10 perceived progress indexes, which were constructed for the purpose of the study and which served as dependent variables. These indexes represent various dimensions of educational institutions' activities and areas of work that might have been impacted by those institutios' participation in LLP projects (Comenius, Leonardo da Vinci and Grundtvig). A higher index score corresponds to greater reported progress in the given dimension occuring as a result of the institution's participation in mobility projects.

The indexes were constructed by adding up the results of all items exhibiting a specific dimension. Each item was assessed on a five-degree ordinal scale (from 1 = "It had no impact" to 5 = "It had a strong impact"). Another, sixth response was offered (coded as the value 0): "It does not apply to my institution." This response was considered a missing value, but for the purpose of index

construction it was replaced by the average value of the item for the given institution type. Original responses are shown in the table in Appendix 3. All of the indexes have exceptionally high internal consistency coefficients (Table 6), which means that they reliably measure variables.

Table 6. Dependent variable description

NO.	INDEX DESCRIPTION	NUMBER OF ITEMS PER INDEX	CRONBACH'S α COEFFICIENT[4]	THEORETICAL VARIATION RANGE[5]	THE THEORETICAL VARIATION RANGE MEAN[6]	MEDIAN[7]	Q1-Q3[8]
1.	READINESS OF STAFF TO PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES	6	0.900	6-30	18	19.0	15.7-22.0
2.	EMPLOYMENT OF NEW PEDAGOGIC METHODS	9	0.959	9-45	27	28.0	22.0-34.3
3.	DEVELOPMENT OF SPECIFIC PROFESSIONAL KNOWLEDGE, SKILLS AND LANGUAGE COMPETENCES AMONG STAFF	6	0.906	6-30	18	18.3	15.0-22.0
4.	CAPACITY FOR PROJECT MANAGEMENT	10	0.948	10-50	30	32.0	25.9-39.0
5.	INTERNAL INSTITUTIONAL ORGANIZATION AND COOPERATION AMONG STAFF MEMBERS	18	0.972	18-90	54	58.0	45.2-70.0
6.	DEVELOPMENT OF (INTER-) SECTORAL AND INTERNATIONAL PARTNERSHIPS	9	0.896	9-45	27	26.0	21.0-31.0
7.	REPUTATION AND RECOGNITION OF THE INSTITUTION IN THE LOCAL COMMUNITY	5	0.922	5-25	15	15.4	12.0-19.0
8.	EUROPEAN DIMENSION IN EDUCATION	7	0.959	7-35	21	24.0	20.0-28.0
9.	PERSONAL DEVELOPMENT OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	19	0.981	19-95	57	68.8	58.6-77.0
10.	ATTITUDE TOWARDS PERSONS WITH DISABILITIES AND PERSONS WITH FEWER OPPORTUNITIES	4	0.945	4-20	12	12.0	10.0-13.3

Independent variables

The results in each of the ten constructed perceived progress indexes were, in the data processing phase, set against a number of independent variables to measure if there were any statistically significant differences or correlations between them.

The following independent variables were used in the research:

1. the type of LLP sectoral programme;
2. the number of completed LLP projects;
3. the number of beneficiaries, i.e. LLP participants involved;
4. the type and size of the institution;
5. the index of perceived institutional obstacles to LLP participation;
6. the index of knowledge, skill and experience transfer by LLP participants.

Below are descriptions of each independent variable used in the research:

1. The type of LLP sectoral programme

In order to examine the institutional impact of individual LLP sectoral programmes, respondents were divided into four groups, depending on the sectoral programme that their institution participated in. Only the institutions that participated in one or more projects under the same sectoral programme were taken into account. Respondents from institutions that participated in different sectoral programmes or that simultaneously participated in one of the sectoral programmes and the Transversal Programme, as well as those from institutions whose heads did not complete the questionnaire, were all categorised as "other" (Table 7).

Table 7. LLP sectoral programme by institution type

	TYPE OF INSTITUTION								TOTAL	
	KINDER-GARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS			
	N	%	N	%	N	%	N	%	N	%
COMENIUS ONLY	80	100.0%	311	80.6%	113	30.5%			504	58.1%
LEONARDO DA VINCI ONLY					56	15.1%			56	6.5%
GRUNDTVIG ONLY							14	43.8%	14	1.6%
OTHER			75	19.4%	201	54.3%	18	56.3%	294	33.9%
TOTAL	80	100.0%	386	100.0%	370	100.0%	32	100.0%	868	100.0%

2. The number of completed LLP projects

For the purpose of analysing differences in perceived progress in specific dimensions of activities and scopes of work of institutions with respect to the number of completed LLP projects, educational institutions were divided into two groups: those that completed up to three projects and those that completed four or more projects. Table 8 shows the distribution of respondents between these two groups by institution type. Information is missing for 83 respondents, because the respective head of institution either did not complete the questionnaire or failed to deliver this information.

Table 8. Number of completed projects by institution type

	TYPE OF INSTITUTION								TOTAL	
	KINDER-GARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS			
NUMBER OF COMPLETED PROJECTS	N	%	N	%	N	%	N	%	N	%
UP TO THREE PROJECTS	57	89.1%	309	85.8%	216	65.1%	19	65.5%	601	76.6%
FOUR OR MORE PROJECTS	7	10.9%	51	14.2%	116	34.9%	10	34.5%	184	23.4%
TOTAL	64	100.0%	360	100.0%	332	100.0%	29	100.0%	785	100.0%

3. The number of beneficiaries, i.e. LLP participants involved

Since LLP projects engaged teaching and administrative staff as well as the learners (i.e. children, pupils, adult learners), data on the number of project participants was collected for each of the three groups. As illustrated in the table below, all three groups of potential LLP beneficiaries were not targeted for any of the four institution types. For example, children in kindergartens could not directly participate in mobility projects, yet they could indirectly participate in some project activities implemented in their kindergartens or benefit from new pedagogic methods that teachers adopted as a result of mobility or project implementation. Furthermore, some LLP projects at certain institutions engaged heads of institutions or teaching staff only, depending on the programme activities implemented by the respective institution.

4, Cronbach's α is a measure of the reliability or internal consistency of an index. It is calculated based on paired correlations between the items constituting the index. The index ranges between 0 and 1. An index higher than 0.8 is generally considered a satisfactory level of index reliability.

5, The theoretical variation range is the range between the theoretical minimum (the lowest possible value ascribed to a variable) and the theoretical maximum (the highest possible value ascribed to a variable). As opposed to empirical values, theoretical values do not have to be measured in research, i.e. it is possible that no respondents will match these values in a survey. Still, theoretical values are important in interpreting obtained responses, since they give the collected data meaning in terms of tendencies and intensity. In the indexes constructed for the purpose of the present study, the theoretical minimum corresponds to an absence of impact of the LLP on the entire index content, while the theoretical maximum corresponds to a very strong impact of the LLP on the entire index content.

6, The theoretical variation range mean for the indexes used in the research signifies the perceived mean impact of the LLP on the entire index content.

7, The Median is the middle point of an ordered data set and is used as one of the standard central tendency measures.

8, Measures of spread: Q1 = the first quartile splits off the lowest 25% of the data from the highest 75%; Q3 = the third quartile splits off the highest 25% of the data from the lowest 75%. The range Q1-Q3 covers 50% of the medium results.

For the purpose of statistical analyses of the data, variables referring to the number of LLP participants were constructed as follows:

- The number of teaching staff members was divided into four categories
(1 = "no one," 2 = "1 to 5," 3 = "6 to 20," 4 = "over 20 persons"),
- The number of administrative staff members was divided into three categories
(1 = "no one," 2 = "1 person," 3 = "multiple persons"),
- The number of learners was divided into four categories
(1 = "no one," 2 = "1 to 20 persons," 3 = "21 to 50 persons," 4 = "over 50 persons").

Distribution of the three variables by institution type is presented in Table 9. Data is missing for 67 respondents because the heads of institutions did not complete the questionnaire.

Table 9. Number of beneficiaries engaged by institution type

| | TYPE OF INSTITUTION | | | | | | | | TOTAL | |
| | KINDER-GARTENS | | ELEMENTARY SCHOOLS | | SECONDARY SCHOOLS | | ADULT EDUCATION INSTITUTIONS | | | |
	N	%	N	%	N	%	N	%	N	%
NUMBER OF TEACHERS WHO PARTICIPATED IN AN LLP PROJECT										
NO ONE	11	13.8%	15	4.2%					26	3.2%
1 TO 5	35	43.8%	150	41.7%	123	37.0%	19	65.5%	327	40.8%
6 TO 20	23	28.8%	175	48.6%	144	43.4%	10	34.5%	352	43.9%
OVER 20	11	13.8%	20	5.6%	65	19.6%			96	12.0%
TOTAL	80	100.0%	360	100.0%	332	100.0%	29	100.0%	801	100.0%
NUMBER OF ADMINISTRATIVE STAFF MEMBERS WHO PARTICIPATED IN AN LLP PROJECT										
NO ONE	73	91.3%	217	60.3%	282	84.9%	4	13.8%	576	71.9%
ONE PERSON	7	8.8%	74	20.6%	27	8.1%			108	13.5%
MULTIPLE PERSONS			69	19.2%	23	6.9%	25	86.2%	117	14.6%
TOTAL	80	100.0%	360	100.0%	332	100.0%	29	100.0%	801	100.0%
NUMBER OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) WHO PARTICIPATED IN AN LLP PROJECT										
NO ONE	52	65.0%	220	61.1%	108	32.5%	14	48.3%	394	49.2%
1 TO 20			61	16.9%	101	30.4%			162	20.2%
21 TO 50	10	12.5%	42	11.7%	82	24.7%	5	17.2%	139	17.4%
OVER 50	18	22.5%	37	10.3%	41	12.3%	10	34.5%	106	13.2%
TOTAL	80	100.0%	360	100.0%	332	100.0%	29	100.0%	801	100.0%

4. Institution type and size

Institution type was analysed on two levels, using two variables. The main classification was according to the type of institution: kindergartens (80 respondents), elementary schools (386 respondents), secondary schools (370 respondents), and adult education institutions (32 respondents). The second classification involved a further categorisation of secondary school respondents:

1. Respondents employed in vocational secondary schools, i.e. schools providing only three-year and four-year vocational programmes (212 respondents)
2. Respondents employed either in general secondary schools (gymnasium) or so-called combined secondary schools, i.e. schools providing different types of educational programmes (general, vocational, art, technical) (158 respondents).

The size of the institution was also measured using two variables: the number of employees and the number of learners at the institution. For the purpose of statistical analyses of the data, the number of employees was divided into three categories (1 = "up to 50 employees," 2 = "51 to 100 employees," 3 = "over 100 employees") and the number of learners into two categories (1 = "up to 500 learners" and 2 = "over 500 learners"). Distribution of the two variables by institution type is presented in Table 10. Data is missing for 67 respondents because the heads of institutions did not complete the questionnaire.

Table 10. Size of institution by institution type

| | TYPE OF INSTITUTION | | | | | | | | TOTAL | |
| | KINDER-GARTENS | | ELEMENTARY SCHOOLS | | SECONDARY SCHOOLS | | ADULT EDUCATION INSTITUTIONS | | | |
	N	%	N	%	N	%	N	%	N	%
NUMBER OF EMPLOYEES										
UP TO 50	30	37.5%	144	40.0%	56	16.9%	29	100.0%	259	32.3%
51 TO 100	26	32.5%	202	56.1%	231	69.6%			459	57.3%
OVER 100	24	30.0%	14	3.9%	45	13.6%			83	10.4%
TOTAL	80	100.0%	360	100.0%	332	100.0%	29	100.0%	801	100.0%
NUMBER OF LEARNERS										
UP TO 500	56	70.0%	239	66.4%	112	33.7%	14	48.3%	421	52.6%
OVER 500	24	30.0%	121	33.6%	220	66.3%	15	51.7%	380	47.4%
TOTAL	80	100.0%	360	100.0%	332	100.0%	29	100.0%	801	100.0%

5. Index of perceived institutional obstacles to LLP participation

The index of perceived institutional obstacles to LLP participation was constructed by adding up the results for 16 items. Each item referred to a potential institutional obstacle in the implementation of projects under the LLP. Most obstacles were identified in the qualitative part of the research, i.e. in focus groups and semi-structured interviews.

The items involved the following institutional obstacles: low interest of employees in project participation; insufficient foreign language skills; absence of valorisation of project participation in the process of professional advancement; inability to obtain approval for participation in mobility; inability to find substitutions for employees who would like to partake in mobility; low awareness of mobility opportunities among staff; excessive workload; inadequate communication between teaching staff and administrative and technical staff; absence of valorisation of activities related to international projects at the institution; low support of partner institutions abroad; insufficient institutional funds to cover project-related costs; insufficient knowledge of administrative staff in the area of project implementation; project participation placing too high of a demand on the institution's administrative, human and financial resources; administrative formalities related to project participation discouraging staff from participation in mobility; participation in such

projects not ranking among institution's priorities; difficulty finding a matching partner institution due to specificities of the programme. The original responses are shown in a table in Appendix 3.

Each item was assessed on an ordinal 5-degree scale (from 1 ="not at all" to 5 = "very much so"). Another response was possible (coded as the value 0): "I don't know, I can't assess". This response was considered a missing value, but was replaced by the average value of the item for the given institution type for the purpose of index construction. The index has a high Cronbach's α, the internal consistency coefficient (α=0.901). This means that it reliably measures variables.

Exploratory factor analysis was applied to the collected data.[9] The principal components method was employed, using the Guttman-Kaiser criterion for factor extraction. The analysis revealed that the 16 measured institutional obstacles were centered around four themes, i.e. four statistically significant factors accounting for a total of 62% of the total variance of the instrument. The first factor contains five items that refer to administrative obstacles to mobility project participation. The next factor also contains five items that refer to low awareness of mobility opportunities among staff and an inability to obtain approval for mobility. The third factor contains three items that refer to low interest in and motivation for mobility among staff, while the fourth factor also contains three items covering institutional isolation and a lack of recognition of the value of mobility (results presented in Appendix 3). All four factors are positively correlated.[10] Factor analysis of the second level revealed that all 16 tested institutional obstacles may be considered a single variable, bearing in mind its underlying multidimensionality and the co-dependence of various dimensions.

6. Index of transfer of knowledge, skills and experience of LLP participants

Results for the index of transfer of knowledge, skills and experience of LLP participants are available only for respondents who participated in LLP mobility projects (n=433). The index was constructed by adding up responses to five items concerning various ways in which mobility participants were able to share their knowledge, skills and experience with other employees at the institution. A high index signifies that knowledge, skills and experience were transferred in multiple ways. This index has a relatively low Cronbach's α, the internal consistency coefficient (α=0.241), which is a result of low correlations between the items it was constructed from.[11] To put it more simply, various channels of knowledge transfer to peers are either not correlated or are very loosely correlated.

STATISTICAL ANALYSIS

In describing responses to individual questions in the questionnaire, standard descriptive statistics measures were used: percentages and frequencies for specific categories of qualitative variables as well as medians and quartiles (Q_1 and Q_3) for quantitative variables.

Due to uneven sizes of compared groups as well as the shape of distributions of quantitative variables, which deviates from the normal distribution, non-parametric tests were used in the statistical analysis[12] (Kruskal-Wallis test, median test, Mann-Whitney U test, chi-square test and

Spearman's rank correlation coefficient (ρ)). The data were graphically depicted using a Box-and-Whisker plot.

The data were analysed using a software package for statistical analysis in social sciences (IBM SPSS Statistics 21). All statistical tests were conducted with 5% probability cut-off value (p<.05).

9, Exploratory factor analysis is a mathematical and statistical technique that serves to identify the latent variables (factors) underlying a battery of manifest (measured, observed) variables, which themselves explain the underlying structure of the set of variables. Factors represent latent variables which are a result of linear combinations of manifest variables. The analysis can be used to determine construct validity and dimensionality of the measured variable.

10, Factor inter-correlation in oblique solutions ranges from r=0.283 for the third and fourth factor to r=0.463 for the first and third factor.

11, Out of 10 inter-correlations, six are statistically significant, and the values for the point-biserial correlation coefficient do not exceed 0.35 for any of the correlations.

12, Non-parametric statistical tests, as opposed to statistical tests, do not assume a normal distribution of quantitative variables in the population. These tests are somewhat less strong than the parametric tests, yet they are a better choice in cases of uneven compared group size and quantitative variable distribution that deviates from the normal (or another, expected) distribution.

1.3. EMPIRICAL EVIDENCE

FROM TURKEYS TO COMPUTER TABLETS, OR ABOUT A GIRL WHO STARTED TALKING AGAIN

As described in the section on methodology, the study involved seven semi-structured interviews and two focus groups. The goal was to gain a deeper scientific insight into the themes and indicators related to the institutional impact of the LLP, from the point of view of LLP participants as well as non-participants, in order to construct a valid questionnaire. The interviews and focus groups provided an opportunity to discuss what participation in LLP projects meant to the participants themselves as well as their colleagues, friends and families, and to the children and pupils they worked with. These stories deepen the understanding of the ways in which such activities can create opportunities for change to take place, both within the institution and among its staff.

One of the interesting LLP stories is that of a teacher from a small town who decided to apply the knowledge and experience acquired under an LLP mobility project, thus finding fresh, strong motivation after twenty years of teaching. Inspired by her experience in some European countries, she returned to the small elementary school where she worked and decided to spend a year reaching out to the parents of her new, sixth generation of first graders. She wanted to encourage them to buy tablet computers. After giving a presentation on the benefits of computer tablet use in school and doing some persuading, parents agreed to buy tablets for their children. Aware of the financial difficulties that some of the parents were facing, the teacher kept a fund to buy tablets for the children whose parents could not afford them. Still, both the parents and some colleagues were doubtful at first. This is what the teacher shared:

I talked to the parents of each child separately, and eventually they agreed to cooperate. Everyone said that there was no chance of the tablets lasting a month, but they did. I have a separate internet connection in the classroom for the e-Register, so the connection was strong enough to support 20 tablet computers. Children have all of their textbooks available on their tablets and they only have to bring notebooks and workbooks to school. When you set your mind on something, you do not have to wait for the Ministry, the CARNet, or anyone else. This is my sixth generation of pupils, and it is the most cooperative one so far. The pupils are so attentive, so careful. The battery in one of the tablets malfunctioned and we received a new tablet within three days, since we had a two-year warranty. The customer service staff could not believe that all the tablets were still functioning perfectly. I indirectly teach the children about internet security, about not disclosing their personal information, etc. Because of the tablets, whatever I say is taken very seriously. Especially since no one else in school uses tablets. Most of the parents do not even know how to power on a tablet, so I really appreciate the trust they put in me. I communicate with the parents online as well. They deliver absence notes and check their children's work online. (…) We have a class website. I have been maintaining class websites for eight years. Each class, each generation of students I teach has a separate website. The first website was constructed when the IT magazine was still published, and we won an award for it. That was how it all began. (…) The parents of the new generation are very much involved in the process, and it means a lot to the pupils. I publish pupils' works, first letters and projects, as well as tournament and competition reports on the website. In this way, the parents feel much more involved and informed. When they come to school, we can talk about other things, since key information and grades are available online. For instance, we discuss the child and any problems he or she might be experiencing; his or her interaction with other children; any details parents should pay attention to; and other important information that parents should hear from teachers. The technology has been very beneficial in this respect: it has assisted me in teaching and it has helped the parents become more technologically skilled and informed about their child's school activities on a daily basis. The main benefit of the

project concerns the changes that took place in school with respect to technology. We are the only school in the region that uses e-Register, and we have all the technology we need.

In another elementary school, in a completely different part of Croatia, pupils and teachers participated in a project with schools from Italy, Poland, Great Britain, Norway, Turkey and Portugal. The project focused on the topic of children and entrepreneurship. The goal was to develop project activities in the context of the small community which the school was a part of. This is what a teacher from the school said:

Our topic concerned children and entrepreneurship, i.e. the specific local context, and how the children might help raise parents' awareness of the potential of the local area, what local products might be marketed and what type of family businesses might be built around such products. Over a two-year period, the following activities were implemented: exploring the potential of the area and raising awareness of the available resources and their value potential, as well as their ecological character and novelty. How to recognize the originality of a local product and how to market it and make a living on it? That means that we had to grasp the essence of entrepreneurship, gain an understanding of how it works and translate this understanding into a picture book, thus making it understandable to the pupils as well. After that, we had to translate the book into English and prepare the children to present it to all of the project participants in England. This was a valuable experience for all of us involved. You learn new things, you widen your horizons. We took the children to the municipality prefect and engaged the municipality in project implementation. We talked about the types of business conducted today, and historically, in the municipality. We were to select a product that we would present and market. We chose Zagorje turkey, because it is an autochthonous poultry breed and because there is some information indicating that our turkeys were procured for the British royal family. Also, one of the teachers at the school has a turkey farm. We visited the farm with the pupils and learned about turkey farming, feeding, etc. We also learned about how to market the product. Since the time of year when turkey meat is traditionally consumed was behind us, we decided to market a finished product: a cook book containing turkey meat recipes. So, this is roughly what we were working on.

A few kindergarten teachers had an opportunity to go on mobility and learn more about outdoor curricula, which is a form of organised learning taking place outdoors, in nature. As one of the teachers who learned about it in Norway explained:

The point is to encourage children to gain all the experience they need to develop properly using the materials and stimuli available outdoors. Children under the age of three spend the day outdoors, in the kindergarten's playground. This includes eating outside. Children over the age of five go to a remote outdoor kindergarten – a forest or a meadow. There is a tent, which is used only as a shelter and storage area. The food is prepared outdoors. They explore the surrounding area and independently gain experience. The teachers have the function of coordinators or assistants, but they do not directly decide on what the children will do. They arrive in the kindergarten van at 8.30 a.m. and stay until 2, 2.30 p.m. After that, they return to the kindergarten. Sometimes they even reach the remote kindergarten on skis, etc.

Upon returning from mobility, one of the teachers, together with her colleagues, took the initiative to increase the outdoor time at the kindergarten, while another kindergarten managed to secure municipal funds for physical improvements of the kindergarten playground, in order to facilitate outdoor work.

Professional development activities and the employment of new pedagogic methods were an integral part of many projects. Kindergarten and school teachers shared many stories of new

practices which they adopted during their mobility periods abroad and which they later used in their work. Cooperating with their EU colleagues, many teachers from Croatia had an opportunity to gain new knowledge and get into contact with various pedagogic and didactic materials, which they brought back to their home schools and kindergartens. But, in addition to professional development activities that were part of mobility projects, it is interesting to observe the insights gained by mobility participants with respect to the education system that they came from and that they work in. By comparing it to other systems, especially those of the countries that have put into place high-quality education systems, such as Finland, teachers had a chance to become aware of some advantages of the Croatian education system. This is what a secondary vocational education teacher noted:

When I first set out on mobility with my students, the thoughts I had were: "I come from a small country. Will I be up to the task?" Those were big shots, after all. Now, we cooperate with Finland, France, Portugal, Germany, etc. (…). The first reaction is typically one of apprehension at how the things will turn out. However, when you gain some mobility experience and meet people who see you as an equal partner, you change. You even see yourself differently. We often say: "The Finnish education system is great; we have to learn from them." But then you hear actual Finnish people say: "Yes, we have an O.K. system, but it has its weaknesses. Also, I studied your system and it has its advantages." This changes your perception and changes you as a person.

Aside from perceptions of the system in place in their home country being shifted, teachers' attitudes towards and perceptions of their students changed as well. Participating in projects, organizing various activities and simply spending time together on mobility helped them get to know each other better.

When you find yourself in such a situation and go through so much with the children, teaching is so much nicer and enjoyable because now you know them better. They do not have to know all about verbs or nouns to be wonderful and strong people that I can look up to.

These were the words of an elementary school teacher. And this is what a secondary school teacher noticed:

The time I spent with the students on mobility placement completely changed the way I saw them. You connect on a different level; you learn more about them and see their needs and their abilities. This is something you can later use in teaching – if you want, of course. This necessarily changes you as a teacher. When you understand the difficulties that the students face and how they behave outside the classroom, you change. Of course, the dynamics and the multitude of partners you work with make you very mobile and active. I can say that, as a result, my chronological age and my brain are headed in different directions.

The potential impact of LLP participation on children and pupils is also depicted in a story of a girl who was, due to a very difficult family situation, extremely withdrawn and quiet. This changed as a result of her participation in a Comenius project:

We used to joke that we should include the Girl as one of the project outcomes. For the Girl, this was a therapeutic experience which allowed her to be heard and seen. The Girl had been my student for two years. (…) She was a child who had a terrible situation at home. She was very creative, very intelligent, but remained under the radar of the existing education system. She was unnoticed, forgotten, neglected. She even got a reputation of someone who does not do so well. And this is completely wrong (the teacher describes the specific family situation involving the relationship between the parents). I cannot describe how conflicting such a situation must have been for a fifth- or sixth-grader. She had not spoken a word in two years. I had not been able to make any contact with her in two years. When the Comenius project began, I intuitively knew that I had to get her to join in. She is incredibly

creative, very talented at drawing; she knows how to express herself in an authentic way and she was interested in making a movie. She created the framework for shooting the movie, she set the atmosphere. After that, she started participating in classroom activities. And if Comenius helped the Girl open up, that is more than I could ever have expected it to do. Not to mention all the other positive things that came with it. Mobility is the best possible experience for children because it teaches them to be responsible, to behave in a way that is expected from them when they represent their school as well as their home country abroad.

Teachers' participation in mobility and their presentation of the things that they have seen and done in a foreign country might have also encouraged parents as well as children to visit a foreign country. Furthermore, some students were offered a job abroad after completing a training programme under the LLP, and for some students it was an opportunity to travel by plane for the first time. There is a great variety of experiences that have been gained as a result of mobility participation.

LLP project-based work in educational institutions fostered changes in the dynamics and the nature of relationships among the staff. By encouraging teamwork on project implementation, LLP participation, according to a kindergarten teacher, might have impacted the participating educational institution in the following way as well:

I think that we all became aware of the differences among us, including some personal differences, differences in our values and attitudes as well as in professional competences. The youngest colleague had three years of experience at the time, and the oldest was to retire in five years. So, the range of work experience was three to thirty years. Imagine a person who graduated thirty years ago. Regardless of how much you invest in professional development and lifelong learning, some things remain long forgotten. This was an opportunity to become aware of one's professional competences: What is my practice? What can I show? How do we do it? How is that different? The mere fact that we became aware of and renewed our professional competences definitely raised the level of competence among all of the teachers who participated in the project. As a result, all of us are now more professional in our approach to work, to the parents, and to one another.

Or, from the point of view of an elementary school teacher:

The project changed the school by creating a much more casual, informal atmosphere. The parents' and children's reactions were great. There are many generations of older siblings and parents who attended this school, and their reactions were very positive. They generally commented: "Wow, there is something new going on here!" Parents recognized this as something valuable.

The testimonies of LLP participants clearly illustrate that the over 1 400 projects that were implemented over the six year period potentially contributed to qualitative changes in educational institutions in numerous ways: from intensifying the cooperation and dynamics of relationships among staff to increasing recognition of the institution in the local community. In one small coastal town, even the local county prefect helped a teacher organise inbound mobility, and he organised a field trip for the visiting teachers. Some participants had a chance to visit the European Parliament or meet the President of the Republic of Croatia. All of these experiences changed the individuals involved, thereby changing their home institutions. The long-term impact of these changes is yet to be seen, but the general observation that can be made with certainty at this point is that very few institutions and individuals remained the same after LLP participation. The quantitative methodological approach employed in this study was an attempt to set "objective" indicators to measure potential institutional progress and development, and to analyse various relevant dimensions in participating educational institutions. An analysis of these dimensions is presented in the chapters that follow.

1.3.1. READINESS TO PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES

KEY FINDINGS:

- INDICATORS SHOWING THE GREATEST REPORTED PROGRESS: OPENNESS TOWARDS PERSONAL AND PROFESSIONAL CHALLENGES; MOTIVATION OF STAFF TO ENGAGE IN PROFESSIONAL DEVELOPMENT; AND ACQUIRING, CLARIFYING AND/OR PERFECTING ONE'S SKILLS, KNOWLEDGE AND ATTITUDES.

- RELEVANT PROGRESS FACTORS: LARGER NUMBERS OF IMPLEMENTED PROJECTS AND PARTICIPATING TEACHING STAFF AS WELL AS LEARNERS.

- INSTITUTIONS SHOWING THE GREATEST REPORTED PROGRESS: KINDERGARTENS.

One of the dimensions of institutional impact concerns the readiness of staff to engage in professional development activities. Respondents were to evaluate the extent to which their institution's participation encouraged progress in activities/scopes of work related to the readiness of staff to participate in professional development activities. Professional development activities include participation in additional educational programmes relevant to professional development, online seminars and additional educational programmes abroad as well as motivation to engage in professional development, openness towards personal and professional challenges, and acquiring, clarifying and/or perfecting one's skills, knowledge and attitudes.[13]

Respondents evaluated the extent to which their institutions' LLP participation impacted progress made in the openness towards personal and professional challenges (34% of respondents reported a strong impact and 17% a very strong impact), as well as in the motivation to engage in professional development and in the area of acquiring, clarifying and/or perfecting their skills, knowledge and attitudes (47-49% of respondents reported a strong or a very strong impact).

The lowest impact was reported with respect to staff participation in online seminars and additional educational programmes (i.e. classroom observation) abroad.

The figures below show the results of nonparametric tests with respect to the sectoral programme in question, the number of implemented LLP projects, the size of institution, the number of participating staff members, the perceived institutional obstacles, and the transfer of knowledge and experience by LLP participants.

Figure 1. Readiness to participate in professional development activities – differences with respect to implemented sectoral programme
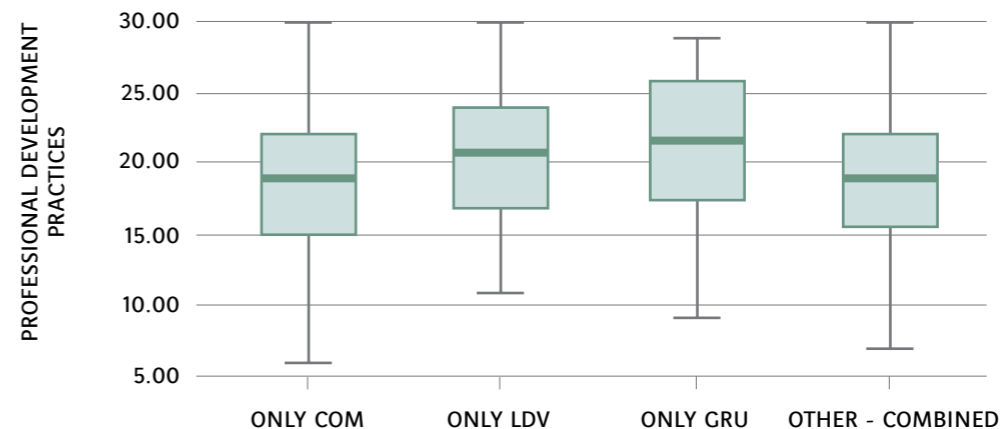
Figure 1 shows differences between individual LLP sectoral programmes. No statistically significant differences were found between the different sectoral programmes. The level of reported institutional progress in the readiness of staff to participate in professional development activities was the same, regardless of the type of participation (Comenius, Leonardo Da Vinci or Grundtvig alone, or a combination of one of the programmes and the Transversal Programme).

Figure 2. Readiness to participate in professional development activities – differences with respect to the number of implemented projects
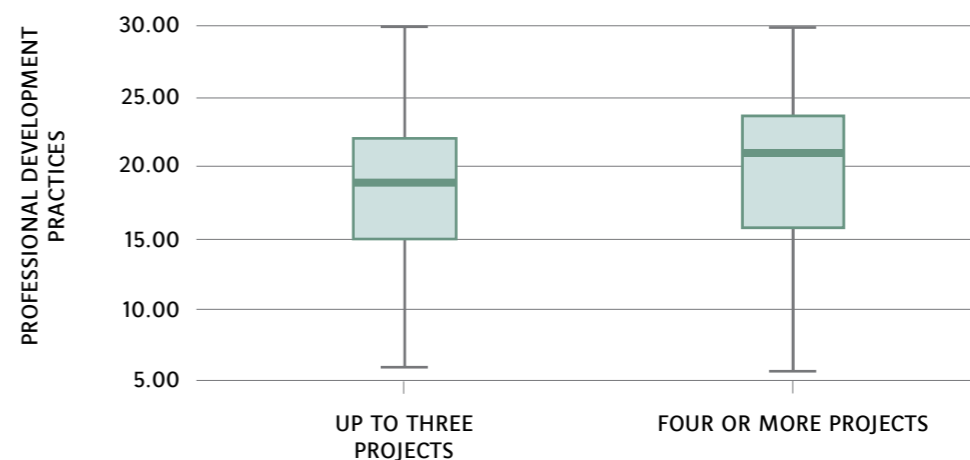
The number of projects is a statistically significant variable in the context of the staff readiness to participate in professional development activities. A higher number of implemented projects is positively correlated with reported progress in the given dimension.

13, In the process of index construction, the scale for the six statements was validated and Cronbach's α of 0.9 determined, confirming the consistency of the measured dimension.

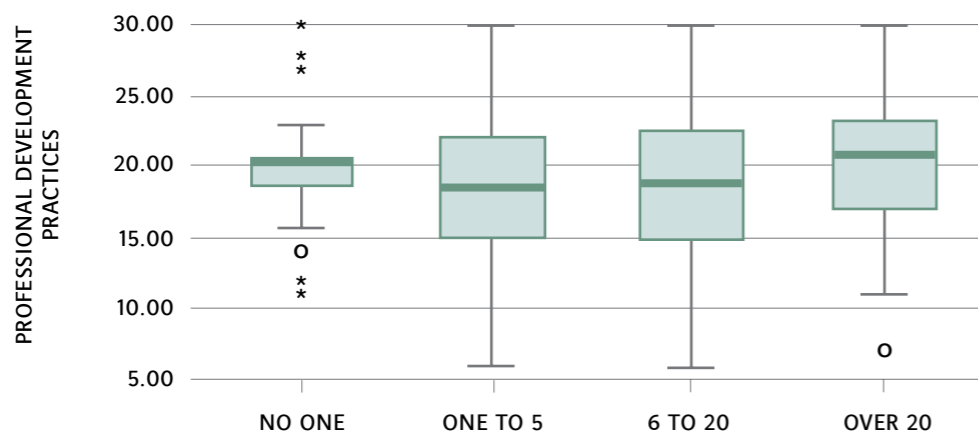Figure 3. Readiness to participate in professional development activities – differences with respect to the number of participating teaching staff members in the period 2009-2014

Even though the differences presented in Figure 3 are not pronounced, they are statistically significant, especially given larger numbers of participants. The number of teaching staff members included in the projects was positively correlated with the assessed readiness to participate in professional development activities. In other words, the larger the number of teaching staff members who participated in LLP projects, the greater reported progress was in this dimension. An analysis was also conducted with respect to participating administrative staff and participating learners (i.e. children, pupils and adult learners) in the period 2009-2014, but it did not reveal any statistically significant differences (hence its omission from Figure 3). This means that the number of participating administrative staff members and learners at the institutions participating in the LLP was not correlated with progress made in the readiness of staff to participate in professional development activities.

An analysis of the correlation between the tested index and the transfer of knowledge and skills index was also conducted. Even though the established correlation was not particularly high (ρ=0.170), it is statistically significant, indicating a positive correlation between the two indexes. This means that the higher the effort invested in the transfer of knowledge, skills and experience by mobility participants at an institution, the higher the level of reported progress was in the readiness of staff to participate in professional development activities.

A correlation between perceived institutional obstacles and progress made in the readiness of staff to participate in professional development activities was also determined (ρ=-0.298). The found correlation was negative, indicating that respondents who identified a higher level of institutional and non-institutional obstacles also reported smaller progress in the readiness of staff to participate in professional development activities.

The readiness of staff to participate in professional development activities as a potential progress dimension at educational institutions in the context of the LLP revealed some structural consistencies. (1) The intensity of LLP participation, expressed as the number of implemented projects, (2) the number of participating staff, (3) staff efforts with respect to the transfer of knowledge, skills and experience, and (4) perceived obstacles to LLP participation came through as relevant factors in institutional progress achieved in the readiness of staff to participate in professional development activities.

INSTITUTION TYPE AND SIZE

Within the analysis of the readiness of staff to participate in professional development activities, reported progress in this dimension was examined for each type of institution with respect to the intensity of LLP participation and the size of institution.

Figure 4. Readiness to participate in professional development activities by institution type
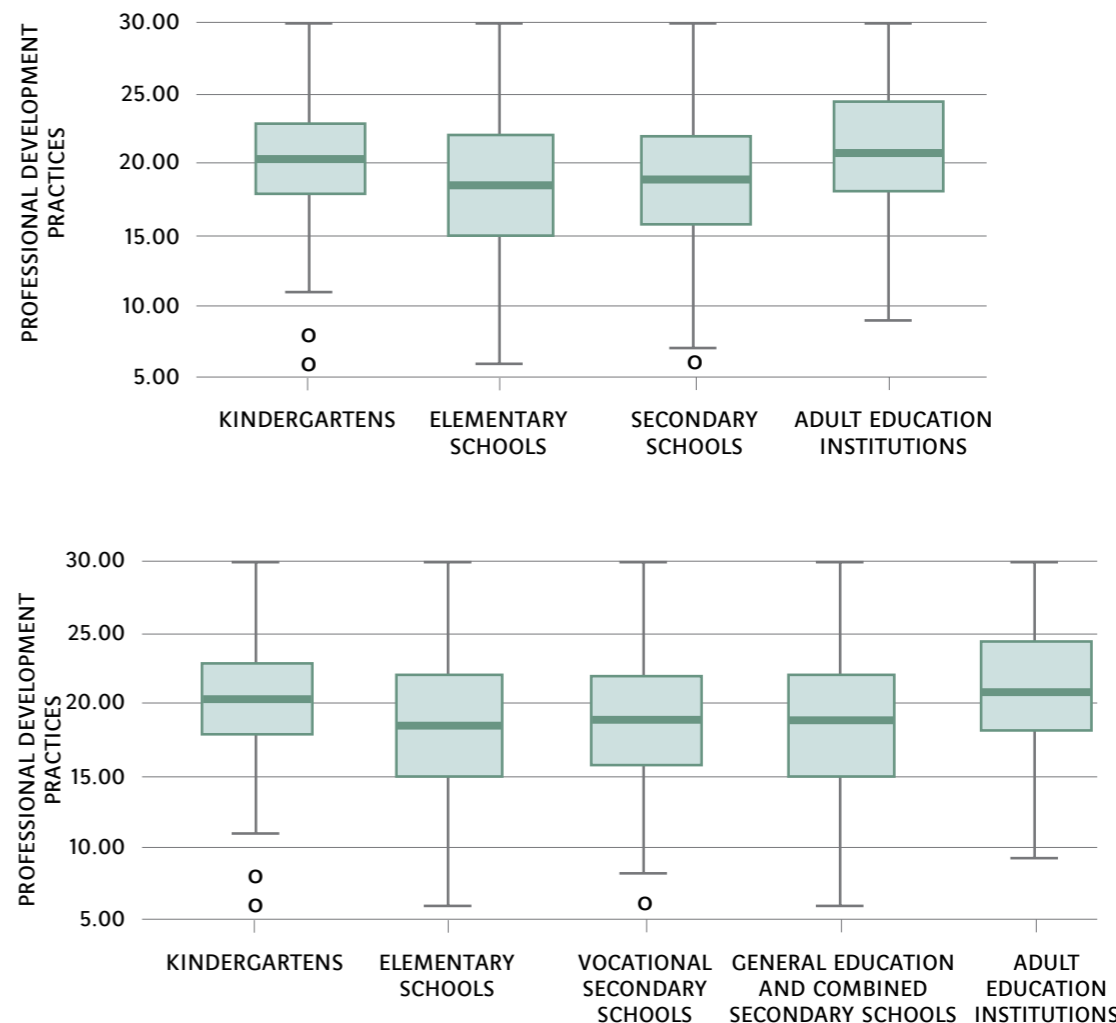
Although the above graph might suggest that adult education institutions and kindergartens stand out from secondary and elementary schools with respect to reported progress in this dimension, the analysis did not reveal any statistically significant differences. However, if a more robust, pairwise analysis is conducted using the median test, a statistically significant difference does exist between the perceptions of participants in elementary schools and those in kindergartens – with the latter reporting greater progress in the dimension of staff readiness to participate in professional development activities.

Figure 5. Readiness to participate in professional development activities by institution size (number of staff members and learners)
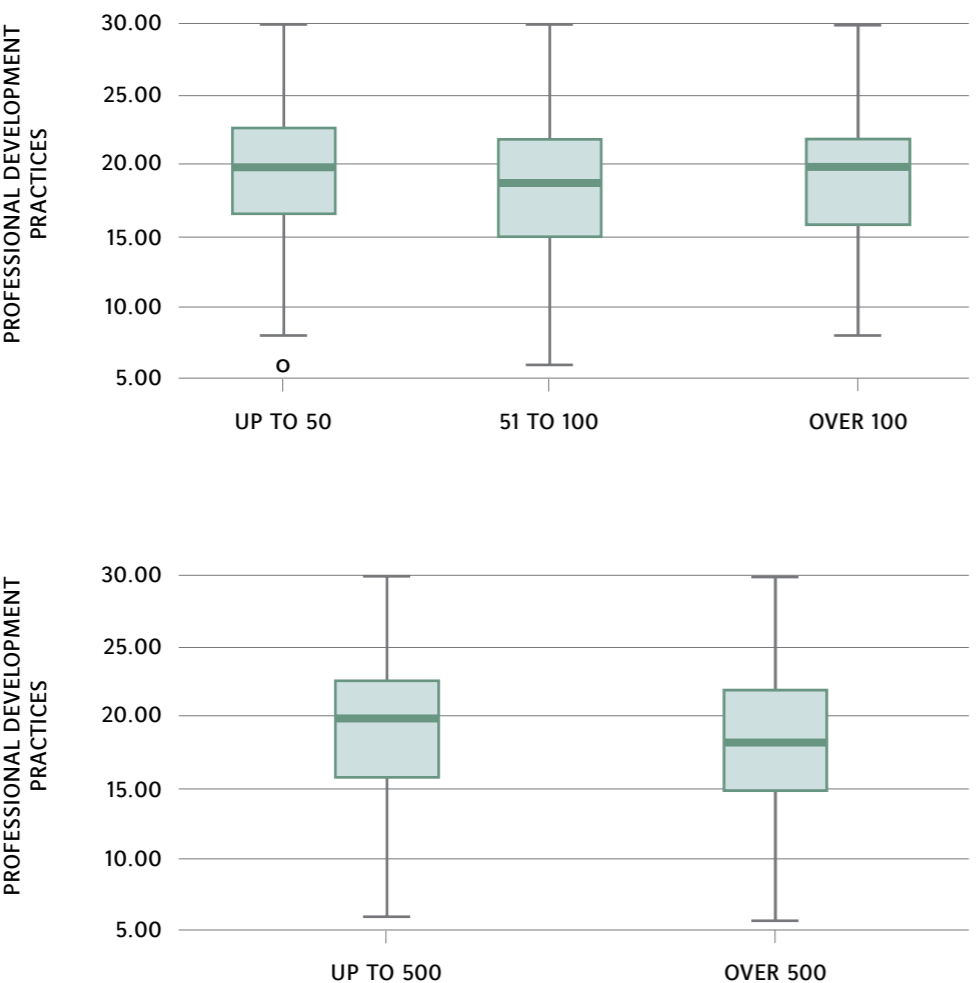
Differences by institution size, measured in terms of the number of staff members and learners at the institution, with respect to reported progress in the dimension of readiness to participate in professional development activities, are significant only with respect to learner count (i.e. children, pupils and adult learners)[14]. At institutions in which the number of learners does not exceed 500, reported progress in the readiness of staff to participate in professional development activities occurring as a result of LLP participation is greater.

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14, If the median test is applied, which is less rigorous than the Kruskal-Wallis test or the Mann-Whitney U test (used in all of the analyses depicted in the graphs), a difference can also be identified with respect to the size of the educational institution as expressed by the number of staff members: institutions with less than 50 staff members show greater progress in the readiness of staff to participate in professional development activities than those with between 50 and 100 staff members.

Table 11. Results of the analyses of differences in the degree of progress made in the dimension of the readiness of staff to participate in professional development activities, by institution type

		KINDERGARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS	
		MEDIAN RANK	P	MEDIAN RANK	P	MEDIAN RANK	P	MEDIAN RANK	P
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS)	UP TO 50	37.92	.096	194.98	.032	170.63	.937	15.00	-
	51 TO 100	48.42		168.04		165.85		-	
	OVER 100	35.15		211.25		164.72		-	
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT)	UP TO 500	42.79	.177	187.84	.060	177.78	.126	15.54	.743
	OVER 500	35.15		166.00		160.76		14.50	
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS	UP TO 3 PROJECTS	32.68	.821	178.63	.401	156.80	.012	12.50	.029
	FOUR OR MORE PROJECTS	31.00		191.82		184.56		19.75	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS	NO ONE	45.82	.305	174.67	.410	-	.017	-	.029
	1 TO 5	42.86		170.15		148.53		12.50	
	6 TO 20	32.87		188.21		171.92		19.75	
	OVER 20	43.64		195.05		188.50		-	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS	NO ONE	42.63	.008	179.29	.237	165.35	.572	5.00	.011
	1 PERSON	18.29		168.26		184.54		-	
	MULTIPLE PERSONS	-		197.43		159.48		16.60	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS	NO ONE	42.83	.046	180.08	.180	144.16	.031	10.25	.014
	1 TO 20	-		194.29		179.03		-	
	21 TO 50	48.90		190.55		173.85		18.80	
	OVER 50	29.11		148.85		179.79		19.75	

KINDERGARTENS

In a discussion of readiness to participate in professional development activities, as a dimension that was potentially impacted by LLP participation, factors that came through as relevant were the size of kindergartens as expressed by the number of staff members and the perceived obstacles to LLP participation. With respect to the size of kindergartens expressed by the number of staff members, perceived progress in this dimension was greater in medium-sized kindergartens (51 to 100 employees) than in kindergartens employing more than 100 people. Perceived obstacles are also a statistically significant factor ($\rho=-0.446$), indicating that the higher the perception of obstacles to LLP participation, the lower the degree of reported progress is in professional development activities.

ELEMENTARY SCHOOLS

A similar pattern was revealed in the analysis targeting elementary schools. Again, school size as expressed by the number of staff members and the perceived obstacles to LLP participation were statistically significant factors. As opposed to kindergartens, medium-sized elementary schools (51 to 100 employees) indicated a lower degree of reported readiness to participate in professional development activities. As is the case with kindergartens, the perception of obstacles to LLP participation is negatively correlated to a significant degree with the level of recognised progress in the readiness of staff to participate in professional development activities ($\rho=-0.292$).

SECONDARY SCHOOLS

The pattern identified in secondary schools is different from that found in kindergartens and elementary schools. In terms of the readiness of secondary school staff to participate in professional development activities, the factors that were identified as relevant include the number of implemented projects, the number of participating teaching staff members and participating learners, the transfer of knowledge, skills and experience, and perceived obstacles. The number of projects implemented by a secondary school is a relevant factor in the perceived readiness to participate in professional development activities: reported progress in readiness to participate in professional development activities was higher in those schools that implemented larger numbers of projects.

A statistically significant difference was found primarily between those secondary schools with up to five participating teaching staff members and those with more than 20: the reported progress in readiness to participate in professional development activities is higher in schools where larger numbers of staff members participated in the LLP. Likewise, a difference was found between the schools where students did not participate in the LLP and those where they did: the schools where LLP participation did include students show a higher level of reported progress in this dimension.

Transfer of knowledge, skills and experience gained as a result of LLP participation is also correlated with progress in the readiness to participate in professional development activities. Secondary schools where project participants put more effort into sharing their knowledge, skills and experience gained as a result of LLP participation show a higher level of reported progress ($\rho=0.227$).

Finally, perceived obstacles to LLP participation are another relevant factor sharing a negative correlation ($\rho=-0.241$) with this dimension, i.e. a higher level of recognition of obstacles tends to indicate a lower degree of reported progress in the readiness of staff to participate in professional development activities.

ADULT EDUCATION INSTITUTIONS

As for adult education institutions, analyses show that readiness to participate in professional development activities is linked to (1) the number of implemented projects, (2) the number of teaching staff members, administrative staff members and learners who participated in LLP projects, and (3) perceived obstacles to LLP participation. Progress in the readiness to participate in professional development activities is marked at those adult education institutions that implemented a higher

number of projects under the LLP. Reported progress in the readiness of staff to participate in professional development activities varies depending on the number of persons participating in the projects. Reported progress at adult education institutions is higher at those institutions with larger numbers of participating educational and administrative staff members and learners. In addition to the number of participants, the perception of institutional obstacles is also a relevant factor, with a greater perception of institutional obstacles indicating a lower level of reported progress in the readiness of staff to participate in professional development activities ($\rho=-0.367$).

1.3.2. EMPLOYMENT OF NEW PEDAGOGIC METHODS

KEY FINDINGS:

- **INDICATORS SHOWING THE GREATEST REPORTED PROGRESS: MOTIVATION OF TEACHING STAFF TO INTRODUCE CHANGES AND INNOVATION IN THEIR EDUCATIONAL WORK/ TEACHING, ENRICHMENT OF THE CONTENT OF THE SUBJECT TAUGHT, AND KNOWLEDGE ABOUT DIDACTIC PRACTICES ABROAD.**

- **RELEVANT PROGRESS FACTORS: LARGER NUMBERS OF IMPLEMENTED PROJECTS.**

- **NO DIFFERENCES FOUND WITH RESPECT TO THE SECTORAL PROGRAMME IN QUESTION.**

- **INSTITUTIONS WITH THE GREATEST REPORTED PROGRESS: KINDERGARTENS.**

Participation of teaching staff in the LLP might have potentially led to the employment of new pedagogic practices or a change in the methodology used in educational work. This is why reported progress in the employment of new pedagogic methods was examined as one of the dimensions of institutional impact on educational institutions. In the questionnaire, respondents were to evaluate any progress made in teaching staff's awareness of new forms and methods of teaching; training of teaching staff in the use of new forms and methods of teaching; employment of diverse methods and forms of teaching; utilisation of new teaching materials; employment of cooperative learning; enrichment of the content of the subject taught; motivation of teaching staff to introduce changes and innovation into their educational work/teaching; knowledge about didactic methods used in other countries; and implementation of cross-curricular integration.[15]

Respondents reported that the participation of their institutions in the LLP most pronouncedly affected the motivation of teaching staff to introduce changes and innovation into their educational work/teaching (32% of all respondents reported a strong impact, and 11% reported a very strong impact), enriching the content of the subject taught (32% - strong impact, 10% - very strong impact), and the knowledge about didactic methods used in other countries (30% - strong impact, 12% - very strong impact). They meanwhile reported that the participation of their institutions in the LLP had the weakest impact on the training of teaching staff in the use of new forms and methods of teaching and the employment of diverse methods and forms of teaching (a total of 31% to 35% of all respondents reported that LLP participation had a strong or a very strong impact on the progress made in these activities, while 30% of all respondents reported a weak impact or no impact).

As with the previous dimension, this dimension was also set against the chosen independent variables.

15, In the process of index construction, the scale for the nine statements was validated and Cronbach's α of 0.96 was determined, confirming the consistency of the measured dimension.

Figure 6. Employment of new pedagogic methods – differences with respect to implemented sectoral programme
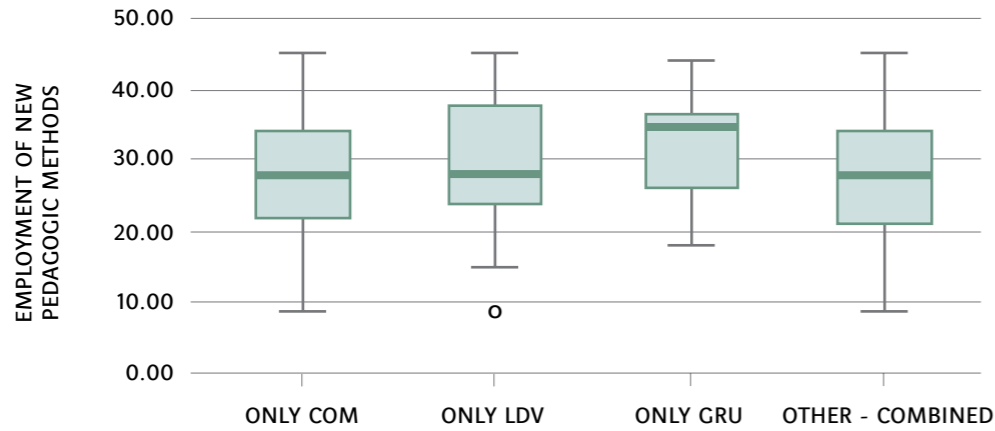
Even though the above graph shows some differences in the degree of reported progress in the employment of new pedagogic methods between institutions participating in different sectoral programmes, the measured differences were not statistically significant. Regardless of the sectoral programme implemented, reported progress in the employment of new pedagogic methods was consistent. Higher medium index values (M=28.09; Rank=36) suggest that the LLP was recognised as a relevant factor in the innovation of pedagogic practices.

Figure 7. Employment of new pedagogic methods – differences with respect to the number of implemented projects
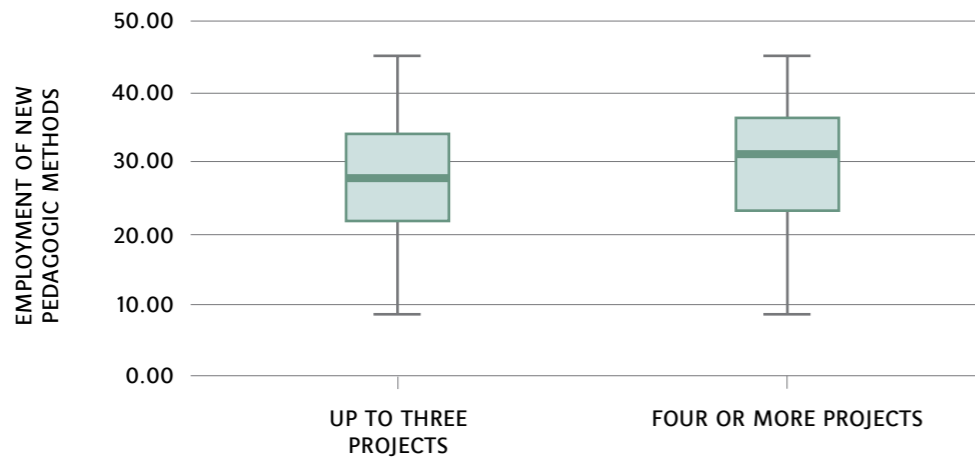
Differences in the number of implemented LLP projects were significant for the dimension of the employment of new pedagogic methods. Reported progress in the employment of new pedagogic methods was higher in institutions that implemented four or more projects.

Figure 8. Employment of new pedagogic methods – differences with respect to the number of participating teaching staff members in the period 2009-2014
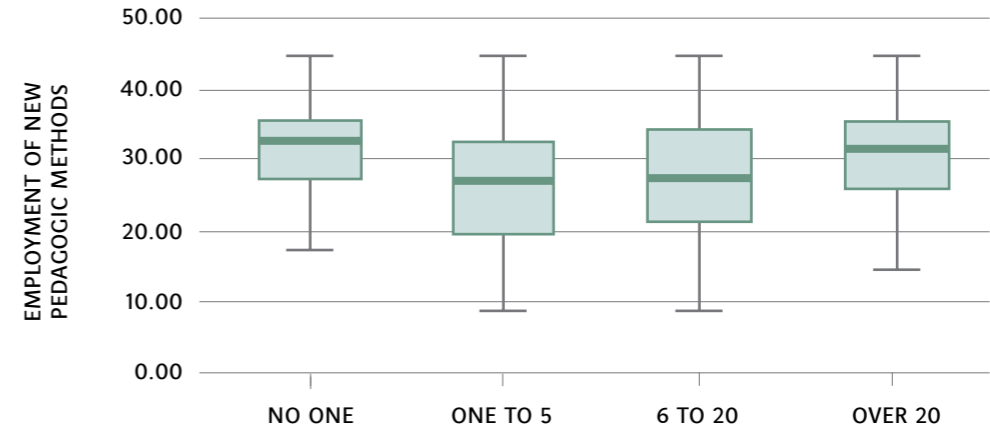
Even though the difference in the number of teaching staff members included in the LLP was found to be statistically significant for the dimension of the employment of new pedagogic methods, the picture is unclear. Indeed, no difference was found (using the pairwise comparison analysis as part of the Kruskal-Wallis test) between the categories "no-one" and "over 20," suggesting that the number of participating teaching staff involved in the LLP does not affect reported progress in the employment of new pedagogic methods. However, the difference was significant between the categories "1 to 5" and "6 to 20" and the category "over 20," indicating that the progress evaluated in the employment of new pedagogic methods was higher if more than 20 teaching staff members participated in LLP projects. This finding might suggest that, in addition to a large number of participating teachers, a relevant factor in achieving progress in the employment of new pedagogic methods was the participation of the head teacher and other educational staff.

As for the number of participating administrative staff members and learners at the institution, no relevant differences were found.

The progress evaluated in the employment of new pedagogic methods is correlated with the transfer of knowledge, skills and experience, as well as with perceived obstacles. It was found that the institutions in which transfer of knowledge, skills and experience was organised showed higher reported progress ($\rho=0.149$). On the other hand, the greater the perceived institutional obstacles, the lower the degree of reported progress ($\rho=-0.296$).

INSTITUTION TYPE AND SIZE

Reported progress in the employment of new pedagogic methods was also set against the type of educational institution. Furthermore, an analysis was conducted to determine reported progress for each institution type with respect to the intensity of LLP participation and the size of the educational institution.

Figure 9. Employment of new pedagogic methods by institution type
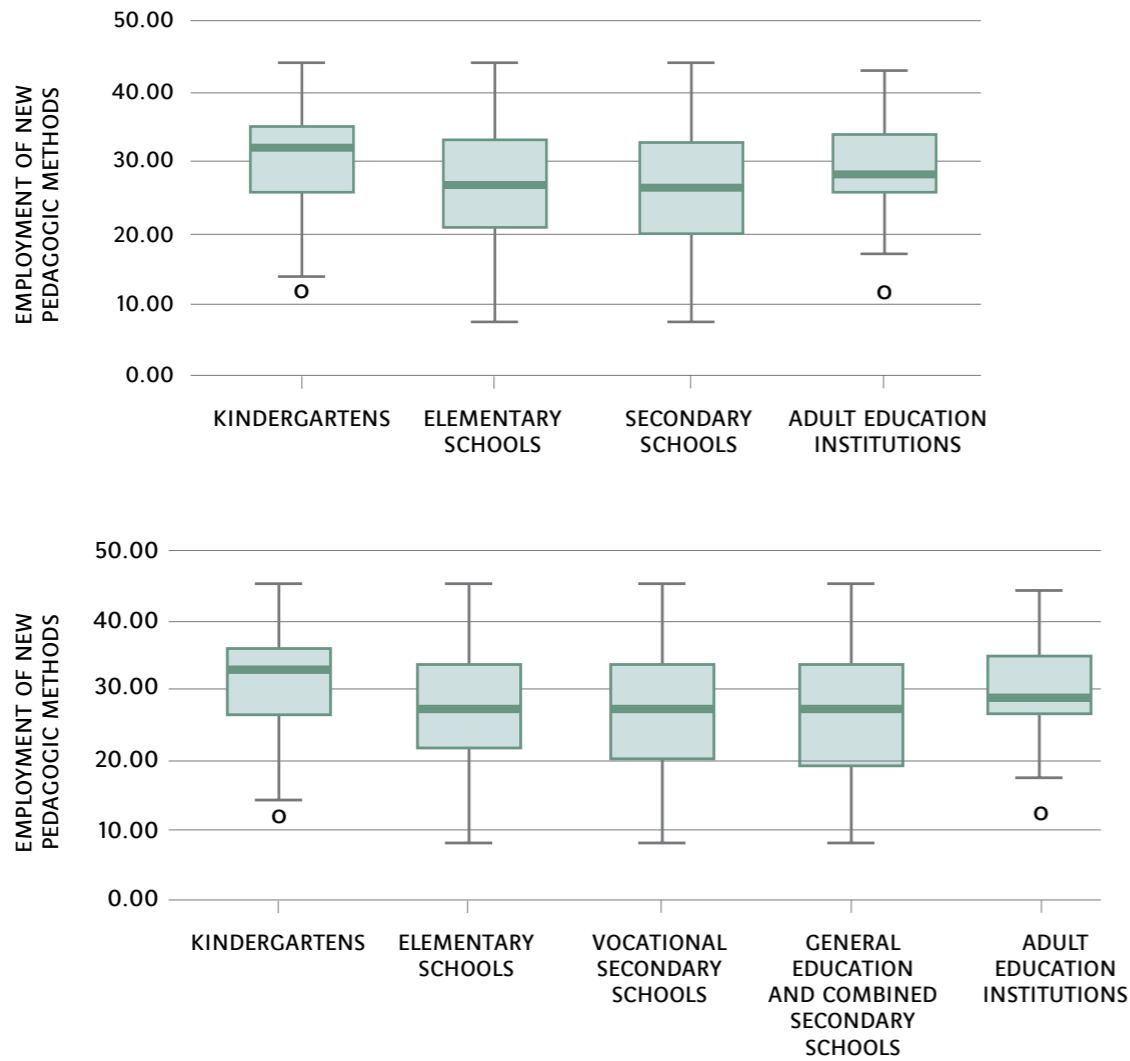
There were some differences found in reported progress in the employment of new pedagogic methods with respect to the type of institution concerned. These differences were primarily found between primary and secondary schools on the one hand, and kindergartens on the other. Kindergartens showed greater progress in the employment of new pedagogic methods than primary and secondary schools. The difference is confirmed even if the comparison takes into account different types of secondary schools with respect to the education programmes they provide.

With respect to the institution size as expressed by the number of employees, no relevant differences were found in the dimension of the employment of new methods, but the difference was significant with respect to institution size as expressed by the number of learners.
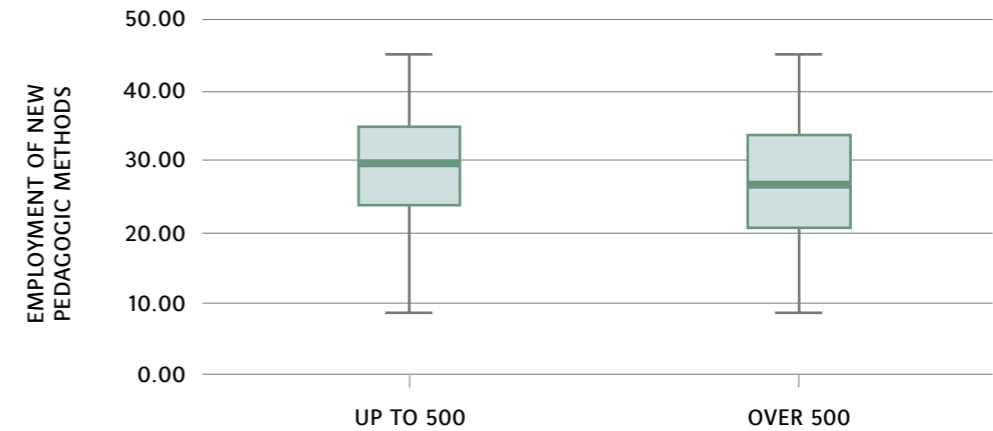
The tested difference between institutions with less than 500 learners and those with more than 500 learners was statistically significant. Reported progress in the dimension of the employment of new pedagogic methods was higher among those institutions that have less than 500 learners (i.e. children, pupils and adult learners).

KINDERGARTENS

For kindergartens, the index quantifying the employment of new pedagogic methods was significantly different depending on the size of the institution, as expressed by both the number of employees and the number of children, and it is correlated with the perception of obstacles to LLP participation. Variations in the median rank show that reported progress in the employment of new pedagogic methods was reduced among larger kindergartens, i.e. those with over 100 employees and 500 children. As for the perceived institutional obstacles to LLP participation, the analysis showed that they were negatively correlated with reported progress in the employment of new pedagogic methods. In other words, the more institutional obstacles were reported, the lower the degree of progress made in the employment of new pedagogic methods (ρ=-0.491).

ELEMENTARY SCHOOLS

In elementary schools, a difference was noticeable only between schools of different size as measured by the number of pupils. A correlation was also found with the perception of obstacles to LLP participation. Progress in the employment of new pedagogic methods was higher among schools with more than 500 pupils. Again, reported obstacles were negatively correlated with the progress assessed in the employment of new pedagogic methods as a result of LLP participation (ρ=-0.301). Accordingly, the lower the perception of obstacles, the higher the reported progress in the employment of new pedagogic methods.

SECONDARY SCHOOLS

Statistically significant differences in the employment of new pedagogic methods in secondary schools were found with respect to the number of implemented LLP projects and the number of participating students. Likewise, significant correlations were determined between the employment of new pedagogic methods and the perception of institutional obstacles as well as the transfer of knowledge, skills and experience. In schools that participated in a higher number of LLP projects, the employees observed greater progress in the employment of new pedagogic methods. Also, greater progress was reported in those schools that included a higher number of teaching staff in LLP projects. This likewise applies to the number of students included in the projects, since a significant difference was found between the categories "21 to 50 learners" and "no-one." Schools that underwent a more intense transfer of knowledge, skills and experience within the LLP showed greater reported progress in the employment of new pedagogic methods (ρ=0.195). Again, the perception of obstacles to LLP participation was found to be relevant (ρ=-0.218). Greater recognition of institutional obstacles indicates a lower degree of employment of new pedagogic methods.

ADULT EDUCATION INSTITUTIONS

In the context of the employment of new pedagogic methods in adult education institutions, significant factors seem to be the number of implemented projects, the number of participating learners and the number of participating educational and administrative staff. Furthermore, perceived obstacles to LLP participation were also significant. The progress made in the employment of new pedagogic methods in adult education institutions was higher among those institutions that participated in larger numbers of LLP projects involving larger numbers of educational and administrative staff members as well as learners. Higher perceptions of obstacles to LLP participation are linked to reduced progress in the employment of new pedagogic methods.

EVALUATION OF THE IMPACT OF THE LIFELONG LEARNING PROGRAMME ON EDUCATIONAL
INSTITUTIONS AND HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF CROATIA

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Table 12: Results of the analyses of differences in the degree of progress made in the dimension of the employment of new pedagogic methods, by institution type

		KINDERGARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS	
		MEDIAN RANK	P	MEDIAN RANK	P	MEDIAN RANK	P	MEDIAN RANK	P
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS)	UP TO 50 51 TO 100 OVER 100	42.45 47.12 30.90	.040	195.00 171.65 159.07	.088	161.45 166.44 173.10	.832	15.00 – –	–
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT)	UP TO 500 OVER 500	44.62 30.90	.015	190.73 160.30	.009	173.93 162.72	.314	17.93 12.27	.077
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS	UP TO 3 PROJECTS FOUR OR MORE PROJECTS	33.33 25.71	.307	178.89 190.25	.470	152.95 191.73	<.001	11.16 22.30	.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS	NO ONE 1 TO 5 6 TO 20 OVER 20	50.50 37.00 36.57 49.86	.152	192.27 169.08 185.77 211.18	.241	– 147.52 166.84 201.66	.001	– 11.16 22.30 –	.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS	NO ONE 1 PERSON MULTIPLE PERSONS	41.05 34.79 –	.496	178.83 175.07 191.59	.594	166.91 187.39 136.98	.177	7.00 – 16.28	.042
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS	NO ONE 1 TO 20 21 TO 50 OVER 50	42.45 – 44.35 32.72	.264	176.79 183.81 199.44 175.61	.611	141.89 176.91 181.27 176.13	.014	10.75 – 12.30 22.30	.003

EVALUATION OF THE IMPACT OF THE LIFELONG LEARNING PROGRAMME ON EDUCATIONAL
INSTITUTIONS AND HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF CROATIA

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1.3.3. DEVELOPMENT OF SPECIFIC PROFESSIONAL KNOWLEDGE AND SKILLS AND LANGUAGE COMPETENCES

KEY FINDINGS:

- INDICATORS SHOWING THE GREATEST REPORTED PROGRESS: ORGANISATIONAL AND MANAGEMENT SKILLS AMONG STAFF (I.E. ABILITY AND READINESS TO ORGANISE AND MANAGE PROJECTS AND TEAMS), SOCIAL AND COMMUNICATION COMPETENCES IN A FOREIGN LANGUAGE AMONG STAFF.

- INDICATOR SHOWING THE LEAST REPORTED PROGRESS: COMPETENCES OF STAFF RELATED TO SPECIAL EDUCATIONAL NEEDS LEARNERS (CHILDREN AND PUPILS).

- RELEVANT PROGRESS FACTORS: LARGER NUMBERS OF IMPLEMENTED PROJECTS AND OF LLP PARTICIPANTS AMONG STAFF MEMBERS AND LEARNERS.

- SECTORAL PROGRAMME WITH THE GREATEST REPORTED PROGRESS: GRUNDTVIG.

- INSTITUTIONS SHOWING THE GREATEST REPORTED PROGRESS: KINDERGARTENS AND ADULT EDUCATION INSTITUTIONS.

One of the objectives of the LLP was to develop specific knowledge and skills as well as language competences. Respondents were asked to evaluate the extent to which LLP participation led to progress in this dimension at their respective institution. The dimension was addressed by activities related to communication competences in a foreign language, competences for working with special educational needs[16] learners (i.e. children, pupils), social competences of staff, organisational and management skills of staff (i.e. ability and readiness to organise and manage projects and teams), and foreign language and ICT courses for staff[17].

Respondents reported that participation of their respective institutions in the LLP brought about the greatest progress in organisational and management skills among staff, referring to the ability and readiness of staff to organise and manage projects and teams, as well as in their social competences and communication competences in a foreign language – between 42% and 46% of all respondents reported a high or a very high impact of LLP participation on these competences and skills. The lowest impact was reported on competences related to special educational needs support (19% of all respondents reported a high or a very high impact, and almost 40% reported no impact or a very low impact).

This dimension was also examined with respect to the type of LLP programme concerned, the scope of participation at the institution, the perception of obstacles to LLP participation and the size of institutions.

Figure 11. Development of specific professional knowledge and skills and language competences – differences with respect to implemented sectoral programme
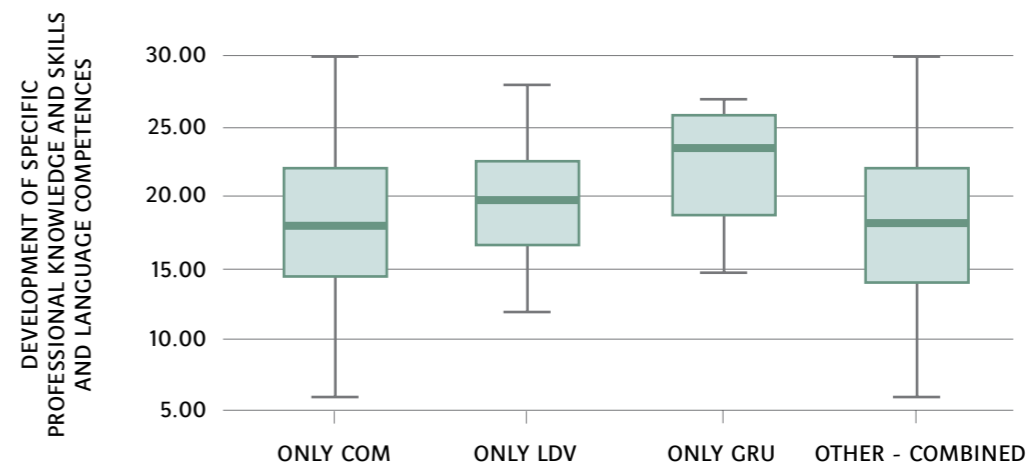
The analyses show that differences in the development of specific knowledge and skills and language competences are statistically significant between institutions participating in different sectoral programmes. A paired analysis reveals that reported progress in the development of specific professional knowledge and skills as well as language competences is distinguished in the case of the Grundtvig programme. Indeed, if institutions participating in Grundtvig alone are compared to those participating in Comenius alone, and to those participating in a combination of programmes, a higher reported progress in the development of specific professional knowledge and skills as well as language competences is observed among the former group.

Figure 12. Development of specific professional knowledge and skills and language competences – differences with respect to the number of implemented projects

16, Children with special educational needs (SEN): children with disabilities – children for whom the type and the degree of disability was determined in accordance with relevant social welfare regulations, and who are included in a regular and/or a special kindergarten programme, as well as gifted children – children who were identified as having above-average abilities in one or more areas and who are included in an early childhood education and care or kindergarten programme (source: National Pedagogic Standard for Preschool Education and Care, Item 2, Article 2)

Children with special educational needs – children with significant learning disabilities requiring special educational needs support. Likewise, a special educational needs pupil is any gifted pupil continually displaying above-average results in one or more areas due to highly developed specific abilities, personal motivation or outside stimuli, therefore requiring special educational needs support. (source: Primary and Secondary Education Act. Article 62)

17, In the process of index construction, the scale for the nine statements was validated and Cronbach's α of 0.906 determined, confirming the consistency of the measured dimension.

The number of implemented LLP projects was also identified as a relevant factor. Respondents at institutions that implemented four or more projects reported greater progress in the development of specific professional knowledge and skills as well as language competences.

Figure 13. Development of specific professional knowledge and skills and language competences – differences with respect to the number of participating educational and administrative staff members and learners in the period 2009-2014
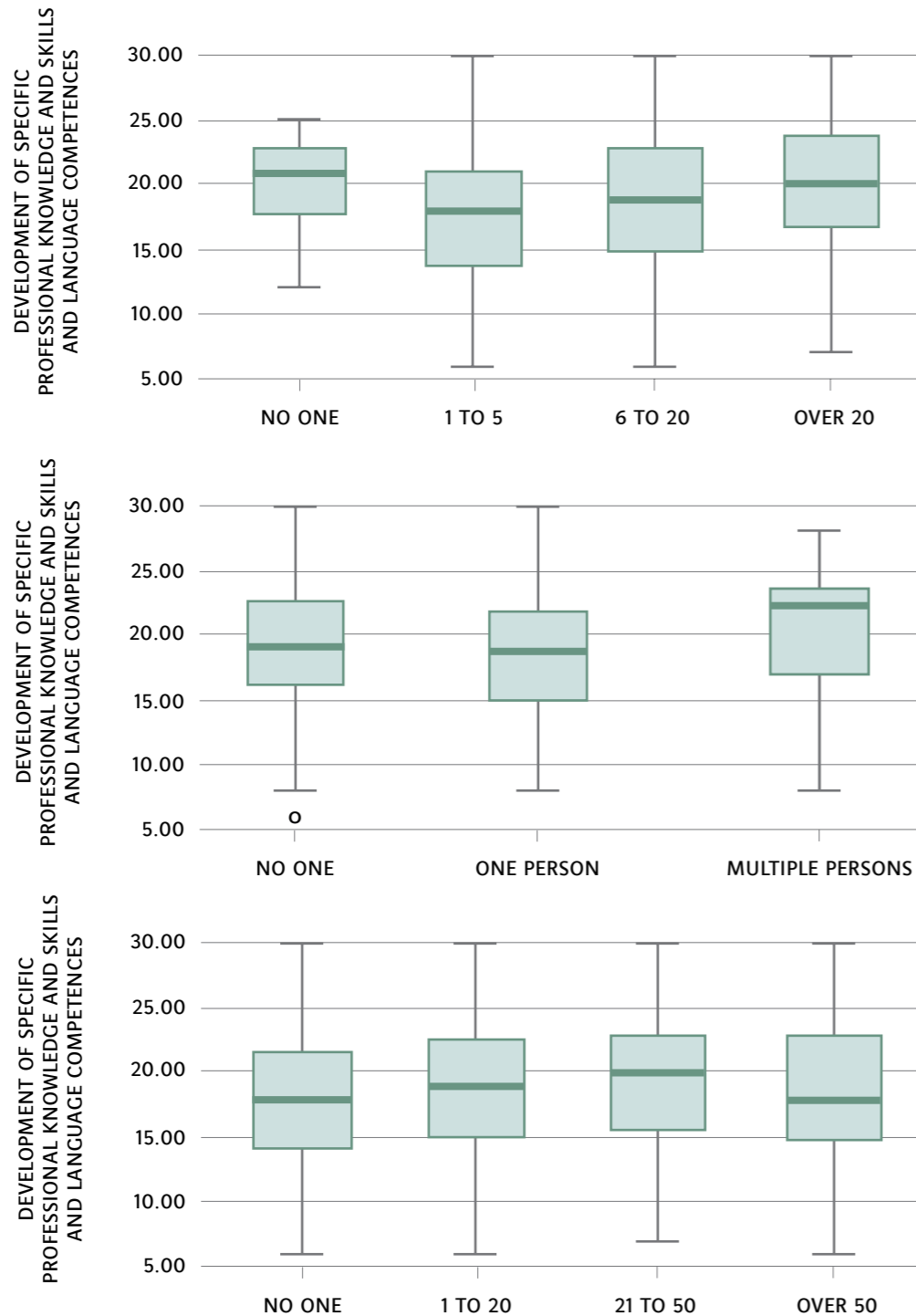
Non-parametric testing shows a statistically significant difference in the development of specific professional knowledge and skills as well as language competences with respect to the number of teaching staff who participated in the LLP. However, this difference again does not lend itself to an unambiguous interpretation, since a comparison between categories does not reveal statistically significant differences. The difference is more distinguished in the cases of participating administrative staff and learners. At those institutions where larger numbers of administrative staff members participated in the project(s), reported progress in the development of specific professional knowledge and skills as well as language competences was also higher. The same was found for participating learners.

Generally, in the context of the scope of LLP participation as expressed by the number of implemented projects and participating individuals, it was determined that institutions measuring a wider scope of participation displayed greater reported progress in the development of specific professional knowledge and skills as well as language competences.

Again, perceived institutional obstacles to LLP participation were identified as a statistically significant factor ($\rho=-0.340$). The lower the perception of obstacles, the higher the degree of reported progress in the development of specific professional knowledge and skills as well as language competences.

INSTITUTION TYPE AND SIZE

Reported progress in this dimension was also examined against the type of institution in question and the educational programme it provides. An analysis of the perception of progress in the development of specific professional knowledge and skills as well as language competences was also conducted for each institution type with respect to the intensity of participation and the size of the institution.

Figure 14. Development of specific professional knowledge and skills and language competences by institution type
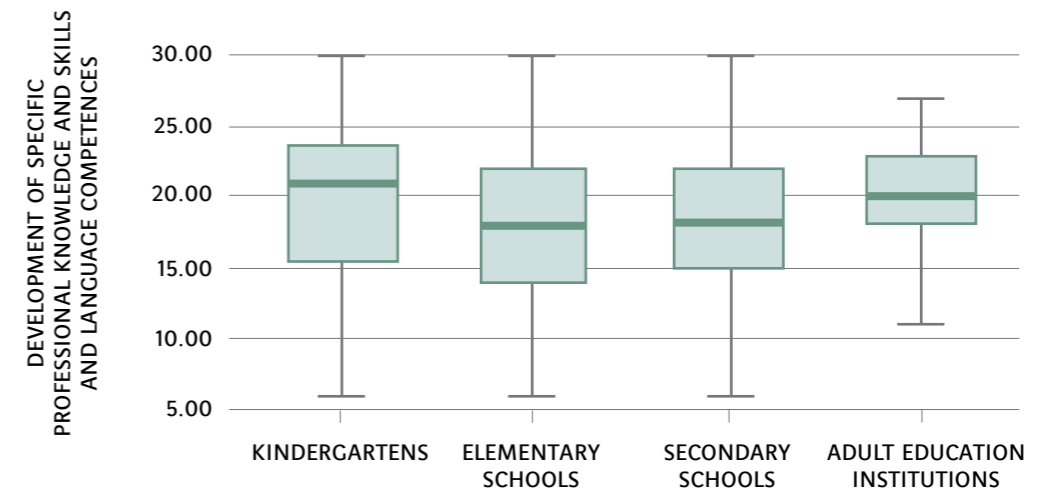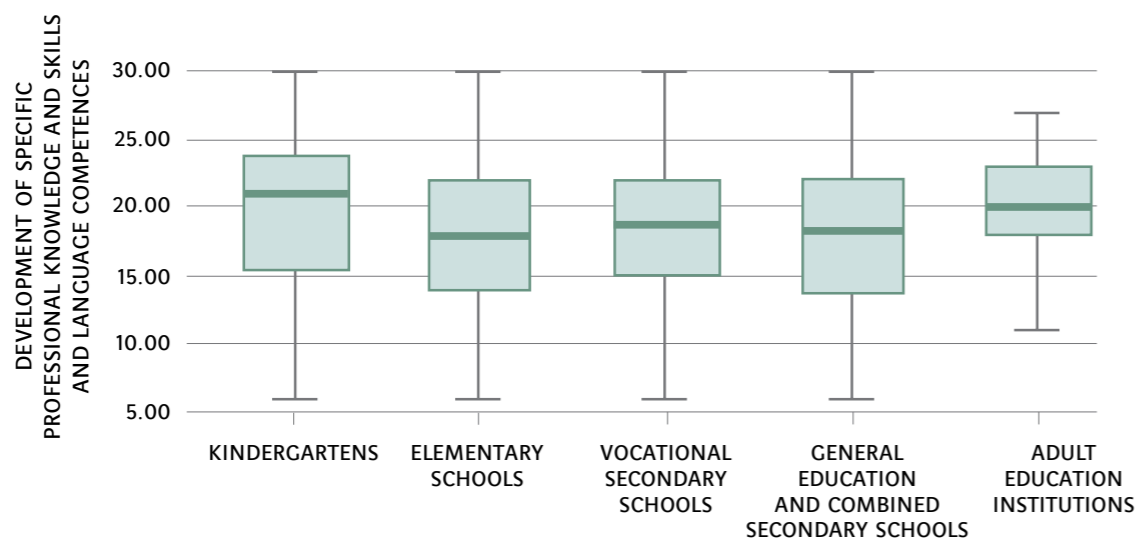
Both analyses revealed differences between different types of institution (both when the different types of programme were taken into account and when they were not). Both graphs show a difference between elementary schools on the one hand and kindergartens and adult education institutions on the other. Elementary schools show somewhat less progress in the development of specific professional knowledge and skills as well as language competences as compared to kindergartens and adult education institutions. Secondary schools do not significantly differ from other institutions.

Figure 15. Development of specific professional knowledge and skills and language competences by institution size (number of learners)
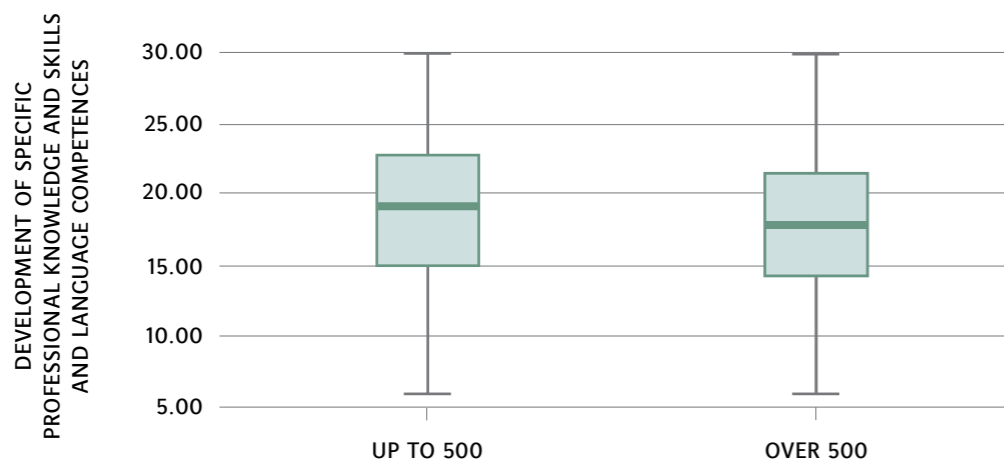
As for the differences between institutions of different size, differences expressed as the number of enrolled learners were identified as the only significant ones. Reported progress in the development of specific professional knowledge and skills as well as language competences was higher among institutions with up to 500 learners.

For each type of institution, analyses shown in Table 13 were conducted.

KINDERGARTENS

In kindergartens, differences in reported progress in this dimension were significant with respect to kindergarten size, scope of LLP participation and perceived obstacles to LLP participation. Reported progress in the development of specific professional knowledge and skills as well as language competences was higher among middle-sized kindergartens as measured by the number of employees, and among those with enrolment of up to 500 children. The scope of participation in LLP projects was also identified as a relevant factor for reported progress in the development of specific professional knowledge and skills as well as language competences. Reported progress was greatest among kindergartens in which none of the teaching staff members participated in the LLP (which means that others participated; in most cases these were the head teachers), followed by those in the category of "up to 5" and "over 20" participating teaching staff members. The least reported progress was measured among kindergartens with "6 to 20" participating teaching staff members. A similar pattern was identified in the case of administrative staff, with the greatest reported progress being measured among those kindergartens in which no administrative staff members participated in LLP projects (which means that the teaching staff and/or the head teacher participated in the LLP). Kindergartens involving between 21 and 50 children in LLP projects measured the greatest progress in this dimension. Perceived obstacles to LLP participation are a relevant factor in the development of specific professional knowledge and skills as well as language competences, where a greater perception of obstacles was linked to a lower degree of progress in this dimension ($\rho=-0.634$).

ELEMENTARY SCHOOLS

In the context of the development of specific professional knowledge and skills as well as language competences, statistically significant differences were found with respect to the size of elementary schools as expressed by the number of enrolled children and the scope of participation in the LLP. A link was also found with the perception of obstacles. If school size is measured by pupil enrolment, then those schools enrolling up to 500 pupils showed greater perceived progress in the development of specific professional knowledge and skills as well as language competences as a result of LLP participation. Likewise, greater progress was measured among schools with larger numbers of participating educational and administrative staff. Progress was greatest among those schools in which the number of participating pupils was up to 50. Perceived obstacles to LLP participation were again identified as a significant factor, with a greater perception of obstacles being linked to a lower degree of perceived progress in this dimension ($\rho=-0.335$).

SECONDARY SCHOOLS

In secondary schools, significant progress factors for this dimension included the number of implemented projects, the scope of participation in the LLP (measured by the number of participating teachers and students) and the perception of institutional obstacles. In schools participating in a higher number of LLP projects, reported progress in the development of specific professional knowledge and skills as well as language competences was higher. Schools involving more teaching staff members and students in LLP projects also showed a higher level of reported progress in this dimension. Although somewhat weaker ($\rho=-0.250$), the negative correlation with perceived obstacles was again a statistically significant factor for reported progress in this dimension.

ADULT EDUCATION INSTITUTIONS

Among adult education institutions, significant differences were found with respect to the number of implemented projects and the scope of participation in the LLP. Those adult education institutions which implemented a higher number of LLP projects registered a higher level of perceived progress in the development of specific professional knowledge and skills as well as language competences. The same is true of those institutions where more teaching staff members and learners participated in LLP projects. The data should be interpreted with caution since no responses were collected for some of the categories.

Table 13. Results of the analyses of differences in the degree of progress made in the dimension of the development of specific professional knowledge and skills and language competences, by institution type

		KINDERGARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS	
		MEDIAN RANK	p	MEDIAN RANK	p	MEDIAN RANK	p	MEDIAN RANK	p
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS)	UP TO 50 51 TO 100 OVER 100	37.73 51.67 31.85	.008	196.50 170.49 160.39	.055	166.53 163.53 181.73	.507	15.00 - -	-
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT)	UP TO 500 OVER 500	44.21 31.85	.029	189.28 163.17	.024	174.25 162.55	.294	18.18 12.03	.052
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS	UP TO 3 PROJECTS FOUR OR MORE PROJECTS	33.25 26.36	.354	177.75 197.15	.217	152.28 192.98	<.001	11.29 22.05	.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS	NO ONE 1 TO 5 6 TO 20 OVER 20	49.05 45.27 28.00 42.91	.021	175.67 162.35 194.86 194.63	.040	- 148.79 165.47 202.29	.001	- 11.29 22.05 -	.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS	NO ONE 1 PERSON MULTIPLE PERSONS	42.57 18.93 -	.010	176.64 165.70 208.50	.033	165.34 184.93 159.11	.556	8.50 - 16.04	.100
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS	NO ONE 1 TO 20 21 TO 50 OVER 50	42.46 - 61.55 23.14	<.001	171.61 206.00 205.29 163.19	.034	146.40 164.20 184.25 189.61	.019	12.54 - 7.80 22.05	.003

1.3.4. CAPACITY FOR PROJECT MANAGEMENT

KEY FINDINGS:

- **INDICATORS SHOWING THE GREATEST REPORTED PROGRESS: SUPPORT FOR STAFF INITIATIVES RELATED TO THE SUBMITTAL OF NEW PROJECTS; AWARENESS OF PUBLISHED CALLS FOR PROPOSALS; PREPAREDNESS OF STAFF TO PARTICIPATE IN NEW PROJECTS; SUPPORT IN THE PROMOTION OF PROJECTS AND OTHER KEY ACTIVITIES ON THE INTERNET, IN SOCIAL MEDIA, NEWSLETTERS, ETC.; AND PROJECT-RELATED ADMINISTRATIVE SUPPORT.**

- **RELEVANT PROGRESS FACTORS: LARGER NUMBERS OF IMPLEMENTED PROJECTS AND A WIDER SCOPE OF PARTICIPATION, IN TERMS OF BOTH PARTICIPATING STAFF AND PARTICIPATING LEARNERS. INSTITUTIONAL OBSTACLES GREATLY HINDER PROGRESS.**

- **SECTORAL PROGRAMMES SHOWING THE GREATEST REPORTED PROGRESS: GRUNDTVIG AND LEONARDO DA VINCI.**

- **INSTITUTIONS SHOWING THE GREATEST REPORTED PROGRESS: SECONDARY VOCATIONAL SCHOOLS AND ADULT EDUCATION INSTITUTIONS.**

Participation in the LLP entails managing projects for which grants are awarded. The capacity of the implementing institution to do this plays an important role in successful project implementation. Even individual mobility is realised within projects. In that context, the extent to which progress in the capacity for project management was perceived by respondents was examined. The dimension was tested in terms of progress made in: awareness of published calls for proposals; support for staff initiatives related to the submittal of new projects; provision of project-related administrative support; provision of information and support related to legal and personnel issues (e.g. drafting agreements, drawing up public calls, collecting documentation, etc.); provision of advice, management of and reporting on project-related financial issues (e.g. payments, travel orders, financial reports, etc.); provision of prompt and adequate technical support (e.g. equipment maintenance and procurement, use of the equipment and software, etc.); provision of support in the promotion of projects and other key activities on the Internet, in social media (e.g. Facebook), newsletters, etc.; coordination between professional services providing support to teaching staff; preparedness of staff to participate in new projects; and valorisation of staff participation in mobility programmes/projects[18].

Respondents reported that the participation of their institution in the LLP had the strongest impact on support for staff initiatives related to the submittal of new projects (as many as 39% and 18% reported that a strong or a very strong impact, respectively, was made in that area). Participation in LLP projects also made a strong impact on awareness of published calls for project proposals, with 37% of respondents reporting a strong impact and 14% reporting a very strong impact. With respect to the level of perceived impact, these two aspects are followed by preparedness of the staff to participate in new projects, support in the promotion of projects and other key activities on the Internet, in social media, newsletters, etc., and provision of project-related administrative support. Since repeat beneficiaries account for the majority of LLP participants, it may be assumed that those beneficiaries developed their project management skills with experience. Meanwhile, the lowest impact was reported in the promptness and adequacy of technical support (e.g. equipment maintenance and procurement, use of the equipment and software, etc.).

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18. In the process of index construction, the scale for the nine statements was validated and Cronbach's α of 0.948 determined, confirming the consistency of the measured dimension.

Reported progress in the dimension of the capacity for project management was analysed with respect to the sectoral programme concerned, the scope of LLP participation at the institution, perceived obstacles to participation, and the size of the institution.

Figure 16. Capacity for project management – differences with respect to implemented sectoral programme

The analysis shows statistically significant differences in the capacity for project management depending on the sectoral programme implemented at the institution. The highest level of reported progress was identified at institutions participating only in Leonardo da Vinci or Grundtvig sectoral programmes.

Figure 17. Capacity for project management – differences with respect to the number of implemented projects
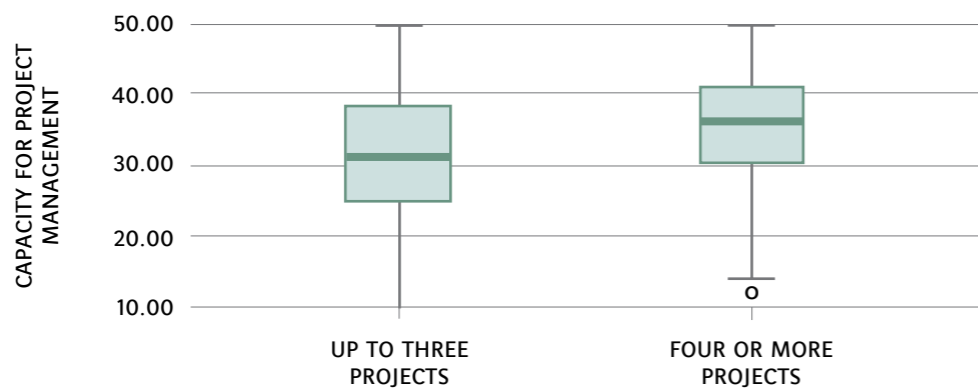
As expected, the number of implemented projects was identified as a relevant institutional progress factor in the context of the capacity for project management. Larger numbers of projects were linked to higher reported progress in the capacity for project management.

Figure 18. Capacity for project management – differences with respect to the number of participating educational and administrative staff members and learners in the period 2009-2014
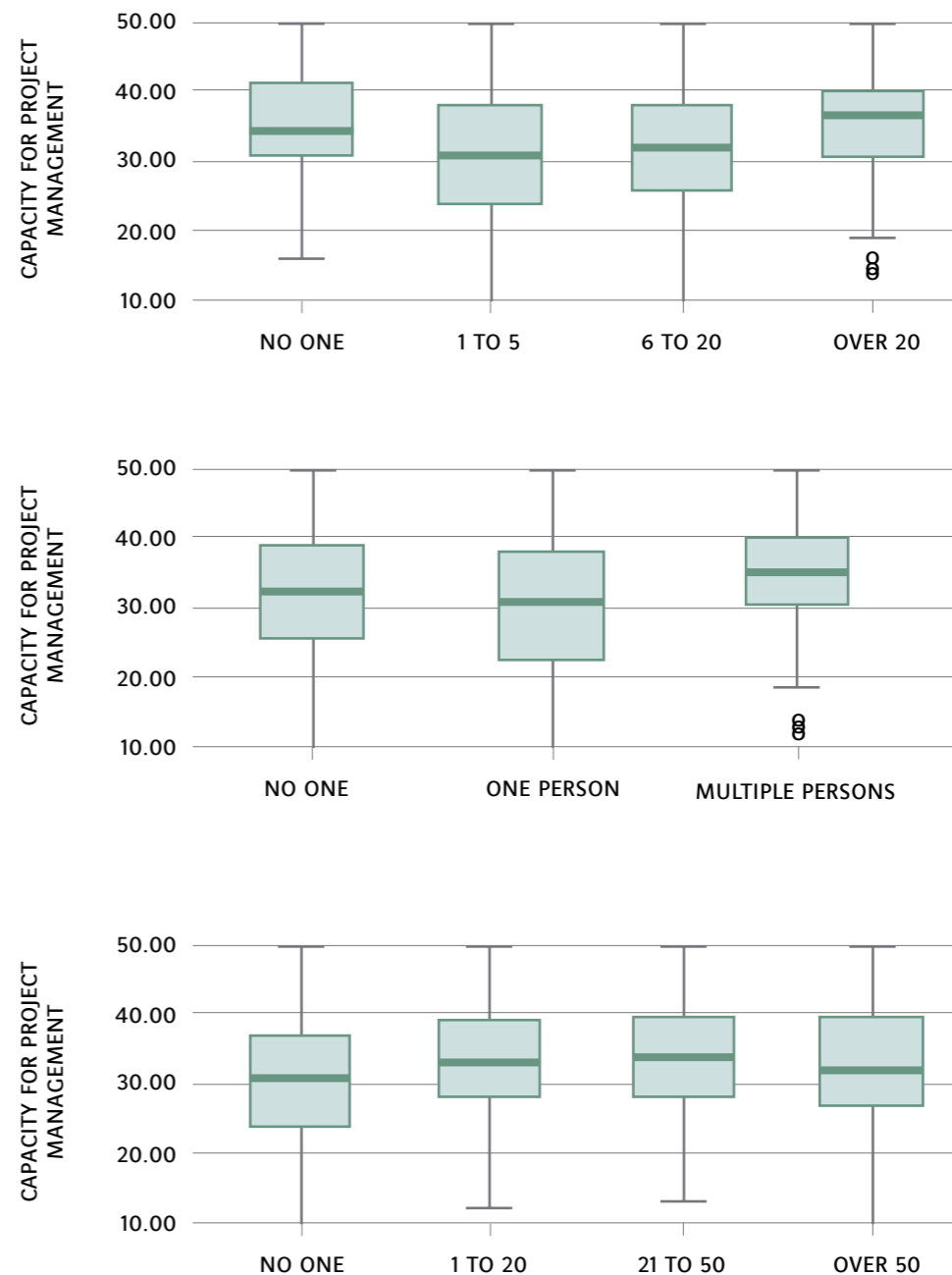
Differences were also significant with respect to the scope of LLP participation. The higher the number of participating educational and administrative staff and learners at an institution, the greater the reported institutional progress in the capacity for project management. In other words, a wider scope of LLP participation at an institution was linked with a higher degree of reported progress in the capacity for project management.

Progress in this dimension was also correlated with the transfer of knowledge and skills acquired as a result of LLP participation. The more activities aimed at sharing knowledge and skills were organised at an institution, the greater the reported progress in the capacity for project management (ρ=0.104).

Perceived obstacles were once again identified as relevant, with a greater perception of obstacles suggesting lower progress in the dimension (ρ=-0.412).

INSTITUTION TYPE AND SIZE

In the context of progress achieved in the capacity for project management as a result of LLP participation, differences were identified depending on the type and the size of participating educational institution.

Figure 19. Capacity for project management by institution type
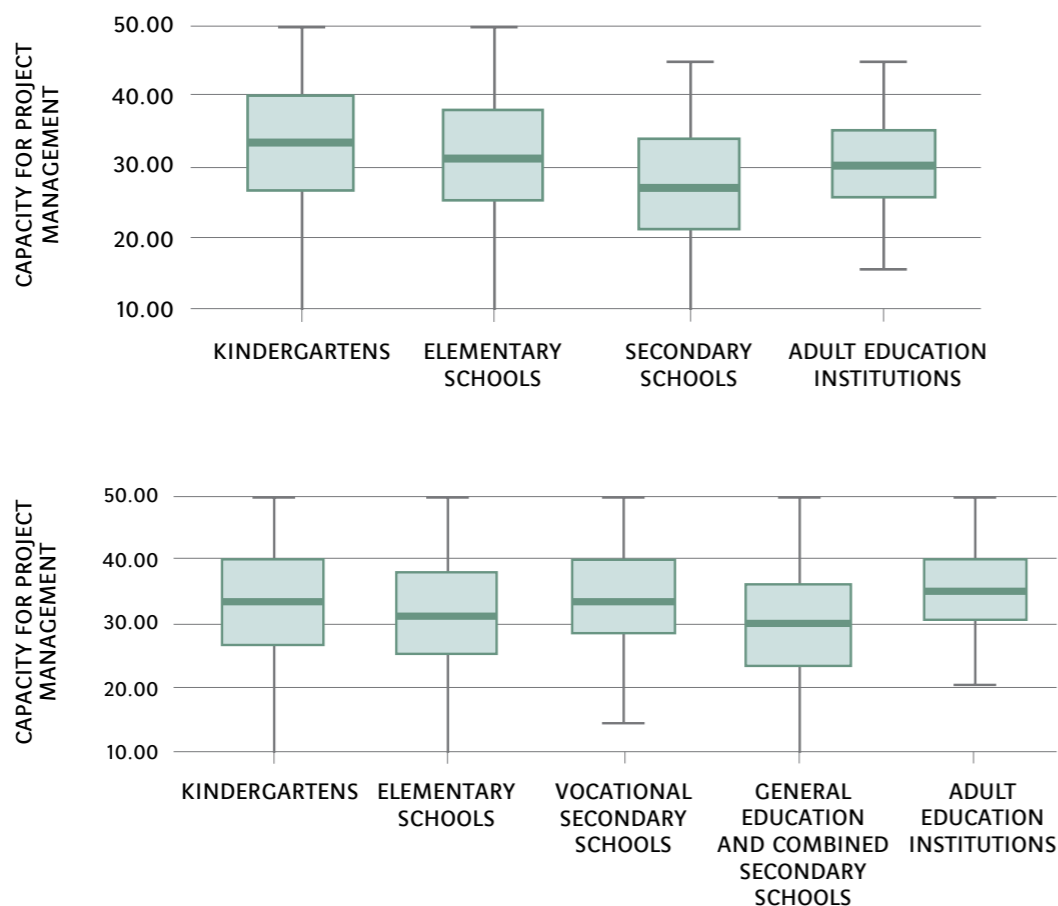
Differences were statistically significant primarily when examined against different secondary school programmes. Indeed, reported progress in the capacity for project management was greater among vocational secondary schools than among general education schools (*gimnazija*) and combined secondary schools as well as elementary schools (based on the pairwise comparison analysis). The difference was also significant between adult education institutions and elementary schools, with the former exhibiting greater progress in this dimension.

Figure 20. Capacity for project management by institution size (number of staff and learners)
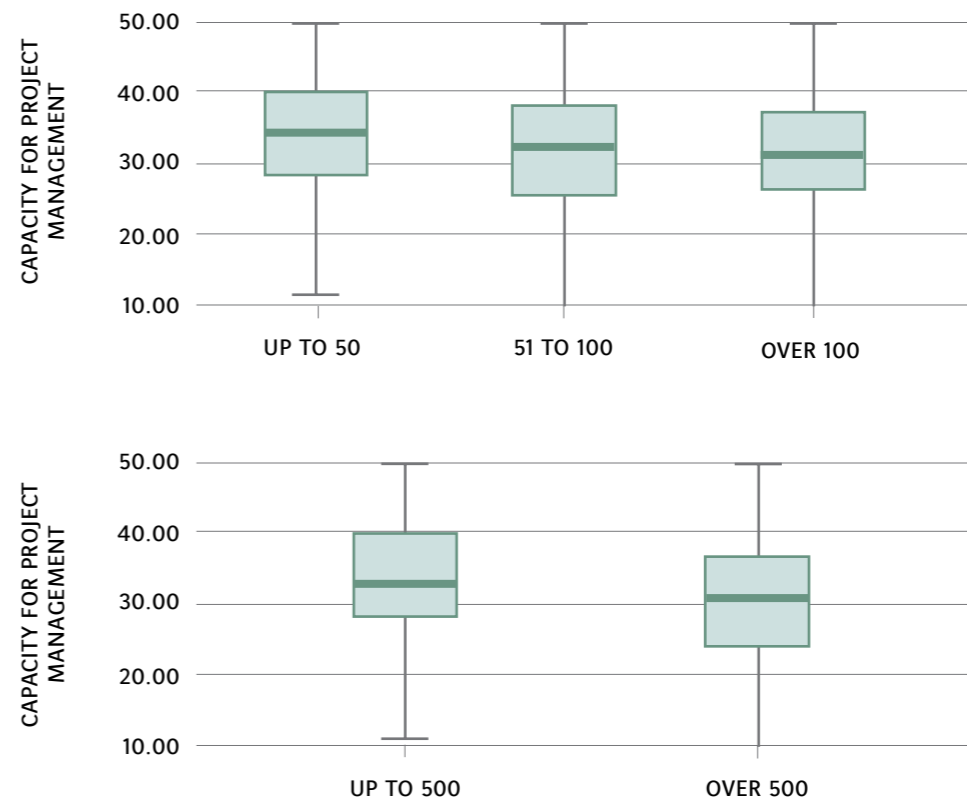
As for the differences between institutions of a different size as expressed by the number of staff and learners, greater reported progress was found among institutions counting up to 50 employees and up to 500 learners.

The analyses presented in Table 14 were conducted for each type of institution.

KINDERGARTENS

Among kindergartens, differences in reported progress in the capacity for project management were significant with respect to the kindergarten size and the scope of LLP participation as well as to the perception of obstacles. In medium-sized kindergartens with between 51 and 100 employees, respondents reported the greatest progress in the capacity for project management occurring as a result of LLP participation, whereas the least progress was reported in kindergartens counting over 100 employees. As for differences with respect to the scope of LLP participation, no definite conclusions can be drawn. If reported progress in this dimension is examined against the number of educational and administrative staff, the level of reported progress was highest among kindergartens where no such staff members participated in the projects. However, kindergartens in which larger numbers of learners were included in LLP projects displayed a statistically significantly higher level of reported progress in the capacity for project management. The more pronounced the perception of obstacles to LLP participation, the lower the progress achieved in the capacity for project management at any given kindergarten ($\rho=-0.708$).

ELEMENTARY SCHOOLS

The factors relevant to reported progress in this dimension at the elementary school level include school size (as expressed by pupil count), scope of participation, and perceived obstacles. Schools with more than 500 pupils demonstrated greater reported progress in the capacity for project management. Progress in the capacity for project management was also noticeable among schools in which implemented projects included a higher number of teaching staff (i.e. more than six) and administrative staff. Similarly, reported progress was greater when larger numbers of pupils participated in the projects, but progress was somewhat smaller in schools with more than 50 participating pupils. Again, differences in perceived obstacles reveal the same pattern of negative correlation with the progress achieved in this dimension ($\rho=-0.396$).

SECONDARY SCHOOLS

On the secondary school level, differences were significant with respect to the number of implemented LLP projects, the scope of LLP participation and the perception of obstacles. Schools participating in a higher number of LLP projects displayed greater progress in the capacity for project management. As for the scope of participation when larger numbers of teaching staff and students participated in the project(s), reported progress in the capacity for project management was higher. Likewise, reported progress was higher when LLP participants organised larger numbers of activities aimed at the transfer of knowledge and experience acquired as a result of LLP participation ($\rho=0.163$). Given a lower perception of obstacles identified at an institution, reported progress in the capacity for project management was proportionally high ($\rho=-0.339$).

ADULT EDUCATION INSTITUTIONS

In adult education institutions, significant factors for achieving progress in the capacity for project management seem to be the number of implemented projects, the scope of LLP participation and the perception of obstacles. Employees at institutions that implemented larger numbers of projects reported greater progress in this dimension. Similarly, higher levels of participation – of educational and administrative staff and learners – were also positively correlated with progress in the capacity for project management. Perceived obstacles are again a relevant factor, negatively correlated with progress made in this dimension.

Table 14. Results of the analyses of differences in the degree of progress made in the dimension of capacity for project management, by institution type

	KINDERGARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS	
	MEDIAN RANK	p	MEDIAN RANK	p	MEDIAN RANK	p	MEDIAN RANK	p
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS) — UP TO 50 / 51 TO 100 / OVER 100	45.55 / 48.27 / 25.77	.001	193.69 / 172.48 / 160.54	.133	174.96 / 160.33 / 187.63	.167	15.00 / - / -	-
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT) — UP TO 500 / OVER 500	46.81 / 25.77	<.001	190.41 / 160.93	.011	172.70 / 163.35	.401	17.82 / 12.37	.084
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS — UP TO 3 PROJECTS / FOUR OR MORE PROJECTS	32.12 / 35.57	.643	176.74 / 203.28	.091	145.41 / 205.77	<.001	11.05 / 22.50	<.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS — NO ONE / 1 TO 5 / 6 TO 20 / OVER 20	60.77 / 42.37 / 29.98 / 36.27	.003	182.57 / 164.27 / 188.15 / 233.75	.020	- / 151.38 / 158.70 / 212.38	<.001	11.05 / - / 22.50 / -	.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS — NO ONE / 1 PERSON / MULTIPLE PERSONS	42.08 / 24.00 / -	.049	179.54 / 159.49 / 206.05	.027	162.84 / 166.30 / 211.59	.064	6.13 / - / 16.42	.025
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS — NO ONE / 1 TO 20 / 21 TO 50 / OVER 50	41.74 / - / 61.80 / 25.08	<.001	174.18 / 200.23 / 211.29 / 150.58	.021	128.31 / 176.39 / 182.07 / 211.61	<.001	9.39 / - / 15.70 / 22.50	.001

1.3.5. INTERNAL INSTITUTIONAL ORGANIZATION AND COOPERATION AMONG STAFF

KEY FINDINGS:

- • INDICATORS SHOWING THE GREATEST REPORTED PROGRESS: READINESS OF HEADS OF INSTITUTIONS TO SUPPORT STAFF IN LLP PARTICIPATION, AND COOPERATION BETWEEN STAFF AND THE HEADS OF INSTITUTIONS.

- • RELEVANT PROGRESS FACTORS: LARGER NUMBERS OF IMPLEMENTED PROJECTS, A WIDER SCOPE OF STAFF PARTICIPATION AND A MODERATE SCOPE OF LEARNER PARTICIPATION. INSTITUTIONAL OBSTACLES GREATLY HINDER PROGRESS.

- • SECTORAL PROGRAMMES SHOWING THE GREATEST REPORTED PROGRESS: GRUNDTVIG AND LEONARDO DA VINCI.

- • INSTITUTIONS SHOWING THE GREATEST REPORTED PROGRESS: KINDERGARTENS AND ADULT EDUCATION INSTITUTIONS.

Internal organisation and cooperation among staff is one of the key dimensions of institutional progress. Even though this is not a primary objective of the LLP, the researchers assumed that progress in this dimension was a very important prerequisite for participation in this type of programme. This dimension encompassed multiple activities or elements in which progress related to LLP participation could be expected: possessing the equipment and computer programmes required for high-quality task performance; supporting staff in proposing changes to the operation of the institution and expressing critical opinions and ideas related to issues relevant to the operation of the institution; having clear procedures and delegating responsibilities for the performance of specific tasks; applying rules and procedures consistently to all employees; creating a sense of community among staff, learning more about colleagues within work environments; displaying mutual trust among staff; respecting different opinions among staff; displaying high-quality and regular communication among staff on all levels; ensuring transparent and full information on issues relevant to the operation of the institution (including information on opportunities for professional development and mobility, opportunities related to applications for calls for project proposals, etc.); encouraging professional development of staff (by providing professional development opportunities inside and outside of the institution, sharing knowledge and exchanging experiences with the purpose of enhancing educational competences of staff); recognising and awarding staff excellence and success; encouraging cooperation and teamwork among staff; displaying readiness on the part of heads of institutions to support staff in LLP participation; displaying cooperation between staff and heads of institutions; displaying awareness on the part of heads of institutions of the activities in which teaching staff are included; encouraging international mobility of staff.[19]

Out of the above-listed elements, respondents assessed that participation of their institution in the LLP had the strongest impact on the readiness of the head of institution to support staff in LLP participation (35% of all respondents reported a high impact and as many as 23% reported a very high impact) and on cooperation between staff and the head of institution (36% of all respondents reported a high impact and 21% reported a very high impact). Furthermore, significant progress was made in encouraging international mobility of staff and in making the head of institution aware of the activities of teaching staff. It can be observed that the greatest progress in the dimension of internal organisation and cooperation among staff concerns the relationship between staff and the heads of institutions. Meanwhile, the least progress was achieved in the consistent application of rules and procedures to all employees, the existence of clear procedures and delegation of

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19, In the process of index construction, the scale for the eighteen statements was validated and Cronbach's α of 0.972 determined, confirming the consistency of the measured dimension.

responsibilities for specific tasks, and the possession of equipment and programmes needed for high-quality task performance.

Reported progress in the dimension of internal institutional organization and cooperation among staff was analysed with respect to the sectoral programme concerned, the scope of LLP participation, the perceived obstacles to participation and the size of the institution.

Figure 21. Internal institutional organization and cooperation among staff – differences with respect to implemented sectoral programme
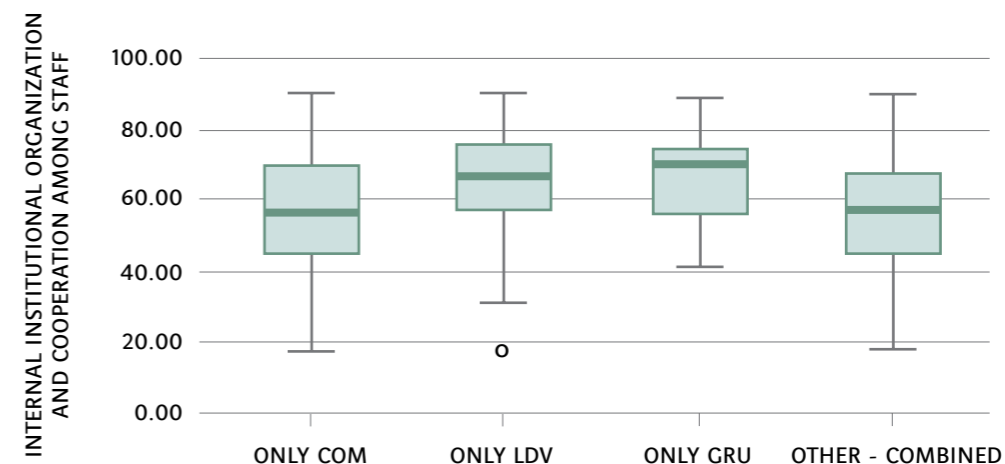
Differences among institutions implementing different sectoral programmes were significant, with institutions participating in Comenius alone as well as in multiple sectoral programmes (the category "other-combined") exhibiting less progress in this dimension. Respondents at institutions participating in Leonardo da Vinci or Grundtvig alone reported greater progress in internal institutional organization and cooperation among staff as a result of participation in these sectoral programmes.

Figure 22. Internal institutional organization and cooperation among staff – differences with respect to the number of implemented projects
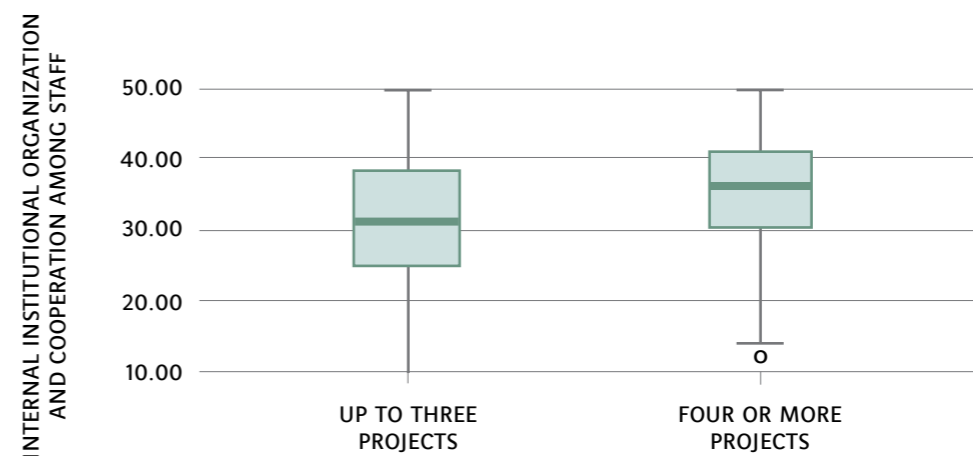
Higher reported progress in internal institutional organization and cooperation among staff was observed at those institutions that implemented a higher number of LLP projects.

Figure 23. Internal institutional organization and cooperation among staff – differences with respect to the number of participating educational and administrative staff members and learners in the period 2009-2014
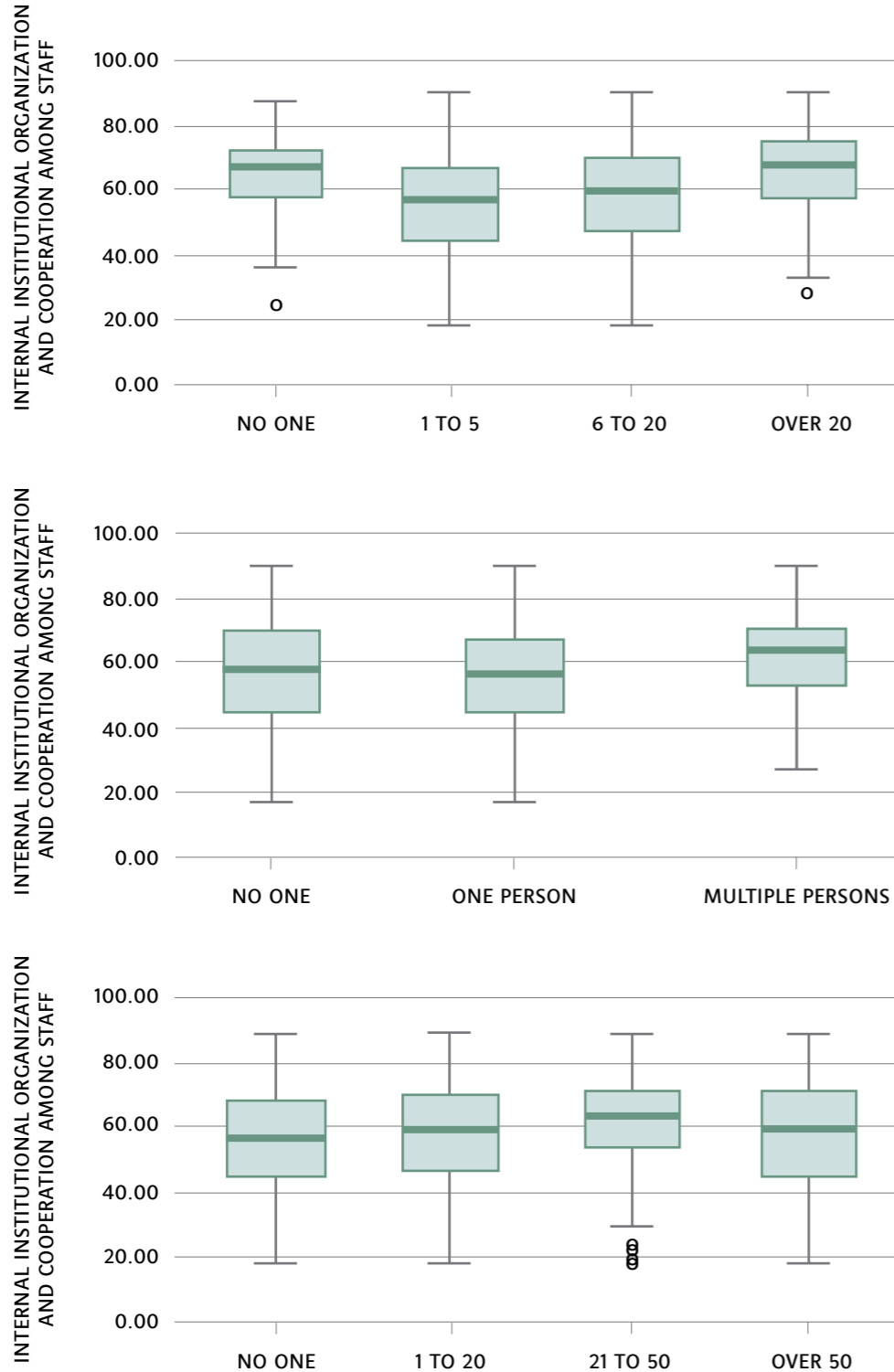
The scope of LLP participation was identified as another significant factor for this dimension. As for the correlation between the number of participating teaching staff and progress achieved in this dimension, the analysis showed that institutions with "1 to 5" participating staff members were ranked lowest, followed by those with "6 to 20" and "zero" participating teaching staff members, while the highest ranking institutions were those with "over 20" teaching staff members participating in the LLP. In other words, if more than 20 teaching staff members participated in the LLP, the evaluation of progress in the context of internal institutional organization and cooperation among staff was the highest. Reported progress was also higher among institutions involving larger numbers of administrative staff members in the LLP, while the highest reported progress in this dimension was measured among institutions where between 21 and 50 learners participated in LLP project(s).

A positive correlation of a weak intensity found between this dimension and the index of transfer of knowledge and skills (ρ=0.162) indicates that the level of reported progress in this dimension was higher among those institutions that organised larger numbers of activities aimed at dissemination of acquired knowledge, skills and experience by LLP participants.

Once again, a negative correlation was found between perceived obstacles to LLP participation and the institutional dimension of internal institutional organization and cooperation among staff (ρ=-0.411).

INSTITUTION TYPE AND SIZE
Reported progress in internal institutional organization and cooperation among staff that occurred as a result of LLP participation shows differences with respect to the type and size of the institution concerned.

Figure 24. Internal institutional organization and cooperation among staff by institution type
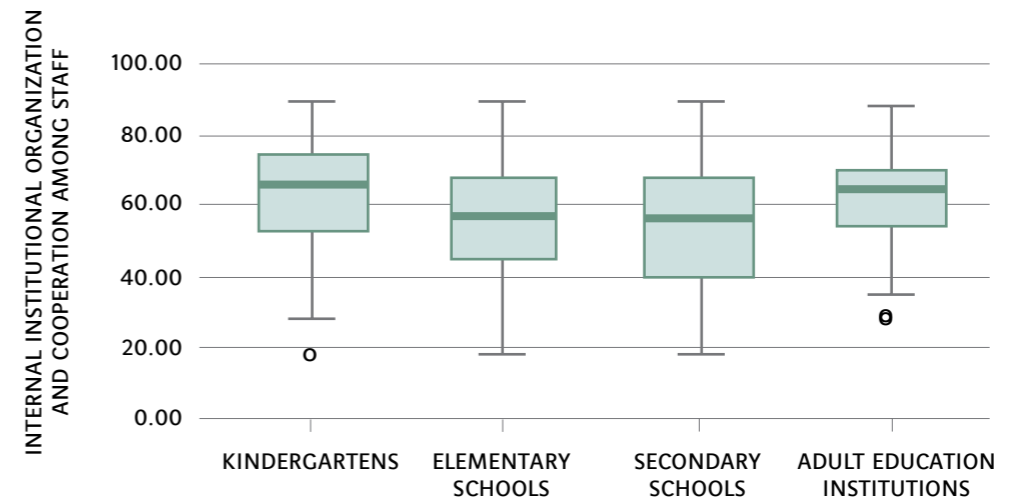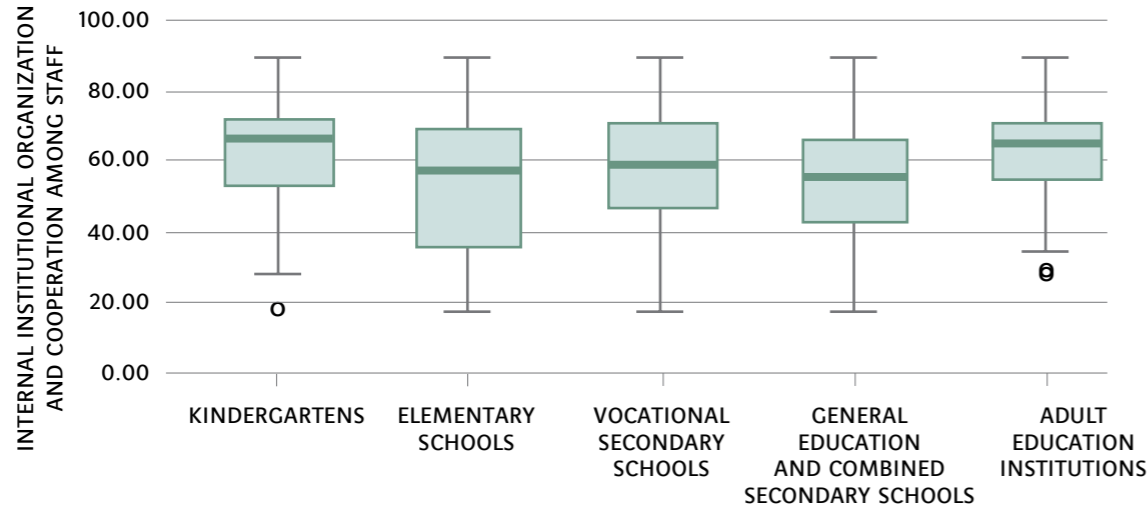
The analysis shows the least reported progress in elementary and secondary schools, followed by adult education institutions. The greatest reported progress was found among kindergartens. If the analysis takes into account the distinction between schools implementing different secondary education programmes, the least progress was measured among general education schools (*gimnazije*) and combined secondary schools, followed by elementary and secondary vocational schools, while the greatest reported progress was found among adult education institutions and kindergartens.

Figure 25. Internal institutional organization and cooperation among staff by institution size (number of staff and learners)
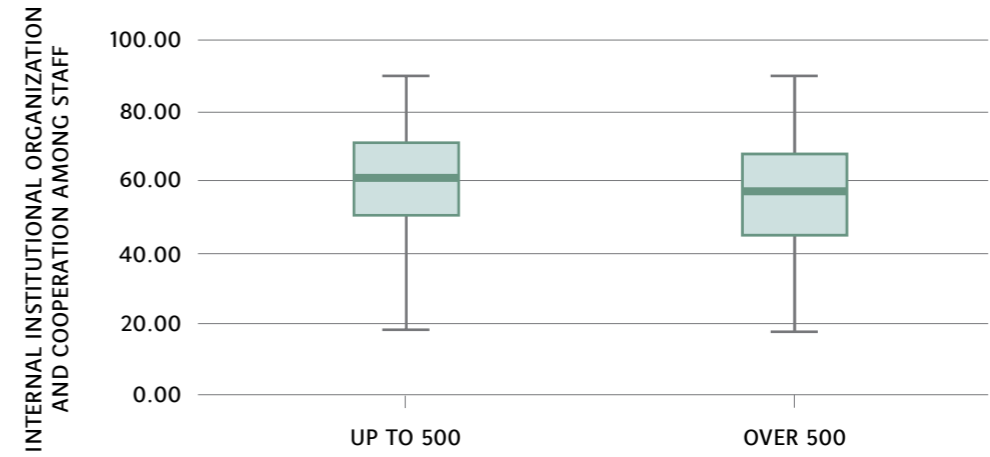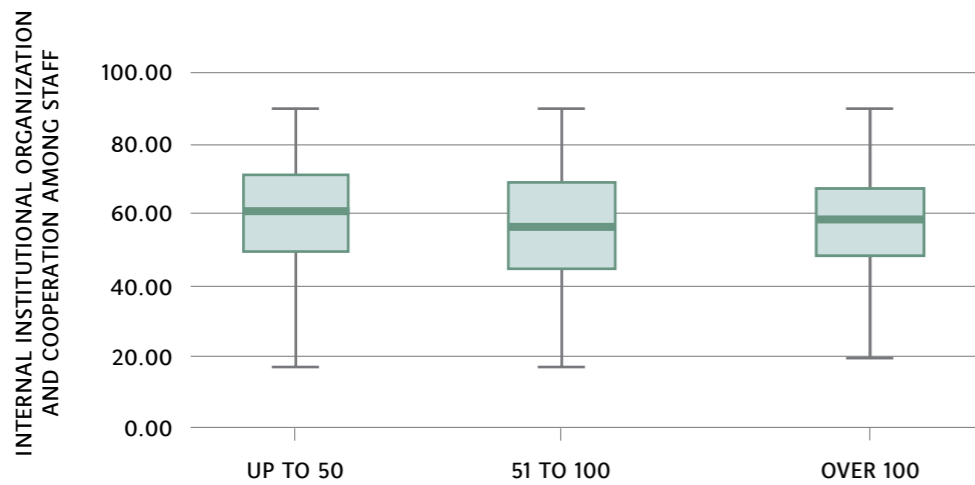
Progress in this dimension also varies depending on the size of the institution. Smaller institutions seem to measure greater reported progress in internal institutional organization and cooperation among staff (institutions with up to 50 employees had the highest average rank). The difference was the same when progress was measured against the number of learners enrolled at the institution.

The analyses illustrated in Table 15 were conducted for each type of institution.

KINDERGARTENS

Among kindergartens, variables relevant in achieving progress in the dimension of internal institutional organization and cooperation among staff seemed to be kindergarten size, scope of LLP participation, transfer of knowledge and skills, and perceived obstacles. As for the kindergarten size, respondents in "small" and "medium-sized" kindergartens reported greater progress in this dimension. The same was true of kindergartens counting up to 500 children. With respect to the scope of LLP participation, if the differences are observed against the number of participating teaching staff, the greatest progress in this dimension was reported among those kindergartens with no participants in LLP projects(s), followed by those with "over 20" participating teaching staff members and those with "1 to 5." Progress was lowest among kindergartens with "6 to 20" participating staff members. When size as expressed by the number of enrolled children is taken into account, the greatest progress can be seen among kindergartens in the category "21 to 50." If the perception of obstacles identified by kindergarten staff was high, reported progress in this dimension was again low ($\rho=-0.675$).

ELEMENTARY SCHOOLS

At the elementary school level, differences were statistically significant when viewed against the size of the institution as expressed by pupil count, scope of LLP participation and perceived obstacles. Greater progress in internal institutional organization and cooperation among staff was recorded among those schools with fewer than 500 pupils. When LLP projects involved larger numbers of educational and administrative staff as well as up to 50 pupils, reported progress in this dimension was greater. As for perceived obstacles, the same pattern of a moderately strong negative correlation is confirmed ($\rho=-0.398$).

SECONDARY SCHOOLS

In secondary schools that implemented larger numbers of LLP projects, both participating and non-participating staff members reported greater progress in the dimension of internal institutional organization and cooperation among staff. As for the scope of LLP participation, progress in this dimension was reported to a greater degree among those institutions involving a higher number of teaching staff and students. Greater progress in this dimension was also measured at those secondary schools in which project participants organised larger numbers of activities aimed at sharing acquired knowledge, skills and experience ($\rho=0.249$). Once again, perceived obstacles were inversely correlated with the progress in internal institutional organization and cooperation among staff ($\rho=-0.328$).

ADULT EDUCATION INSTITUTIONS

Significant factors in adult education institutions included the number of implemented projects, the scope of LLP participation, the transfer of knowledge, skills and experience, and the perception of institutional obstacles. In institutions implementing four or more projects, employees reported greater progress in internal institutional organisation and cooperation among staff. If the scope of the LLP was even wider, involving larger numbers of educational and administrative staff and learners, progress in this dimension was even more noticeable. The link between the transfer of knowledge, skills and experience and progress in this dimension was statistically significant and positive ($\rho=0.590$). The higher the degree to which employees at adult education institutions reported an absence of obstacles to LLP participation, the greater the progress achieved in the area of internal institutional organization and cooperation among staff at an institution ($\rho=-0.544$).

Table 15. Results of the analyses of differences in the degree of progress made in the dimension of internal institutional organization and cooperation among staff, by institution type

		KINDERGARTENS MEDIAN RANK	KINDERGARTENS P	ELEMENTARY SCHOOLS MEDIAN RANK	ELEMENTARY SCHOOLS P	SECONDARY SCHOOLS MEDIAN RANK	SECONDARY SCHOOLS P	ADULT EDUCATION INSTITUTIONS MEDIAN RANK	ADULT EDUCATION INSTITUTIONS P
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS)	UP TO 50 51 TO 100 OVER 100	42.90 50.15 27.04	.002	194.44 171.74 163.61	.112	169.26 161.06 190.97	.156	15.00 - -	-
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT)	UP TO 500 OVER 500	46.27 27.04	.001	189.21 163.30	.026	170.27 164.58	.610	17.68 12.50	.101
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS	UP TO 3 PROJECTS FOUR OR MORE PROJECTS	33.06 27.93	.491	179.84 184.49	.768	149.26 198.61	<.001	11.21 22.20	.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS	NO ONE 1 TO 5 6 TO 20 OVER 20	58.50 37.71 31.89 49.36	.008	161.27 161.82 192.89 226.68	.008	- 145.66 162.43 214.94	<.001	- 11.21 22.20 -	.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS	NO ONE 1 PERSON MULTIPLE PERSONS	41.92 25.64 -	.076	179.87 160.71 203.72	.047	165.26 169.35 178.39	.809	6.38 - 16.38	.029
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS	NO ONE 1 TO 20 21 TO 50 OVER 50	41.43 - 58.10 28.03	.004	172.92 206.19 206.14 154.14	.020	137.21 169.95 187.93 192.28	.001	9.86 - 15.00 22.20	.002

1.3.6. DEVELOPMENT OF (INTER-)SECTORAL AND INTERNATIONAL PARTNERSHIPS

KEY FINDINGS:

- **AS COMPARED TO OTHER DIMENSIONS OF INSTITUTIONAL PROGRESS, THIS DIMENSION EXHIBITS THE LEAST PROGRESS**

- **INDICATORS SHOWING THE GREATEST REPORTED PROGRESS: NURTURING CONTACTS WITH FOREIGN PROJECT PARTNERS AND ESTABLISHING CONTACTS BETWEEN DOMESTIC AND FOREIGN TEACHING STAFF**

- **RELEVANT PROGRESS FACTORS: LARGER NUMBERS OF IMPLEMENTED PROJECTS AND A WIDER SCOPE OF TEACHING STAFF PARTICIPATION**

- **SECTORAL PROGRAMMES SHOWING THE GREATEST REPORTED PROGRESS: GRUNDTVIG AND LEONARDO DA VINCI.**

- **INSTITUTIONS SHOWING THE GREATEST REPORTED PROGRESS: SECONDARY VOCATIONAL SCHOOLS AND ADULT EDUCATION INSTITUTIONS.**

Participation in the LLP, particularly in mobility activities, assumes partnerships and often (inter-)sectoral cooperation, as is the case with the Leonardo da Vinci programme. In order to explore the extent to which LLP participation might have impacted the development of (inter-)sectoral and international partnerships at different educational institutions, respondents evaluated progress in the following areas: cooperation with civil society organisations; cooperation with companies in Croatia; cooperation with economic operators abroad; cooperation with other educational institutions in Croatia; cooperation with other educational institutions abroad; nurturing of contacts with foreign project partners; exchange of learners (i.e. children, pupils and adult learners) with partner institutions; nurturing of contacts between domestic and foreign learners (i.e. children, pupils and adult learners); and nurturing of contacts between domestic and foreign teaching staff.[20]

Generally speaking, this dimension exhibited the least progress. Indicators showing the greatest progress achieved due to LLP participation were the nurturing of contacts with foreign project partners and the nurturing of contacts between domestic and foreign teaching staff (about 28% of all respondents reported a strong impact of LLP on these activities, whereas 19% and 17%, respectively, reported a very strong impact). The smallest impact was reported with respect to cooperation with economic operators, both in Croatia and abroad, as well as to that with civil society organisations, which was to be expected, since only a few programme activities facilitated cooperation with economic operators and civil society organisations.

Reported progress in the dimension of development of (inter-)sectoral and international partnership was analysed again, taking into account the sectoral programme in question, the scope of LLP participation at each institution and perceived obstacles to LLP participation.

Figure 26. Development of (inter-)sectoral and international partnerships – differences with respect to implemented sectoral programmes
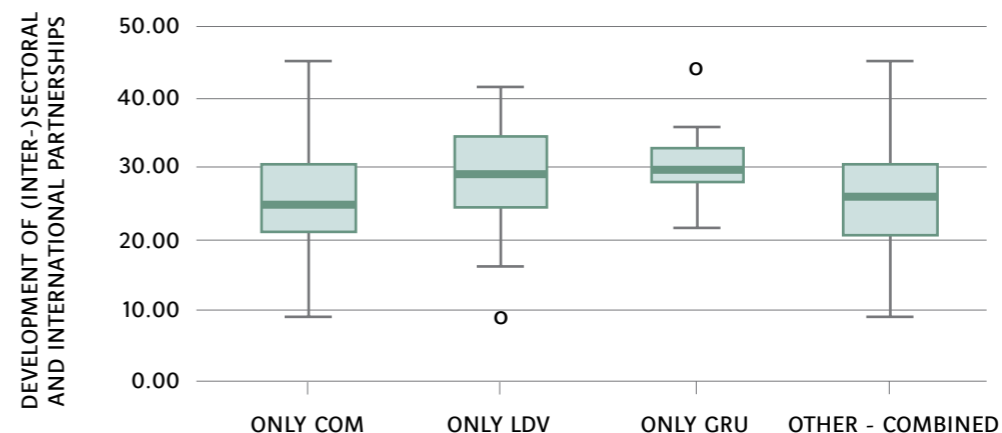
If differences by implemented sectoral programme are examined, institutions participating in Comenius alone and those participating in several different programmes (category: "other-combined") are grouped on one end of the scale, while those participating in Leonardo da Vinci or Grundtvig alone are grouped on the other. The latter institutions exhibit greater reported progress in the development of (inter-)sectoral and international partnerships.

Figure 27. Development of (inter-)sectoral and international partnerships – differences with respect to the number of projects
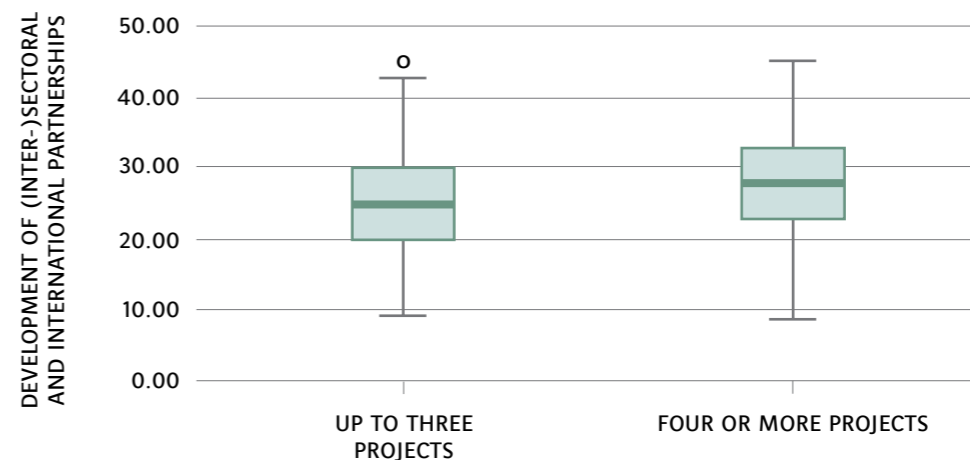
Larger numbers of implemented LLP projects indicate greater reported progress.

20, In the process of index construction, the the scale for the nine statements was validated and Cronbach's α of 0.896 determined, confirming the consistency of the measured dimension.

Figure 28. Development of (inter-)sectoral and international partnerships – differences with respect to the number of participating educational and administrative staff members and learners in the period 2009-2014
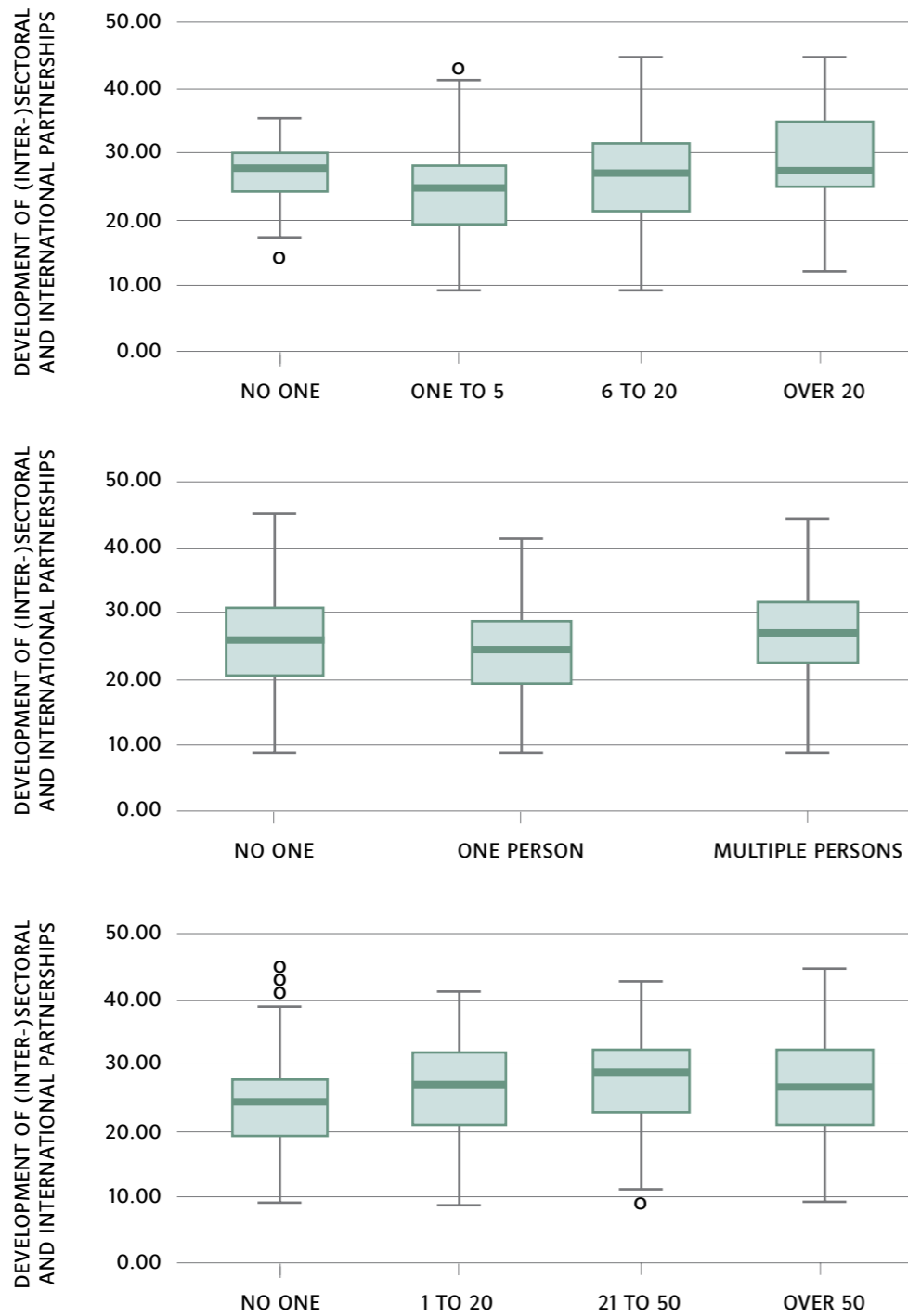
In this dimension, reported progress with respect to the scope of LLP participation shows that institutions in which "1 to 5" teaching staff members participated in the LLP exhibited the least progress, followed by those counting "6 to 20" participating staff and zero participating staff

members. The highest ranking institutions in terms of reported progress include those with "more than 20" participating teaching staff members. With respect to administrative staff participation, the highest ranking category is that with "multiple" participating members. The lowest ranking category in terms of learner participation is "no-one," while no significant difference was found among the remaining categories.

If LLP participants at an institution made an effort to share knowledge, skills and experience acquired as a result of LLP participation in several different ways, reported progress in this dimension was greater at the given institution, even though the positive correlation is weak (ρ=0.153).

Likewise, given a higher recognition of obstacles to LLP participation at an institution, reported progress in the Development of (inter-)sectoral and international partnerships will be smaller (ρ=-0.316).

INSTITUTION TYPE AND SIZE
Reported progress in the Development of (inter-)sectoral and international partnerships occurring as a result of LLP participation varies depending on the institution in question and its size.

Figure 29. Development of (inter-)sectoral and international partnerships by institution type
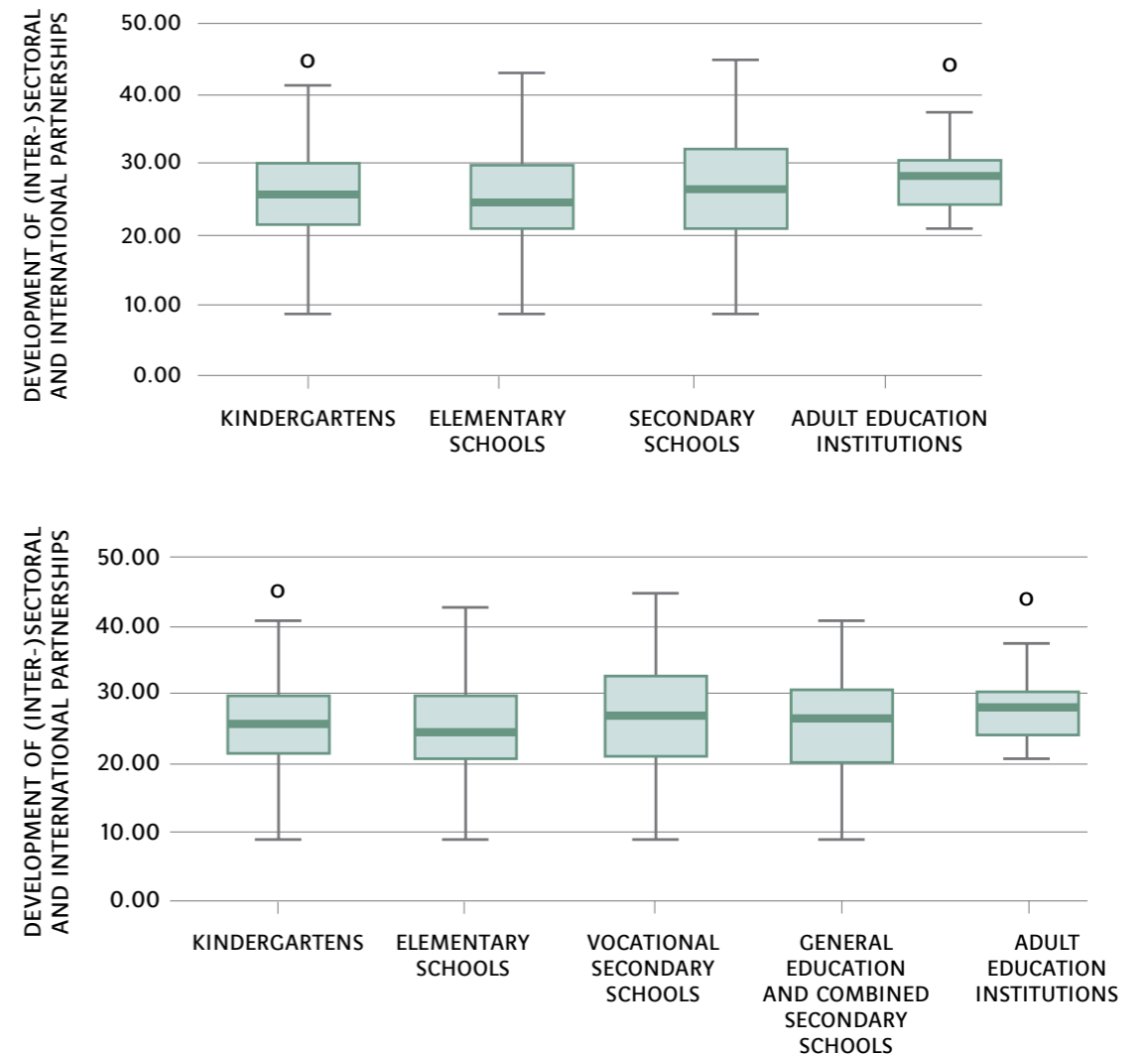
Differences with respect to institution type indicate the least progress among elementary schools in this index, followed by kindergartens, secondary schools and adult education institutions, which exhibit the greatest progress. If the type of secondary programme is taken into account, the greatest reported progress was measured among secondary vocational schools and adult education institutions.

Figure 30. Development of (inter-)sectoral and international partnerships by institution size (number of staff and learners)
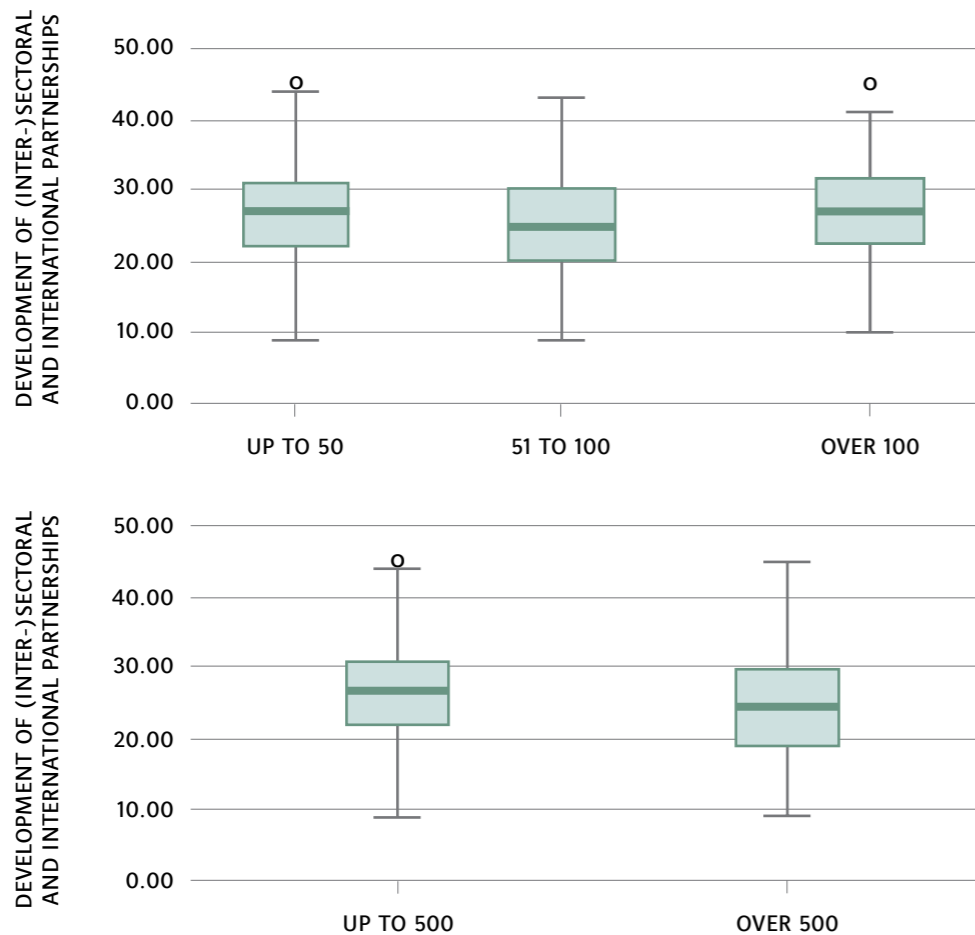
As for institution size, differences are statistically significant in terms of the numbers of both staff and learners at an institution. Differences with respect to institution size indicate greater progress among larger institutions, i.e. those counting more than 100 employees, and among those counting fewer than 500 learners.

KINDERGARTENS

Among kindergartens, differences are significant depending on size, scope of LLP participation as expressed by the number of children, and perceived obstacles. Progress in the Development of (inter-)sectoral and international partnerships was more pronounced in medium-sized kindergartens with between 51 and 100 employees, and in kindergartens with fewer than 500 enrolled children. If we look at the scope of participation, the number of enrolled children is the only statistically significant factor: the greatest progress was registered among kindergartens in which between 21 and 50 children participated in LLP projects. As with all other measured

dimensions, perceived obstacles to LLP participation came through as a significant factor, whereby the negative correlation between perceived obstacles to LLP participation and progress achieved in the development of (inter-)sectoral and international partnerships was one of the strongest correlations determined by this analysis ($\rho=-0.635$).

ELEMENTARY SCHOOLS

In elementary schools, factors that were identified as significant in the development of (inter-)sectoral and international partnerships include school size, the scope of LLP participation, the transfer of knowledge, skills and experience gained in the LLP, and the perception of obstacles to LLP participation. Progress was most pronounced in elementary schools with up to 50 employees. If school size is expressed by pupil count, greater progress is observed among smaller schools (with up to 500 enrolled pupils). Scope of participation as expressed by the number of participation teaching staff members suggests the least progress in schools with "1 to 5" participating employees. The category exhibiting the next-least progress is "no-one," while the most pronounced progress was reported in schools with "6 to 20" and over 20 participating teaching staff members. Similar results were found when taking into account the number of administrative staff. Reported progress was smallest among schools in which one administrative staff member participated in the LLP, followed by the category "no-one," while schools engaging multiple administrative staff members in the LLP showed the greatest progress. As far as the number of participating pupils is concerned, it seems that the optimum participation rate for best progress in this dimension is a count of between 21 and 50 pupils. If LLP participants organised school activities aimed at sharing knowledge, skills and experience gained as a result of LLP participation, staff recognised greater progress in the Development of (inter-)sectoral and international partnerships, but this correlation is quite weak ($\rho=0.159$).

Reported obstacles to LLP participation by LLP participants and non-participants alike are an indicator of smaller reported progress in the dimension of the development of (inter-)sectoral and international partnerships ($\rho=-0.287$).

SECONDARY SCHOOLS

Among secondary schools, factors that came through as relevant to reported progress in the development of (inter-)sectoral and international partnerships include school size as expressed by the number of students, number of implemented projects, scope of LLP participation, transfer of knowledge, skills and experience acquired as a result of LLP participation, and perceived obstacles. In schools counting more than 500 students, the level of reported progress in the development of (inter-)sectoral and international partnerships was higher. Furthermore, reported progress in the development of (inter-)sectoral and international partnerships is positively correlated with the number of implemented projects as well as the number of participating teaching staff members and students. Also, respondents recognised greater progress in schools in which LLP participants organised larger numbers of activities that were aimed at sharing their knowledge, skills and experience gained as a result of LLP participation ($\rho=0.183$). Again, a negative correlation was found between perceived obstacles and progress achieved in this dimension ($\rho=-0.274$).

ADULT EDUCATION INSTITUTIONS

Among adult education institutions, statistically significant independent variables included the number of implemented projects, the scope of LLP participation, and the perception of obstacles to LLP participation. Staff recognised greater progress at institutions implementing larger number of projects. Likewise, the level of reported progress was greater among institutions with more participating educational and administrative staff as well as learners. Perceived obstacles are significantly and relatively strongly negatively correlated with reported progress in the development of (inter-)sectoral and international partnerships ($\rho=-0.602$).

Table 16. Results of the analyses of differences in the degree of progress made in the dimension of Development of (inter-)sectoral and international partnerships, by institution type

		KINDERGARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS	
		MEDIAN RANK	p	MEDIAN RANK	p	MEDIAN RANK	p	MEDIAN RANK	p
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS)	UP TO 50	43.50	.001	198.81	.024	176.16	.073	15.00	-
	51 TO 100	50.56		168.42		159.09		-	
	OVER 100	25.85		166.54		192.50		-	
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT)	UP TO 500	46.78	<.001	190.22	.013	188.00	.004	17.39	.144
	OVER 500	25.85		161.30		155.56		12.77	
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS	UP TO 3 PROJECTS	33.82	.104	178.18	.297	151.42	<.001	11.50	.002
	FOUR OR MORE PROJECTS	21.71		194.58		194.57		21.65	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS	NO ONE	54.95	.120	177.23	.006	-	<.001	-	.002
	1 TO 5	37.31		158.23		135.36		11.50	
	6 TO 20	36.65		196.59		172.07		21.65	
	OVER 20	44.23		209.25		213.08		-	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS	NO ONE	41.23	.362	184.91	.019	165.02	.521	6.75	.037
	1 PERSON	32.86		151.65		163.19		-	
	MULTIPLE PERSONS	-		197.56		188.48		16.32	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS	NO ONE	39.79	.003	171.57	.016	123.69	<.001	9.21	.001
	1 TO 20	-		202.22		175.07		-	
	21 TO 50	61.70		214.61		189.50		17.90	
	OVER 50	30.78		159.07		212.13		21.65	

1.3.7. REPUTATION AND RECOGNITION OF THE INSTITUTION IN THE LOCAL COMMUNITY

KEY FINDINGS:

- **AS COMPARED TO MOST OTHER DIMENSIONS OF INSTITUTIONAL PROGRESS, THIS DIMENSION REFLECTS A SOMEWHAT LOWER IMPACT OF LLP PARTICIPATION**

- **INDICATORS SHOWING THE GREATEST REPORTED PROGRESS: ORGANISATION OF ACTIVITIES OPEN TO THE GENERAL PUBLIC AND RECOGNITION IN AND COOPERATION WITH THE LOCAL COMMUNITY**

- **RELEVANT PROGRESS FACTORS: LARGER NUMBERS OF IMPLEMENTED PROJECTS AND A WIDER SCOPE OF STAFF AND LEARNER PARTICIPATION**

- **NO DIFFERENCES FOUND WITH RESPECT TO THE SECTORAL PROGRAMME OR THE TYPE OF EDUCATIONAL INSTITUTION IN QUESTION.**

The reputation and recognition of each institution in its local community was examined using five variables: the organisation of activities open to the general public; the participation of parents in the institution's activities; the development of extracurricular activities in cooperation with sport, cultural and similar organisations; the degree of cooperation with local authorities; and the degree of recognition in and cooperation with the local community. Respondents assessed the degree to which the participation of their respective institutions in the LLP affected progress made with respect to each of the listed variables.[21]

Generally, this dimension does not exhibit a particularly strong impact of LLP participation, as compared to other dimensions. The strongest impact was reported with respect to the variable of the organisation of activities open to the general public (28% of all respondents reported a strong impact and 14% reported a very strong impact), while the weakest impact was registered with respect to the degree of cooperation of the institution with local authorities (13% reported no impact and 18% reported a very low impact).

Analyses of the degree of reported progress in terms of reputation and recognition of institutions in their local communities with respect to the programme(s) implemented at each institution (Comenius, Leonardo da Vinci, Grundtvig or combined) did not reveal any significant differences.

However, significant differences were found when the number of implemented projects and the scope of implementation were examined. Institutions implementing a larger number of projects displayed a higher degree of progress in terms of reputation and recognition in the local community.

Figure 31. Reputation and recognition of the institution in the local community – differences with respect to the number of implemented projects
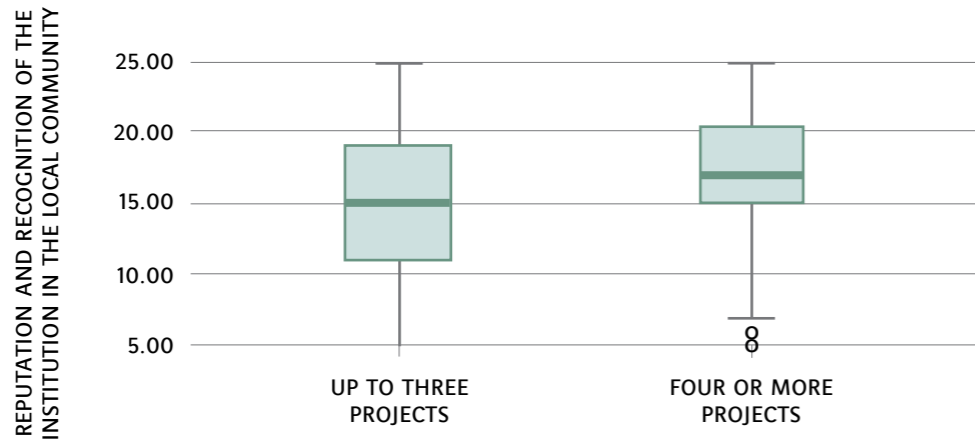
Fureremore, differences were found with respect to the number of LLP participants among educational and administrative staff as well as learners, i.e. children, pupils and adult learners participating in the LLP project(s).

Figure 32. Reputation and recognition of the institution in the local community – differences with respect to the number of participating educational and administrative staff members and learners in the period 2009-2014
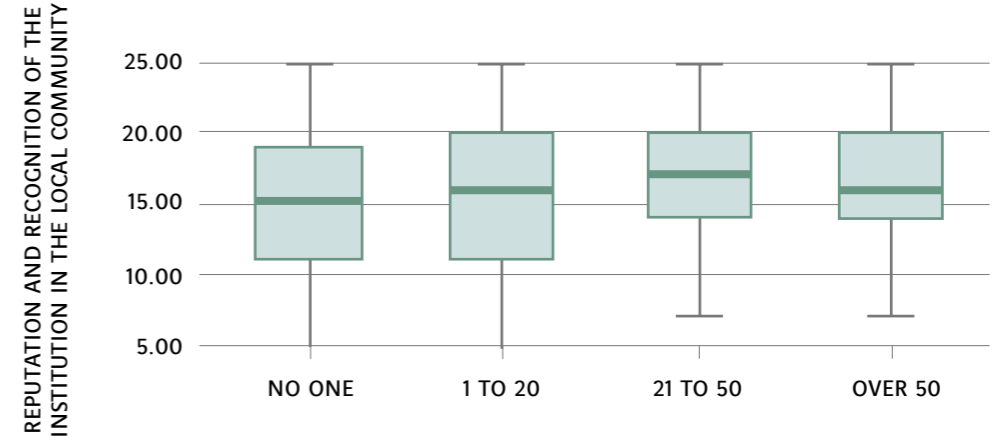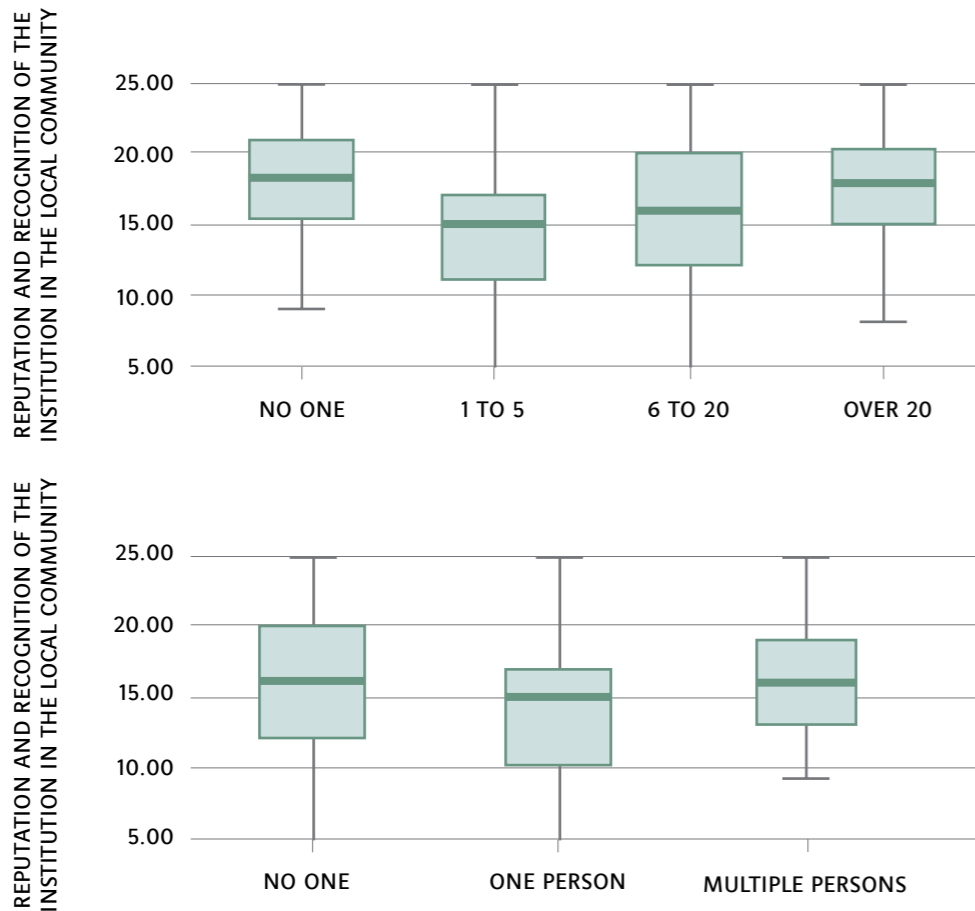
The highest degree of progress in the dimension of reputation and recognition of the institution in the local community was achieved by those institutions in which more than 20 teaching staff members participated in LLP projects (although the degree of progress was the same among the institutions with no participating teaching staff members), followed by institutions with multiple participating administrative staff members (however, again, the degree of progress was the same among the institutions with no participating administrative staff members), and institutions in which larger numbers of learners (i.e. children, pupils and adult learners) participated in LLP projects – groups with 21 to 50 or more than 50 learners.

A weak yet statistically significant positive correlation was found between the transfer of participants' knowledge, skills and experience and progress in terms of reputation and recognition of the institution in the local community ($\rho=0.118$), while perceived obstacles to LLP participation again show an inverse relationship with the dimension (a weak to moderate negative correlation was found; $\rho=-0.323$).

INSTITUTION TYPE AND SIZE

Although the analysis showed some differences between different institution types in terms of progress achieved in terms of reputation and recognition of the institution in the local community (kindergartens exhibited the best results in this dimension), these differences as measured were not statistically significant and cannot be generally applied to the population of all institutions participating in the LLP. In other words, progress in terms of reputation and recognition in the local community was the same, regardless of the type of institution in question.

Figure 33. Reputation and recognition of the institution in the local community by institution type
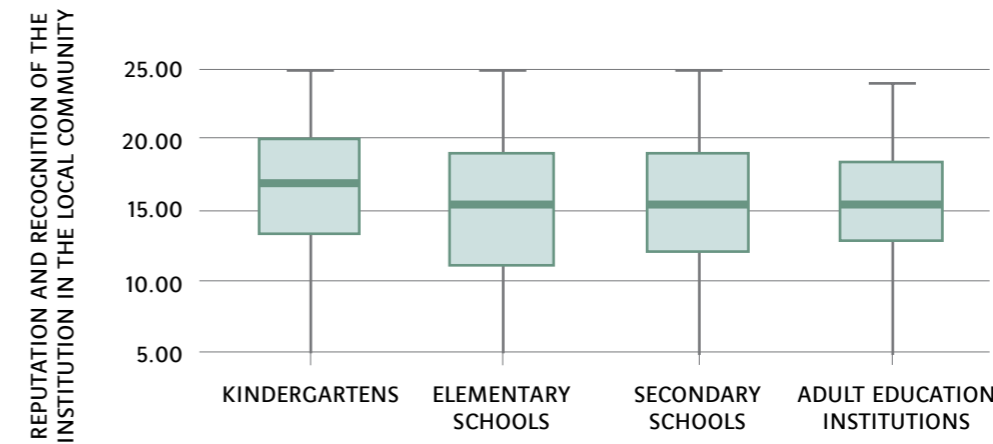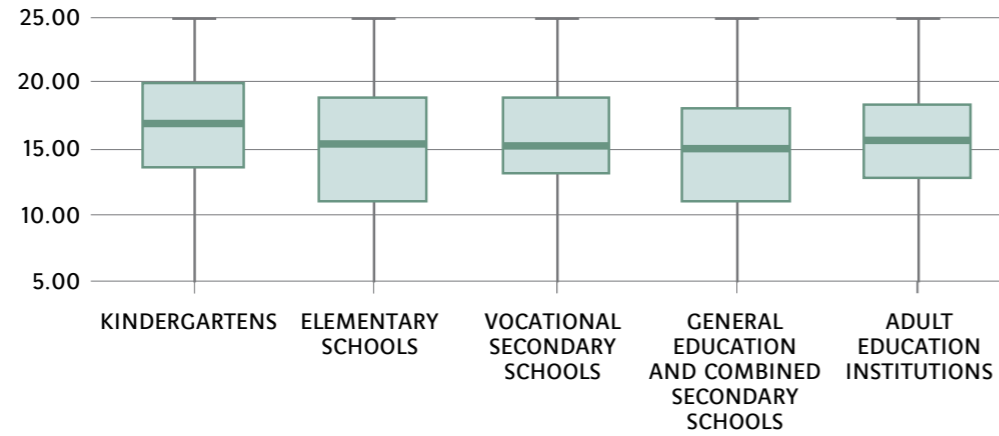
However, differences were found between institutions of different size, as expressed by the number of employees and learners. The highest degree of reported progress was identified among small educational institutions employing up to 50 people, followed by large institutions with more than 100 employees. The least progress was reported by respondents in medium-sized institutions. A somewhat higher degree of progress in this dimension was found in smaller institutions with up to 500 learners. Since smaller institutions are more often located in smaller communities and thus have a higher degree of visibility, participation in the LLP allowed such institutions easier and more pronounced progress in terms of reputation and recognition in the local community.

Figure 34. Reputation and recognition of the institution in the local community by institution size (number of staff and learners)
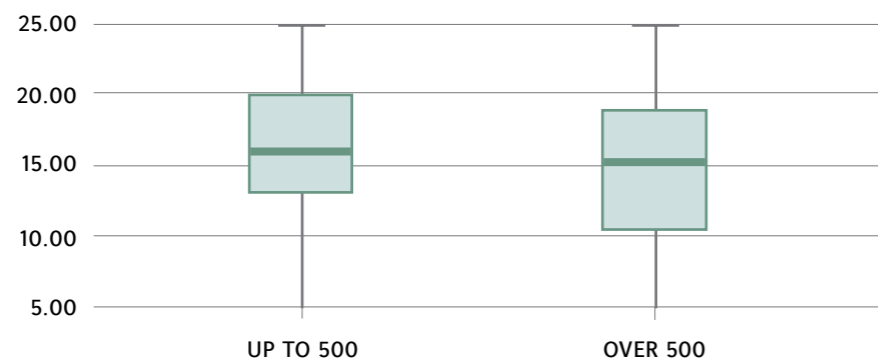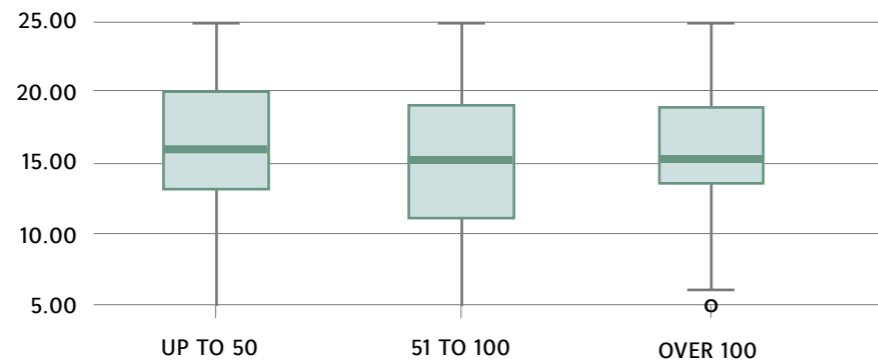
KINDERGARTENS

Differences in the degree of achieved progress in terms of reputation and recognition of kindergartens in the local community were identified with respect to kindergarten size (i.e. number of staff and children) and the number of teaching staff members and children included in LLP projects. Greater progress in this dimension was measured among small and medium-sized kindergartens (i.e. with fewer than 50 or between 50 and 100 employees, and up to 500 children). Surprisingly, progress in terms of reputation and recognition was reported to a much higher degree among kindergartens in which none of the teaching staff members participated in the LLP as compared to all other categories concerning the scope of participation. However, this actually suggests that it was kindergartens in which heads of institution participated in the LLP that exhibited the greatest progress, since head teachers are those who can contribute most to the institution's local reputation. As far as child count is concerned, the highest degree of progress was measured among kindergartens with between 21 and 50 participating children.

ELEMENTARY SCHOOLS

Significant factors among elementary schools include the size of the school as expressed by pupil count, the scope of LLP participation as expressed by the number of participating administrative staff members, and perceived obstacles to LLP participation. Schools enrolling less than 500 pupils displayed the greatest progress. As for the scope of participation, differences were found only with respect to the number of participating administrative staff, whereby the least progress was reported among schools with only one such LLP participant. Schools in which no administrative staff members participated displayed greater progress in this dimension. The highest degree of progress was found among schools with multiple participating administrative staff members. Perceived obstacles were a significant factor, as was the case in almost all of the above analyses ($\rho=-0.302$).

SECONDARY SCHOOLS

In secondary schools, differences in the progress made in the dimension of reputation and recognition of the institution in the local community depended on the number of implemented projects, the scope of LLP participation, the transfer of knowledge and skills, and perceived obstacles. In schools implementing larger numbers of projects, employees reported progress in this dimension to a higher degree. Furthermore, the number of teaching staff members and students was also found to be positively correlated with reported progress in this dimension. The same is true for the number of activities aimed at sharing participants' knowledge, skills and experience ($\rho=0.237$). Reporting fewer obstacles to LLP participation indicated a higher degree of progress achieved in terms of reputation and recognition of the institution in the local community ($\rho=-0.279$).

ADULT EDUCATION INSTITUTIONS

At the level of adult education institutions, the only statistically significant link is that between the perceived obstacles to LLP participation and progress in this dimension. The correlation is again negative, as well as in all other above addressed dimensions ($\rho=-0.453$).

Table 17. Results of analyses of differences in the degree of progress made in the dimension of reputation and recognition of the institution in the local community, by institution type

		KINDERGARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS	
		MEDIAN RANK	P	MEDIAN RANK	P	MEDIAN RANK	P	MEDIAN RANK	P
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS)	UP TO 50	46.23	.005	195.50	.072	172.08	.296	15.00	-
	51 TO 100	45.71		169.57		161.58		-	
	OVER 100	27.69		183.89		184.80		-	
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT)	UP TO 500	45.99	.001	192.00	.003	174.85	.258	16.68	.304
	OVER 500	27.69		157.78		162.25		13.43	
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS	UP TO 3 PROJECTS	32.77	.738	178.19	.300	143.93	<.001	13.03	.085
	FOUR OR MORE PROJECTS	30.29		194.47		208.52		18.75	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS	NO ONE	61.05	.013	193.13	.051	-	<.001	13.03	.085
	1 TO 5	39.57		162.96		137.58		18.75	
	6 TO 20	34.11		191.34		164.17		-	
	OVER 20	36.27		207.68		226.38		-	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS	NO ONE	40.90	.615	194.57	<.001	164.97	.722	11.50	.375
	1 PERSON	36.29		133.81		169.93		-	
	MULTIPLE PERSONS	-		186.32		181.26		15.56	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS	NO ONE	39.77	.007	174.37	.347	137.06	<.001	11.75	.124
	1 TO 20	-		191.91		163.01		-	
	21 TO 50	60.20		201.30		186.87		16.60	
	OVER 50	31.67		174.54		211.89		18.75	

1.3.8. EUROPEAN DIMENSION IN EDUCATION

KEY FINDINGS:

- **AS COMPARED TO MOST OTHER DIMENSIONS OF INSTITUTIONAL PROGRESS, THIS DIMENSION EXHIBITS A SOMEWHAT HIGHER IMPACT FROM LLP PARTICIPATION.**

- **INDICATORS SHOWING THE GREATEST REPORTED PROGRESS: RESPECT FOR AND EDUCATION ABOUT DIFFERENT CULTURES, KNOWLEDGE ABOUT AND UNDERSTANDING OF EDUCATION SYSTEMS IN PARTNER COUNTRIES, AND AWARENESS OF EUROPEAN CULTURAL AND MORAL VALUES AMONG STAFF.**

- **RELEVANT PROGRESS FACTORS: LARGER NUMBERS OF IMPLEMENTED PROJECTS AND A WIDER SCOPE OF STAFF AND LEARNER PARTICIPATION IN THE LLP.**

- **NO DIFFERENCES WERE FOUND WITH RESPECT TO THE SECTORAL PROGRAMME IN QUESTION.**

One of the measured institutional impact dimensions in the context of the LLP was the implementation of the European dimension in education. The concept of a "European dimension in education" can be interpreted in many different ways, so its meaning is largely determined by the context in which it is used. In this study, the term "European dimension in education" refers to awareness of European cultural and moral values among staff, awareness of a common European heritage, knowledge about and understanding of education systems in partner countries, formation of European identity and citizenship, education about and respect for different cultures, and knowledge about European institutions and their activities.[22]

This dimension contains two variables that are among the top three indicators in all 10 measured dimensions for which most respondents reported progress as a result of their institution's participation in the LLP. These are respect for and education about different cultures (37% and 36% of respondents, respectively, reported a strong impact of LLP participation on these activities, while 23% reported a very strong impact), knowledge and understanding of education systems in partner countries, and awareness of European cultural and moral values among staff. On the other hand, formation of European identity and citizenship as well as awareness of a common European heritage among staff are the indicators exhibiting the lowest degree of impact on this dimension.

The collected data were first examined against the criteria of implemented sectoral programme, scope of LLP participation, obstacles to LLP participation, transfer of participants' knowledge and experience, and institution size.

With respect to the implemented sectoral programme and the number of implemented projects, no statistically significant differences were found in progress made in the implementation of the European dimension in education. The scope of participation came through as a relevant factor in all of its three components: participating teaching staff, participating administrative staff and participating learners.

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22 In the process of index construction, the scale for the seven statements was validated and Cronbach's α of 0.96 determined, confirming the consistency of the measured dimension.

Figure 35. European dimension in education – differences with respect to the number of participating educational and administrative staff members and learners in the period 2009-2014
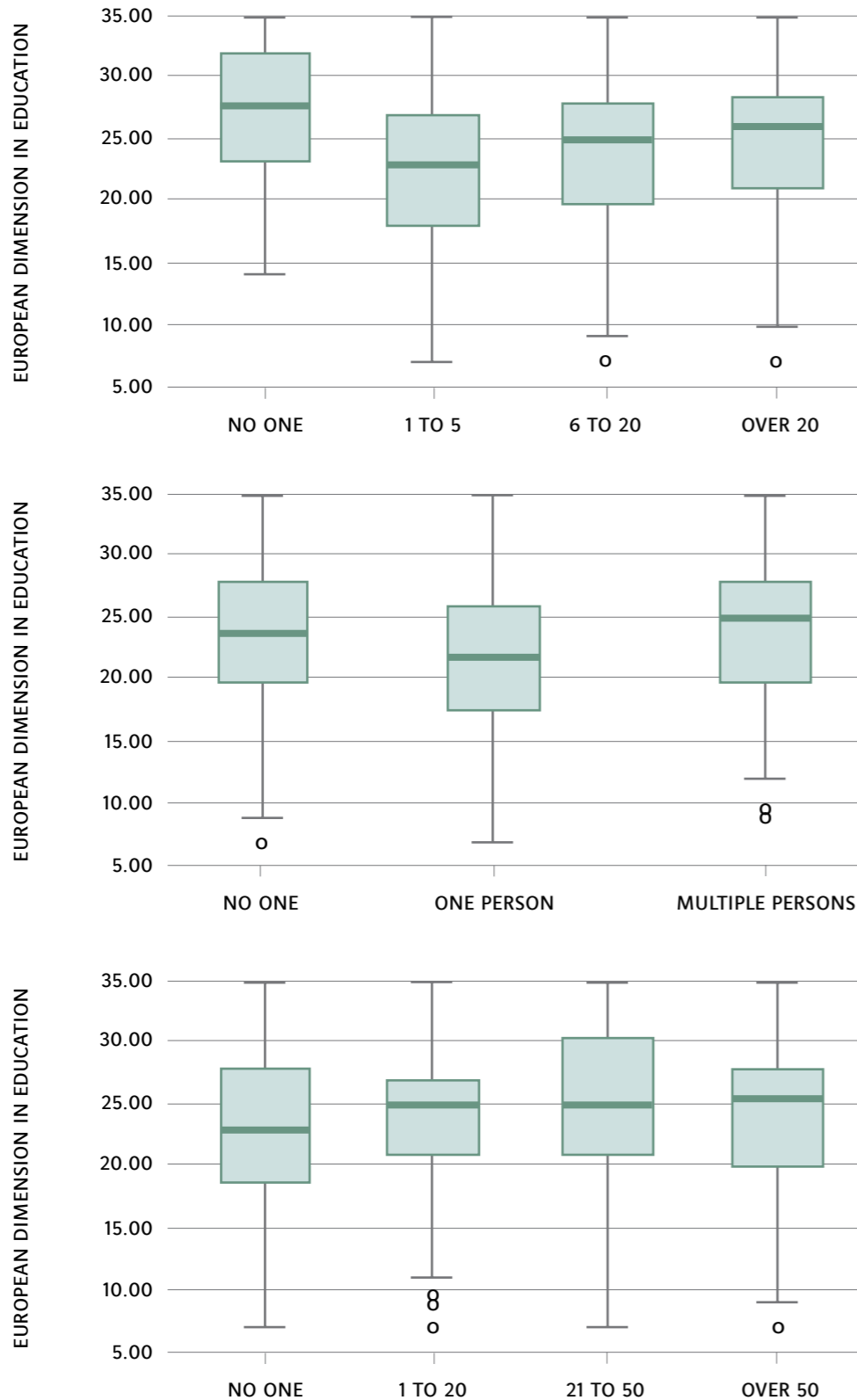

Analyses revealed the highest degree of progress in the European dimension in education among institutions in which no teaching staff members participated in the LLP. Since all examined institutions participated in the LLP, this means that LLP participants in these institutions were largely heads of institutions, and that the projects such institutions implemented were atypical, suggesting that the impact on this dimension was achieved in a different way. Conversely, the least progress was achieved among institutions engaging a small number of teaching staff members in the LLP ("1 to 5"), followed by those with "6 to 20" participants and then by those with more than 20 participating teaching staff members. As far as administrative staff participation is concerned, a lower degree of progress in this dimension was measured in schools where only one administrative staff member participated in the LLP, whereas a somewhat higher degree of progress was measured in those schools with either zero or multiple administrative staff participants. The importance of learner participation in achieving progress is once again demonstrated by this example, with the optimum number of participating learners ranging between 21 and 50.

The index measuring transfer of participants' knowledge, skills and experience shows a weak but positive statistically significant correlation with the index results for the European dimension in education ($\rho=0.123$), suggesting that sharing knowledge and experience acquired under the LLP with one's colleagues has a certain impact on progress made in the implementation of the European dimension in education. Conversely, institutional obstacles hinder such progress, as was confirmed by a negative correlation found between the index of perceived institutional obstacles and the index of the European dimension in education ($\rho=-0.351$).

INSTITUTION TYPE AND SIZE

Reported progress in this dimension was also analysed with respect to institution type (and, additionally, with respect to the type of secondary education programme) and institution size. The results revealed a lower degree of progress among elementary and secondary schools, followed by adult education institutions. The greatest progress was measured among kindergartens. No statistically significant differences were found between general education and vocational programmes.

Figure 36. European dimension in education by institution type
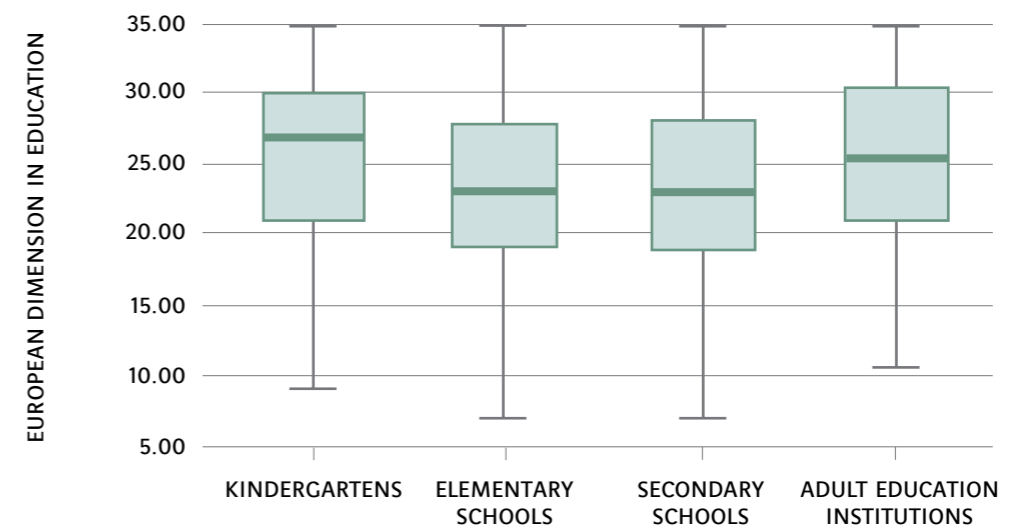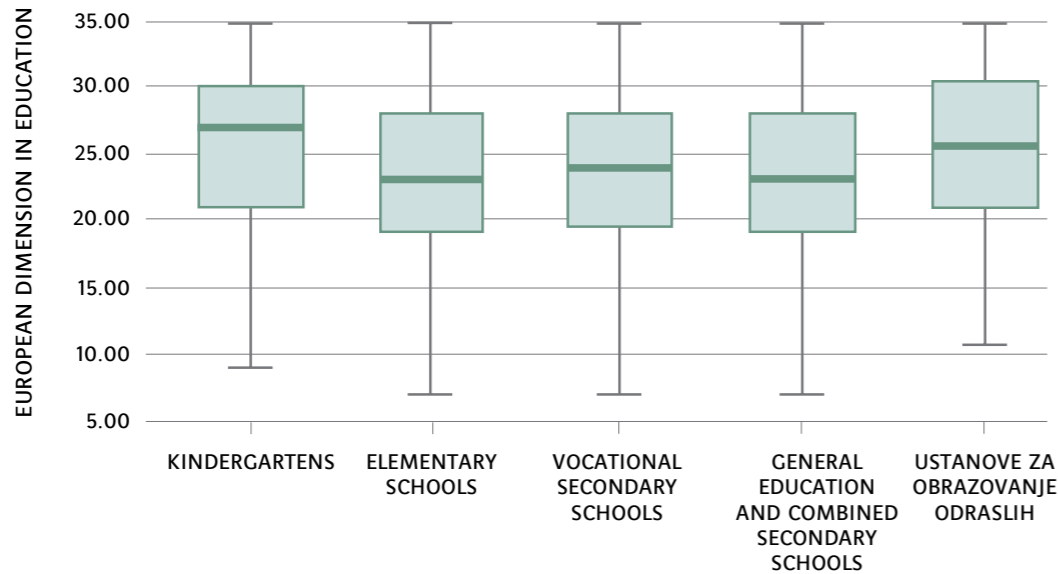
In the context of institution size, the component of learner count came through as relevant, as opposed to the component of staff count. Reported progress in the index of the European dimension in education was smaller among smaller institutions, i.e. those counting up to 500 learners.

Figure 37. European dimension in education by institution size (number of learners)
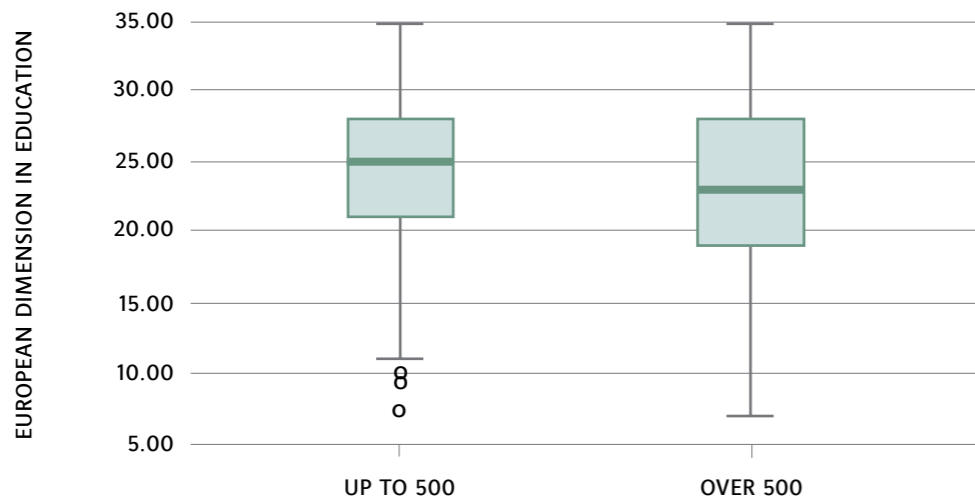
KINDERGARTENS

Progress in the European dimension in education (including early and preschool care and education) varies depending on kindergarten size as well as on the number of teaching staff and children included in LLP projects. When we consider kindergarten size as expressed by the number of employees, the greatest progress was registered among kindergartens with 50 to 100 employees, closely followed by those with fewer than 50. A much lower degree of progress was found in large kindergartens employing more than 100 people. Similarly, progress was more pronounced in kindergartens with fewer children (i.e. up to 500). The analysis of differences with respect to the scope of teaching staff participation showed the greatest reported progress in kindergartens in which this scope was zero. Next were those with large numbers of participating teaching staff members (i.e. over 20). The least progress was measured among kindergartens with fewer than 20 participating teaching staff members. As for the number of participating children, it seems that the optimum scope of LLP participation is a range of 20 to 50, with the impact of participation significantly waning as the number of participating children further increases. Kindergartens also registered the strongest inverse relationship between perceived institutional obstacles to LLP participation and progress in implementing the European dimension in education (ρ=-0.589).

ELEMENTARY SCHOOLS

In elementary schools, the relevant variables for determining differences among schools include all three components of scope of LLP participation: the number of teaching staff, the number of administrative staff and the number of pupils participating in the LLP. The highest degree of progress in the European dimension in education was measured among elementary schools which had larger numbers of participating teaching staff (i.e. over 20) and multiple participating administrative staff members, yet smaller numbers of participating pupils (i.e. up to 20). Again, the effect of perceived institutional obstacles to LLP participation on reducing progress in this dimension can be observed (ρ=-0.336), although the link is not as strong as was the case with kindergartens.

SECONDARY SCHOOLS

The situation is slightly different in secondary schools. The number of implemented LLP projects was a relevant variable, given an analysis by school type: schools with larger numbers of implemented projects exhibited greater reported progress in the European dimension in education. The number of teaching staff members and students participating in LLP projects are both strong progress indicators, with increased numbers in both groups of LLP beneficiaries consistently indicating increased progress in the European dimension in education. Only among secondary schools did transfer of knowledge, skills and experience by LLP participants come through as a progress indicator for the European dimension in education, but the link was quite weak (ρ=0.202). Furthermore, a negative correlation was observed between the index of perceived institutional obstacles and progress in the European dimension in education, although that correlation is somewhat less pronounced than in other types of educational institutions (ρ=-0.283).

ADULT EDUCATION INSTITUTIONS

In contrast to other types of educational institutions, the number of participating teaching staff members in adult education institutions was not a relevant predictor of progress in this dimension. However, differences were observed with respect to the number of participating teaching staff and learners. Greater progress was reported in those institutions where multiple administrative staff members participated in the LLP and where learners participated as well. Progress is somewhat greater at institutions in which 21 to 50 learners participated in the LLP than in those in which more than 50 learners participated. Perceived institutional obstacles to LLP participation is again a negative predictor of progress in the implementation of the European dimension in education (ρ=-0.368).

Table 18. Results of the analyses of differences in the degree of progress made in the dimension of the European dimension in education, by institution type

		KINDERGARTENS		ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		ADULT EDUCATION INSTITUTIONS	
		MEDIAN RANK	P	MEDIAN RANK	P	MEDIAN RANK	P	MEDIAN RANK	P
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS)	UP TO 50	42.57	.003	191.43	.241	171.74	.409	15.00	-
	51 TO 100	49.96		174.03		162.23		-	
	OVER 100	27.67		161.50		181.89		-	
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT)	UP TO 500	46.00	.001	187.85	.059	172.94	.382	14.96	.983
	OVER 500	27.67		165.99		163.22		15.03	
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS	UP TO 3 PROJECTS	33.66	.154	180.97	.833	155.73	.005	13.21	.118
	FOUR OR MORE PROJECTS	23.07		177.66		186.55		18.40	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS	NO ONE	59.73	.020	200.00	.003	-	<.001	-	.118
	1 TO 5	36.03		156.36		141.22		13.21	
	6 TO 20	36.50		196.32		172.47		18.40	
	OVER 20	43.86		208.48		201.12		-	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS	NO ONE	41.74	.122	183.17	.031	167.59	.862	6.38	.029
	1 PERSON	27.57		154.92		163.19		-	
	MULTIPLE PERSONS	-		199.54		156.98		16.38	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS	NO ONE	39.13	.012	173.05	.049	140.20	.004	10.39	.016
	1 TO 20	-		211.34		171.58		-	
	21 TO 50	59.95		189.75		183.45		21.10	
	OVER 50	33.64		163.43		189.37		18.40	

1.3.9. PERSONAL DEVELOPMENT OF LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS)

KEY FINDINGS:

- • AS COMPARED TO OTHER DIMENSIONS OF INSTITUTIONAL PROGRESS, THIS DIMENSION EXHIBITS THE HIGHEST IMPACT FROM LLP PARTICIPATION.

- • INDICATORS SHOWING THE GREATEST REPORTED PROGRESS: RESPECT FOR DIFFERENCES, LEARNERS' INTEREST IN OTHER EUROPEAN COUNTRIES AND CULTURES, MOTIVATION TO COOPERATE WITH PEERS AT HOME AND ABROAD, AND MOTIVATION TO LEARN FOREIGN LANGUAGES

- • RELEVANT PROGRESS FACTORS: LARGER NUMBERS OF IMPLEMENTED PROJECTS AND A WIDER SCOPE OF STAFF AND LEARNER PARTICIPATION IN THE LLP.

- • SECTORAL PROGRAMMES EXHIBITING THE GREATEST REPORTED PROGRESS: GRUNDTVIG AND LEONARDO DA VINCI.

- • NO DIFFERENCES FOUND WITH RESPECT TO THE TYPE OF INSTITUTION IN QUESTION.

Another important dimension of the potential institutional impact of LLP participation is one concerning the personal development of learners (i.e. children, pupils, students) at the institution. This dimension has the most indicators, containing a total of 19 statements. These statements cover the following topics: awareness of linguistic differences in Europe among learners, interest in other European countries and cultures and respect for differences, language skills of learners, motivation to learn foreign languages, confidence in using foreign languages and desire to cooperate with one's peers at home and abroad, development of learners' ICT and computer skills, development of entrepreneurship and initiative, development of cooperation skills, expression of creativity and critical thinking. Also included were indicators referring to learners' awareness and employment of learning strategies and desire to gain new knowledge, as well as those concerning the relationship between teaching staff and learners, setting up a democratic atmosphere in teaching and including learners in decision-making, and the implementation of extracurricular activities.[23]

This dimension was generally the dimension with the greatest reported progress. The greatest progress was reported for the following indicators: respect for differences and learners' interest in other European countries and cultures. Respect for differences was the activity for which the largest number of respondents reported an impact of LLP participation (37% of respondents reported a strong impact, and as many as 24% of respondents reported a very strong impact), out of all of the items in all 10 measured dimensions. Also, reported progress in learners' interest in cooperation with their peers at home and abroad as well as their motivation to learn foreign languages was very pronounced. Almost all of the other indicators within this dimension also displayed quite high percentages in the categories representing a strong or very strong impact of LLP projects. This suggests that institutions' participation in LLP projects has the most powerful effect on the learners at those institutions. The lowest degree of progress, which is not negligible, was reported in the awareness and employment of learning strategies and the development of entrepreneurship and initiative.

23, In the process of index construction, the scale for the seven statements was validated and Cronbach's α of 0.98 determined, confirming the consistency of the measured dimension.

Analyses of differences in reported progress in the dimension of personal development of learners, depending on the sectoral programme implemented at the institution, revealed that greater progress was achieved at institutions implementing either Leonardo da Vinci or Grundtvig alone than at those implementing Comenius or a combination of programmes, including the Transversal Programme.

Figure 38. Personal development of learners (i.e. children, pupils and adult learners) – differences with respect to implemented programme
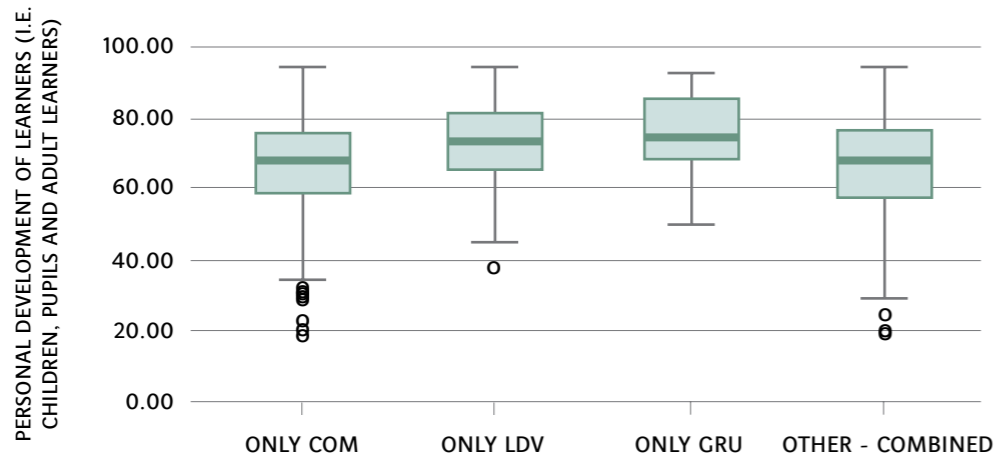
Differences with respect to the number of implemented LLP projects were also found to be statistically significant; institutions participating in larger numbers of projects (i.e. four or more) exhibited greater progress in this dimension.

Figure 39. Personal development of learners (i.e. children, pupils and adult learners) – differences with respect to the number of implemented projects
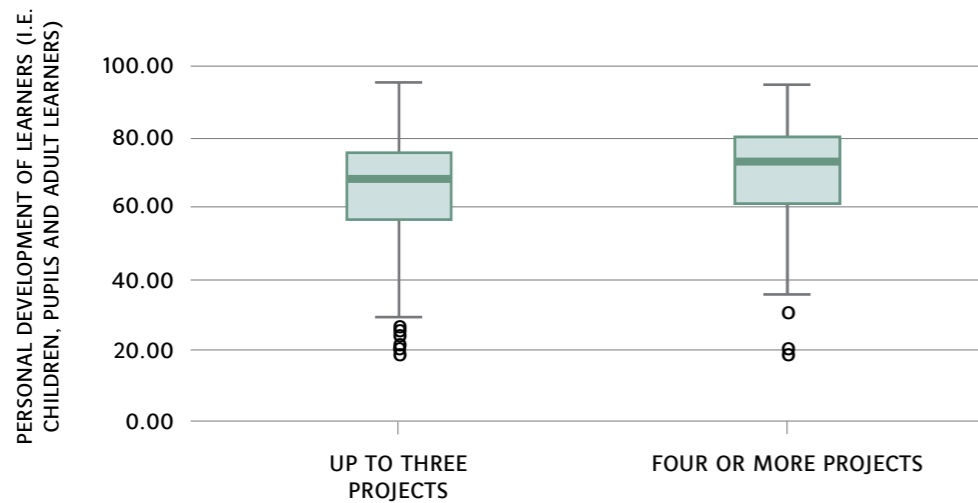
Differences were also observed with respect to the number of participants in LLP projects as expressed by either the number of participating teaching staff, administrative staff or learners.

Figure 40. Personal development of learners (i.e. children, pupils and adult learners) – differences with respect to the number of participating educational and administrative staff members and learners in the period 2009-2014
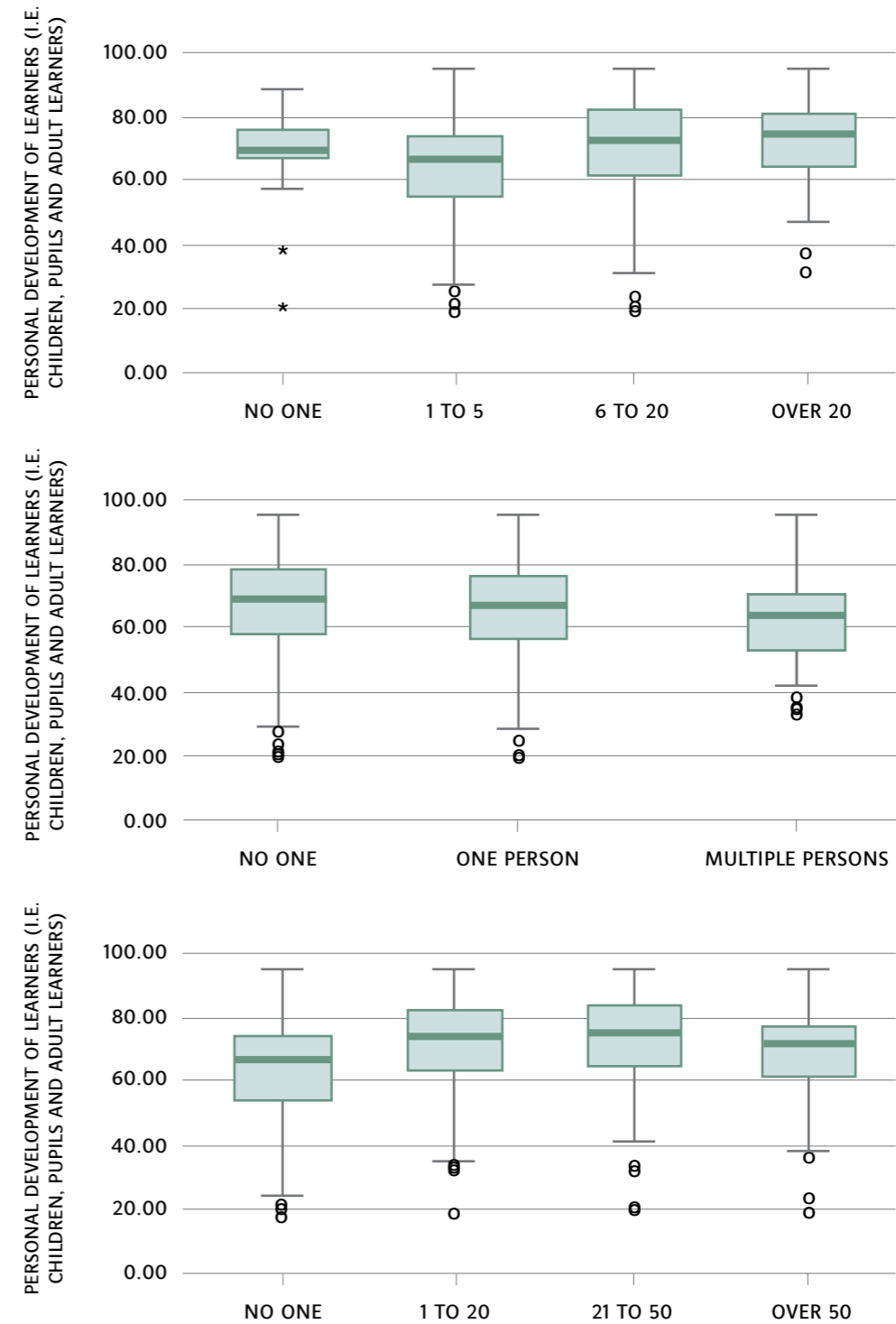
When the number of teaching staff was examined, it was observed that institutions with lower numbers of participants (i.e. one to five) showed less progress in this dimension than all other categories, which displayed no statistically significant differences. The least progress was measured at institutions in which one administrative staff member participated in the LLP, followed by those with none and then by those with multiple such participants. As far as the number of learners enrolled at the institution is concerned, a lower degree of progress was reported at those institutions in which no learners participated in LLP projects than at those in which some number of learners did participate in the LLP, whereby no statistical differences were found between these other learner count categories.

Weak yet statistically significant links were observed between this dimension and the transfer of knowledge, skills and experience by LLP participants to their colleagues as well as perceived institutional obstacles to LLP participation, with transfer of participants' knowledge, skills and experience being a positive predictor, and perceived obstacles to LLP participation a negative predictor, of progress in the dimension of personal development of learners.

INSTITUTION TYPE AND SIZE

Reported progress in this dimension was examined against the criteria of institution type and secondary education programme as well as institution size. Although the results show certain differences between kindergartens, elementary schools, secondary schools and adult education institutions, these differences are not statistically significant and may not be generally applied to the population. We can thus conclude that LLP participation contributes equally towards progress achieved in this dimension at different educational levels.

Figure 41. Personal development of learners (i.e. children, pupils and adult learners) by institution type
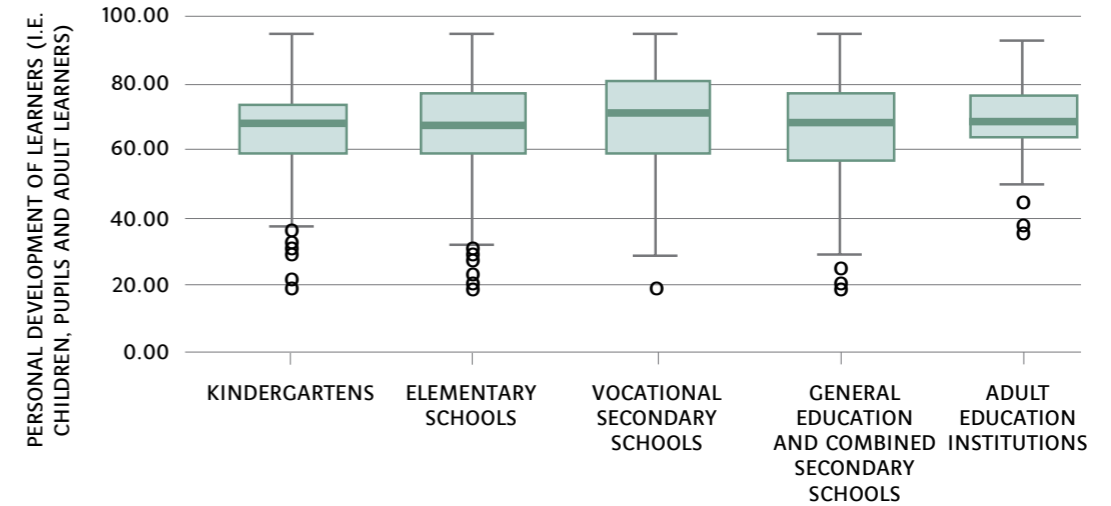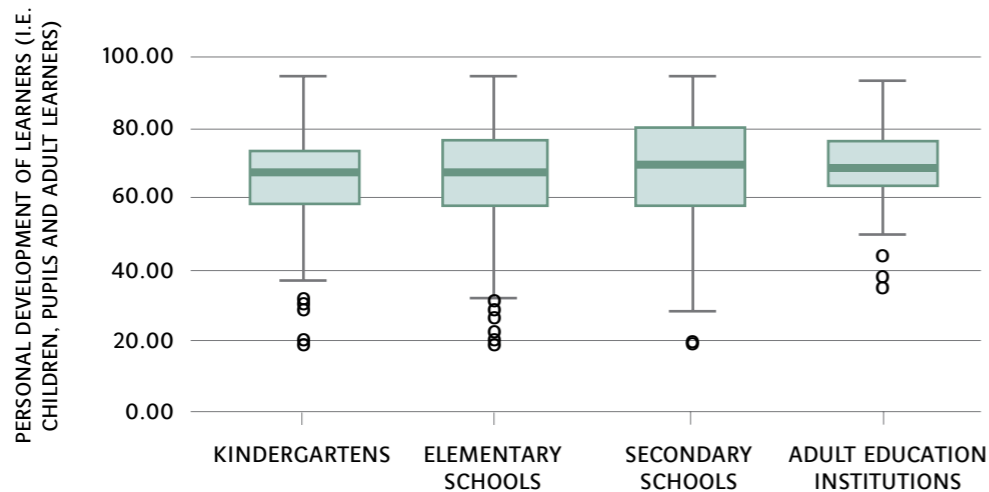
As for institution size, differences were observed only with respect to the number of learners, but not with respect to the number of staff members. Reported progress in the personal development of learners was more pronounced among smaller institutions, i.e. those enrolling fewer than 500 learners.

Figure 42. Personal development of learners (i.e. children, pupils and adult learners) by institution size (number of learners)

KINDERGARTENS

Differences were found with respect to the total number of enrolled children and the number of children included in LLP projects. The data showed greater progress in smaller kindergartens (i.e. with up to 500 children) and in those including a medium number of children in LLP projects (i.e. between 21 and 50). This finding might suggest that educational work is more intensive in smaller kindergartens, and that the impact is more pronounced if the scope of participation is optimized to involve smaller groups and intensive activities. Of course, institutional obstacles to LLP participation are again a moderate negative predictor of progress (ρ=-0.499).

ELEMENTARY SCHOOLS

Among elementary schools, differences in reported progress in personal development of pupils can be observed with respect to the total number of enrolled pupils and the scope of LLP participation, as expressed by the number of participating teaching staff, administrative staff and pupils. The participation of elementary schools in LLP projects had the strongest impact in smaller schools with up to 500 pupils, as well as in schools with between 6 and 20 participating teaching staff members, multiple participating administrative staff members and up to 50 participating pupils. Institutional obstacles to LLP participation have a weak negative effect on progress achieved in this dimension (ρ=-0.268).

SECONDARY SCHOOLS

The impact of LLP participation on learners' personal development in secondary schools is similar to that in elementary schools, with some differences. As in elementary schools (as well as in all other educational institutions), reported progress is more significant among smaller schools, i.e. schools enrolling up to 500 students. Among medium-sized schools, project count was identified as a statistically significant variable, with schools participating in larger numbers of projects (i.e. four or more) exhibiting more significant progress. Also, schools with larger numbers of participating teaching staff members and students showed more progress, and it can be observed that in the case of both of the mentioned variables, the scope of participation is a predictor of progress in this dimension. Institutional obstacles to LLP participation again display a weak, yet statistically significant, negative correlation with the achieved progress (ρ=-0.225).

ADULT EDUCATION INSTITUTIONS

Results concerning progress achieved in the personal development of learners at adult education institutions show the most similarity to those of secondary schools. Again, progress was most significant among schools with smaller numbers of learners (i.e. up to 500), followed by those participating in larger numbers of projects and those in which larger numbers of teaching staff and learners participated in the LLP. As with other types of educational institutions, institutional obstacles came through as a negative predictor of progress in this dimension (ρ=-0.444).

Table 19. Results of the analyses of differences in the degree of progress made in the dimension of personal development of learners (i.e. children, pupils and adult learners), by institution type

		KINDERGARTENS MEDIAN RANK	P	ELEMENTARY SCHOOLS MEDIAN RANK	P	SECONDARY SCHOOLS MEDIAN RANK	P	ADULT EDUCATION INSTITUTIONS MEDIAN RANK	P
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS)	UP TO 50	43.97		191.62		175.23		15.00	
	51 TO 100	44.60		172.32		161.16		-	
	OVER 100	31.73	.086	184.14	.233	179.65	.366	-	-
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT)	UP TO 500	44.26		189.60		180.68		18.39	
	OVER 500	31.73	.027	162.52	.020	158.49	.046	11.83	.037
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS	UP TO 3 PROJECTS	32.69		181.78		154.83		11.34	
	FOUR OR MORE PROJECTS	30.93	.813	172.75	.566	186.98	.004	21.95	.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS	NO ONE	52.68		176.83		-		-	
	1 TO 5	39.36		148.16		141.48		11.34	
	6 TO 20	38.61		208.14		168.10		21.95	
	OVER 20	35.91	.297	183.90	<.001	208.41	<.001	-	.001
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS	NO ONE	41.62		178.67		167.25		9.50	
	1 PERSON	28.79		157.96		155.30		-	
	MULTIPLE PERSONS	-	.163	210.44	.010	163.26	.817	15.88	.161
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS	NO ONE	38.63		162.47		133.33		8.93	
	1 TO 20	-		228.30		175.49		-	
	21 TO 50	61.75		217.85		183.82		18.10	
	OVER 50	34.11	.007	166.51	<.001	193.71	<.001	21.95	.001

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1.3.10. PERSONS WITH DISABILITIES AND PERSONS WITH FEWER OPPORTUNITIES

KEY FINDINGS:

- AS COMPARED TO MOST OTHER DIMENSIONS OF INSTITUTIONAL PROGRESS, THIS DIMENSION EXHIBITS A SOMEWHAT LOWER IMPACT FROM LLP PARTICIPATION.

- INDICATOR SHOWING THE GREATEST REPORTED PROGRESS: SUPPORT FOR LEARNERS FROM A DISADVANTAGED SOCIO-ECONOMIC BACKGROUND.

- RELEVANT PROGRESS FACTORS: A WIDER SCOPE OF TEACHING STAFF PARTICIPATION IN THE LLP AND A MODERATE SCOPE OF LEARNER PARTICIPATION; IN ORDER TO ENSURE SUPPORT FOR AND INCLUSION OF THESE GROUPS, IT IS IMPORTANT TO OPTIMISE LEARNER PARTICIPATION IN LLP PROJECTS, SINCE MASS PARTICIPATION REDUCES THE INCLUSION EFFECT.

- SECTORAL PROGRAMMES EXHIBITING THE LOWEST DEGREE OF REPORTED PROGRESS: GRUNDTVIG.

- INSTITUTIONS EXHIBITING THE GREATEST PROGRESS: KINDERGARTENS.

The final tested dimension of institutional progress referred to persons with disabilities (including developmental disabilities[24]) and persons with fewer opportunities. In the present study, the term "person with fewer opportunities" was tested in questions concerning learners (i.e. children, pupils and adult learners) from disadvantaged socio-economic backgrounds. The listed examples included children from poor families, Roma children, etc. Respondents were asked to assess the extent to which LLP participation of their home institution affected progress made in each of the four activities related to these two target groups: support for learners with disabilities (including developmental disabilities); support for their inclusion; support for learners from a disadvantaged socio-economic background and support for the inclusion of such students.[25]

As compared to all other tested dimensions, the indicators for this dimension generally saw the lowest rates of response in statements indicating a strong or very strong impact of LLP participation. It can thus be concluded that LLP participation had the weakest impact on institutions' treatment of learners with disabilities and those with fewer opportunities. The strongest impact was registered on support for learners from a disadvantaged socio-economic background (21% of all respondents reported a strong impact, and 7% a very strong impact), followed by inclusion of learners from a disadvantaged socio-economic background, while the least progress was made in support for learners with disabilities.

This dimension was also first analysed for all types of institution with respect to implemented sectoral programme, scope of LLP participation, obstacles to participation in the LLP, and institution size.

24, In accordance with Article 65 of the Primary and Secondary Education Act, students with disabilities include: (1) learners with developmental disabilities, (2) learners with learning, behavioural and emotional difficulties, and (3) students with difficulties related to their family, social, economic, cultural and linguistic background.

25, In the process of index construction, the scale for the four statements was validated and Cronbach's α of 0.95 determined, confirming the consistency of the measured dimension.

If we examine differences in institutional progress in the treatment of persons with disabilities and those with fewer opportunities between institutions participating in different sectoral programmes, it is evident that institutions participating in Grundtvig alone show the weakest result in this index than any other category. Analyses revealed statistically weaker results among these institutions than among all other institutions, among which there was no statistically significant variance. In other words, although all of the examined institutions showed a certain degree of progress in support for and inclusion of persons with disabilities and persons with fewer opportunities, this progress was the least pronounced at institutions participating in Grundtvig alone.

Figure 43. Persons with disabilities and persons with fewer opportunities – differences with respect to sectoral programme
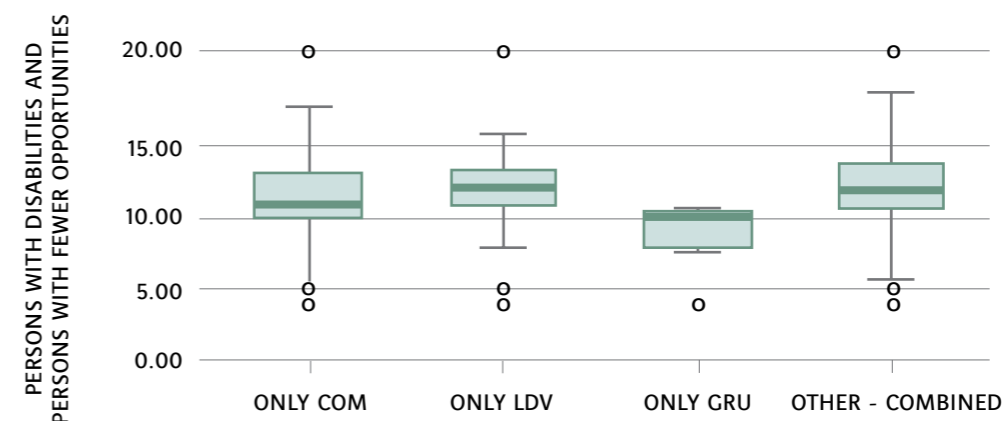
Differences according to the number of implemented LLP projects were not shown to be statistically significant for the dimension of treatment of persons with disabilities and persons with fewer opportunities. However, differences were observed with respect to the number of participants among teaching staff, administrative staff and learners (i.e. children, pupils and adult learners).

Figure 44. Persons with disabilities and persons with fewer opportunities – differences with respect to the number of participating educational and administrative staff members and learners in the period 2009-2014
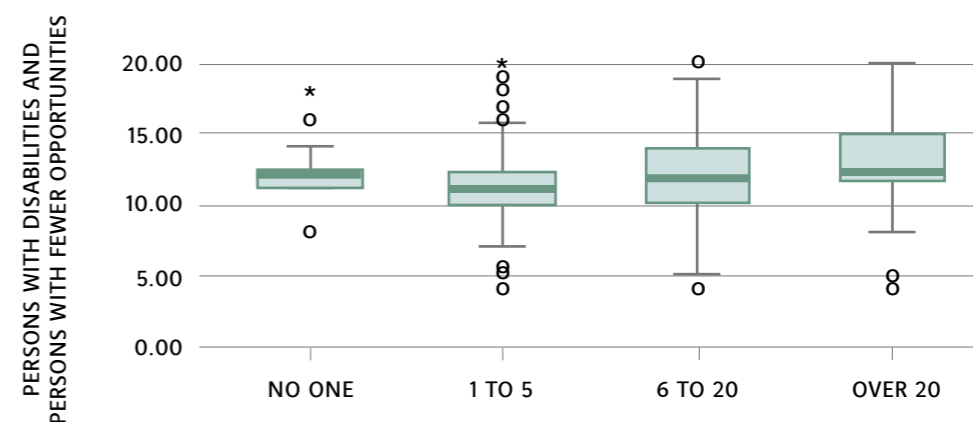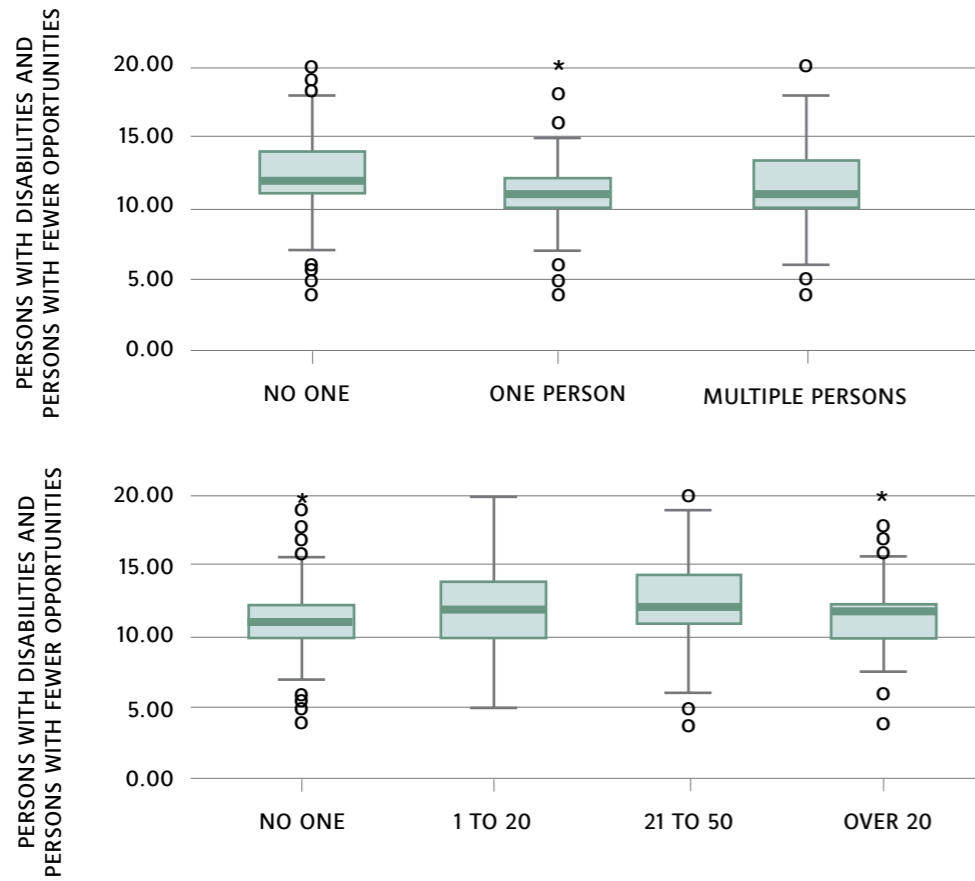
A far as the scope of teaching staff participation is concerned, non-parametric testing showed the least reported progress in the category of institutions with one to five participating staff members, whereas the greatest progress was measured in the category "over 20." In the case of administrative staff participation, the situation seems illogical at first, since institutions with one or multiple participating administrative staff members showed a lower degree of progress than those with zero participating administrative staff members. However, it can be assumed that this is so because administrative staff at those institutions do not have much contact with learners, including those with disabilities or fewer opportunities and, due to that, their participation in the LLP was focused on other aspects of professional development. Conversely, the impact of learner participation in the LLP clearly suggests that participation of learners (i.e. children, pupils and adult learners) in the LLP has an important role in any progress made in the support for and inclusion of learners with disabilities as well as those with fewer opportunities. Indeed, analyses showed that institutions at which no learners participated in the LLP were ranked lowest on this index. They are followed by institutions with up to 20 participating learners and those with over 50 learners, while the highest-ranking institutions were those with 21 to 50 participating learners. It seems that support for and inclusion of these two groups of learners requires optimisation of the number of learners included in LLP projects in order to leave enough room for their inclusion, while mass participation of learners reduces this effect to some degree.

Perceived obstacles to LLP participation were again identified as a statistically significant negative factor (ρ=-0.162), even though the extent of the correlation is very weak. In other words, a lower level of recognition of obstacles indicates a somewhat higher degree of progress in the treatment of persons with disabilities and persons with fewer opportunities. Transfer of knowledge and skills was not a statistically significant factor for this dimension.

INSTITUTION TYPE AND SIZE

Reported progress in this dimension was analysed by institution type and secondary education programme as well as by institution size. Results showed the lowest degree of reported progress in the treatment of persons with disabilities and those with fewer opportunities in adult education institutions, followed by elementary and secondary schools. Kindergartens exhibited the most progress. The analysis of differences between different types of secondary school programmes did not reveal any statistically significant differences between grammar schools and combined schools on the one hand and vocational schools on the other.

Figure 45. Persons with disabilities and persons with fewer opportunities by institution type
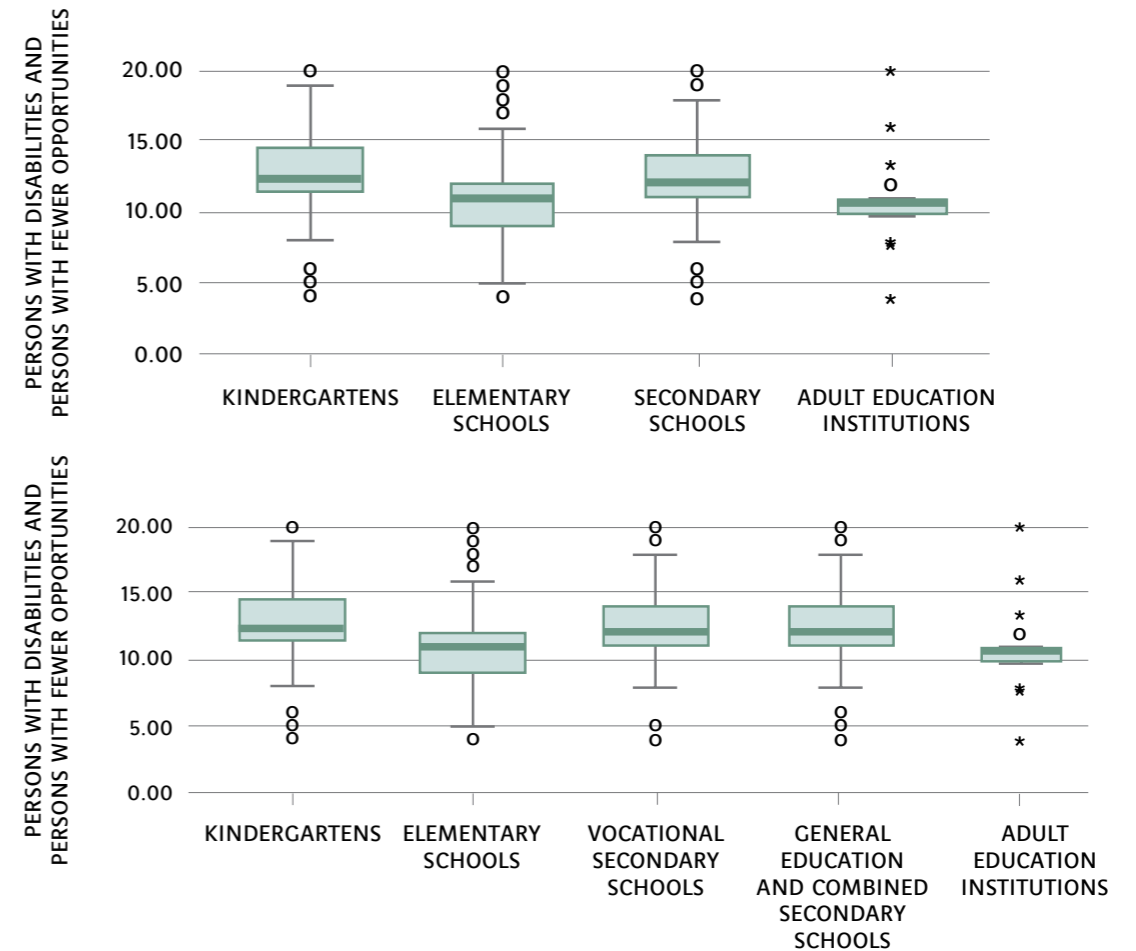
Differences with respect to institution size (as measured by number of staff and by number of learners) were not found to be statistically significant for this dimension.

Finally, separate analyses were conducted for all independent variables and for each institution type. The results are illustrated in Table 20.

KINDERGARTENS

In kindergartens, one statistically significant factor in progress made in this dimension is the number of children participating in the LLP. Reported progress was also shown to be negatively correlated with perceived obstacles to LLP participation. As far as the number of children participating in the LLP is concerned, the finding for all institutions together is confirmed: in order to work successfully with learners with disabilities and those with fewer opportunities, and to ensure support for these groups and their inclusion, it is necessary to optimise the number of children participating in the LLP. Analyses showed by far the greatest progress at those kindergartens in which 21 to 50 children participated in LLP projects and at those in which children were not included in projects than at those with more than 50 participating children. Also, obstacles to LLP participation seem to have a negative effect on progress in the treatment of children with disabilities and with fewer opportunities, although the correlation is quite weak ($\rho=-0.245$), pointing to other factors contributing to progress that have not been identified in the present study.

ELEMENTARY SCHOOLS

In comparison to other types of educational institution, independent variables tested in this study were only very weakly correlated to progress in the treatment of pupils with disabilities and of those with fewer opportunities in elementary schools. The number of enrolled children was on the borderline of statistical significance ($p=0.052$), and the results indicate somewhat greater progress in smaller schools. A weak negative correlation was also found with perceived obstacles to LLP participation ($\rho=-0.210$): as in most other examined dimensions and institutions, it is clear that identified obstacles hinder progress in the provision of support for children with disabilities and those with fewer opportunities as well as their inclusion, most likely due to the fact that resources are directed towards tackling these obstacles instead of towards other provisioning that targets these groups of children.

SECONDARY SCHOOLS

In secondary schools, differences in progress in the treatment of children with disabilities and children with fewer opportunities can only be attributed to two independent variables: the number of staff at the school and perceived obstacles to LLP participation.

With respect to the number of staff, progress was greatest among the smallest schools, i.e. those employing up to 50 people. This is probably due to a relatively close and intense relationship between students and teachers, which is to be expected in smaller schools and is the key to achieving this type of progress. Large schools (i.e. with over 150 employees) displayed the next-greatest progress, which may be explained by the sufficient capacity of school staff to accommodate students with disabilities and those with fewer opportunities. The least progress by far was achieved in medium-sized schools, i.e. employing 51 to 100 people. This number of staff seems to be insufficient against the total number of enrolled students to tackle issues related to the inclusion of special categories of students.

ADULT EDUCATION INSTITUTIONS

As stated above, the level of reported progress in the treatment of persons with disabilities and persons with fewer opportunities was the lowest at adult education institutions, as compared to other types of institution. This is, of course, to be interpreted in the context of the different type of education that is provided by such institutions, and of the different needs of the learners attending those institutions. Variables that do exhibit some differences in this dimension include learner count, number of implemented projects, and number of teaching staff members and learners participating in LLP projects. A higher degree of progress was measured at institutions attended by larger numbers of learners (i.e. over 500), at those participating in smaller numbers of projects (i.e. up to three), and at those engaging smaller numbers of teaching staff (i.e. one to five) and moderate numbers of learners (i.e. 21 to 50) in LLP projects.

Table 20. Results of the analyses of differences in the degree of progress made in the dimension of persons with disabilities and persons with fewer opportunities, by institution type

Difference	Category	KINDERGARTENS Median Rank	P	ELEMENTARY SCHOOLS Median Rank	P	SECONDARY SCHOOLS Median Rank	P	ADULT EDUCATION INSTITUTIONS Median Rank	P
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY THE NUMBER OF STAFF MEMBERS)	UP TO 50	40.87	.943	193.43	.116	**198.87**	**.004**	15.00	-
	51 TO 100	41.29		173.18		**155.32**		-	
	OVER 100	39.19		153.07		**180.25**		-	
DIFFERENCES WITH RESPECT TO INSTITUTION SIZE (AS EXPRESSED BY LEARNER COUNT)	UP TO 500	41.06	.737	187.97	.052	172.81	.346	**11.14**	**.012**
	OVER 500	39.19		165.74		162.52		**18.60**	
DIFFERENCES WITH RESPECT TO THE NUMBER OF IMPLEMENTED PROJECTS	UP TO 3 PROJECTS	32.62	.879	178.70	.414	162.06	.296	**17.21**	**.040**
	FOUR OR MORE PROJECTS	31.50		191.39		173.41		**10.80**	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING TEACHING STAFF MEMBERS	NO ONE	42.64	.369	168.00	.153	-	.158	-	**.040**
	1 TO 5	43.49		169.58		155.09		**17.21**	
	6 TO 20	40.09		186.59		167.99		**10.80**	
	OVER 20	29.73		218.50		182.50		-	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING ADMINISTRATIVE STAFF MEMBERS	NO ONE	40.97	.550	183.90	.100	167.89	.686	12.00	.420
	1 PERSON	35.57		158.74		155.78		-	
	MULTIPLE PERSONS	-		193.14		154.87		15.48	
DIFFERENCES WITH RESPECT TO THE NUMBER OF PARTICIPATING LEARNERS	NO ONE	37.73	**.022**	176.75	.257	156.34	.560	15.57	**.040**
	1 TO 20	-		178.03		174.82		-	
	21 TO 50	**59.15**		210.25		167.89		**21.80**	
	OVER 50	**38.14**		173.08		165.95		**10.80**	

1.3.11. INSTITUTIONAL OBSTACLES TO MOBILITY PROJECT PARTICIPATION

KEY FINDINGS:

- **GREATEST OBSTACLES TO MOBILITY PROJECT PARTICIPATION:**

  - **A LACK OF FUNDS TO COVER INSTITUTIONS' OWN EXPENSES RELATED TO PROJECT PARTICIPATION**
  - **ADMINISTRATIVE PROCEDURES DISCOURAGING STAFF FROM EMBARKING ON PROJECTS**
  - **AN ATTITUDE THAT PROJECT PARTICIPATION PLACES TOO HIGH OF A DEMAND ON INSTITUTIONS' ADMINISTRATIVE, HUMAN AND FINANCIAL RESOURCES**
  - **A PERCEPTION OF WORKLOADS SUFFICIENTLY EXCESSIVE TO DISCOURAGE STAFF FROM EMBARKING ON PROJECTS**
  - **A LACK OF LANGUAGE COMPETENCES AND INTEREST AMONG STAFF**
  - **THE NON-VALORISATION OF PARTICIPATION IN INTERNATIONAL PROJECTS IN THE CONTEXT OF PROFESSIONAL DEVELOPMENT**
  - **AN INSUFFICIENT LEVEL OF AWARENESS ABOUT MOBILITY OPPORTUNITIES AMONG STAFF**

- **FOUR MUTUALLY RELATED GROUPS OF OBSTACLES WERE IDENTIFIED:**

  1. **ADMINISTRATIVE OBSTACLES**
  2. **INSTITUTIONAL PASSIVITY, I.E. LACK OF AWARENESS ABOUT MOBILITY OPPORTUNITIES AMONG STAFF, AND FAILURE TO OBTAIN APPROVAL TO PARTICIPATE IN MOBILITY PROJECTS,**
  3. **A LACK OF INTEREST AND MOTIVATION AMONG STAFF**
  4. **INSTITUTIONAL ISOLATION AND FAILURE TO RECOGNISE THE VALUE OF MOBILITY PROJECTS**

- **EMPLOYEES FIND SUPPORT FROM HEADS OF INSTITUTIONS CRUCIAL.**

- **INSTITUTIONAL OBSTACLES THAT ARE CORRELATED WITH ALMOST ALL MEASURED DIMENSIONS OF INSTITUTIONAL IMPACT OF MOBILITY PROJECT PARTICIPATION TO A SIGNIFICANT DEGREE ARE AS FOLLOWS:**

  - **AN INSUFFICIENT LEVEL OF AWARENESS ABOUT AND INTEREST IN MOBILITY OPPORTUNITIES AMONG STAFF**
  - **INSUFFICIENTLY EDUCATED ADMINISTRATIVE STAFF AND THEIR POOR COMMUNICATION WITH THE TEACHING STAFF**
  - **A LACK OF RECOGNITION OF THE VALUE OF MOBILITY, I.E. THE ATTITUDE THAT THERE ARE MORE IMPORTANT AREAS TO INVEST IN THAN MOBILITY.**

- **THE ONLY DIMENSION THAT REMAINS ALMOST UNAFFECTED BY INSTITUTIONAL OBSTACLES IS THE ONE CONCERNING PERSONS WITH DISABILITIES AND PERSONS WITH FEWER OPPORTUNITIES.**

- **THE DIMENSION WHOSE PROGRESS IS HINDERED BY INSTITUTIONAL OBSTACLES TO THE HIGHEST DEGREE IS PROJECT MANAGEMENT CAPACITY BUILDING.**

The questionnaire tested respondents' perceptions (including both LLP participants and non-participants) regarding the presence of various institutional obstacles to wider LLP participation at their institutions. They were to evaluate a total of 16 listed obstacles and they could also add any other legal, procedural, accounting-related or other obstacles they might be facing.

Data show that the greatest obstacle to mobility project participation is a lack of funds to cover institutions' project expenses (13% of respondents reported this obstacle has been present to a great extent and 20% of respondents reported that it has been present a considerable extent at their institution). Other pronounced obstacles include administrative procedures that discourage staff from embarking on projects, an attitude that project participation places too high of a demand

on institutions' administrative, human and financial resources, and a perception of workloads sufficiently excessive to discourage staff from embarking on projects. The listed obstacles were assessed as present to a great extent at the institutional level by 9-10% of all respondents, and to a considerable extent by between 23% and 27% of all respondents. Other widely reported obstacles include a lack of language competences and interest among staff, the non-valorisation of participation in international projects in the context of professional development, and an insufficient level of awareness about mobility opportunities among staff.

Factor analysis was used to test the grouping of institutional obstacles, i.e. the concurrence of some of the obstacles. The analysis of 16 institutional obstacles revealed four groups of obstacles, which can be described as: (1) administrative obstacles; (2) institutional passivity, i.e. a lack of awareness about mobility opportunities among staff and a failure to obtain approval to participate in mobility projects; (3) a lack of interest and motivation among staff; and (4) institutional isolation and a failure to recognise the value of mobility projects.

Responses to open-ended questions allowing the respondents to describe any other obstacles that they had encountered showed that there were problems related to justifying one's absence and finding substitutes during their absence, delays in signing agreements and paying out fees, and the amount of "invisible" work required in connection with application submission and project implementation – and which remains unrecognised and unpaid. Further identified problems included legal changes and differences between Croatian and EU legislation, insufficient personal or institutional funds, and a lack of support – or even denial of support – by accounting staff in the management of project finances.

The important role of the four groups of obstacles identified using factor analysis was also confirmed in the interviews with LLP participants. In the context of administrative obstacles, participants commented on the accounting aspect of project implementation. One kindergarten teacher said:

On the other hand, administrative staff is a big problem. "What is expected from me? This is additional work for me." I bring in the complete paperwork that only needs to be filed. Croatian regulations in the field of accounting need to be changed and no one is doing anything about it. Workshops need to be organised to educate the administrative staff on what is expected from them, what has changed.

Also, obstacles related to the criteria in the selection process for project participants were brought up in the interviews. One elementary school teacher called for clear participation criteria:

The greatest difficulties that we have faced involve the criteria in the selection of team members and pupils, especially when it comes to mobility. Since mobility was the only available form of reward, we were all quite sensitive and subjective regarding the issue. Much clearer selection criteria need to be put into place so that everyone knows how and why candidates are selected.

Some of the administrative obstacles concerned the financial demands of some projects. A secondary vocational school teacher at a school partaking in a number of LLP projects said the following:

Two problems occur in project implementation: one concerns school finances and the other administration, which you do not know much about when you first set out to embark on a project. You have an amount of money at your disposal. You have to spend that money on mobility. You also have to pre-finance a certain amount. You receive 80% at the beginning and 20% at the end of the project. Where can a school find HRK 40 000 to bring the project to an end? The school does not have that kind of money. I have to spend something I do not have in order to be reimbursed. I do not see any logic in that. If the head teacher signed on as responsible for the project, he should get the amount that was agreed upon. If the contracted amount is exceeded, you cover any extra amount. If you spend less than the

contracted amount, you should pay back the remaining amount to the Agency. What they are not taking into account is that schools simply do not have the funds. We will eventually get the money, but how do we find someone to credit the school with the HRK 40 000 necessary to complete the project?

With respect to project participants missing work, some tried to organise project activities around their work schedules, but they pointed out that doing this is still a real problem. A kindergarten teacher said:

Participation might have been much wider if we had greater support. We addressed the issue early on, because any absence from kindergarten requires preparation. I cannot send the children home and tell them that we will catch up some other time. We agreed that mobility periods should start on Thursdays and go through Sundays (so, our days off – weekends – were included) in order to minimise the effect of our absence on the kindergarten.

A lack of interest and motivation among staff might have various causes, but one explanation came up more often than others. One kindergarten teacher put it as follows:

The language barrier is sometimes an obstacle. For example, my colleagues embarked on projects. But then they encountered language barriers. When you are on mobility, you will have to speak a foreign language in some situations. We all have basic foreign language skills acquired throughout our own upper secondary and higher educations, but it is difficult to speak a language if you never otherwise use it. All of these projects are largely implemented in a foreign language, and, personally, I found that to be the greatest barrier for project participants. For example, one young colleague is very active, but this is primarily because she does not have a language problem. One has to write reports and create materials in English. The childrens' exchange is also done in English. One is therefore a little hesitant, especially if one does not feel confident about one's language skills. Aside from this, ICT skills among kindergarten teachers are also quite poor, which again, presents a great problem.

One of the most prominent obstacles reported repeatedly by LLP participants refers to the non-recognition of the value of LLP project participation, which affects motivation for LLP participation. This is what LLP participants shared about the issue:

I find that the biggest obstacle is the disconnect between the projects implemented under the AMEUP and those implemented under the Ministry. This is the main problem in my opinion. When the Education and Teacher Training Agency, which is connected with the Ministry, organises something, 99% of the staff will attend such an event and collect points for it. You will participate because you have to. But when it is not mandatory or rewarded in any way... They look at me and see that my salary has not changed, and I work overtime in school every day and continue to work from home. I have not had any weekends off in the past few years because there is always something that needs to be done. (elementary school teacher)

The problem is that our ministry sometimes does not recognise the value of such projects. In my opinion, one should receive some kind of incentive to take on an increased workload. Sometimes this is possible and sometimes not. (secondary school teacher)

Qualitative research revealed that heads of institution have a very important role in the LLP participation of their staff. Indeed, some interviewees and focus group participants stressed the openness of their heads of institution to the mobility of teaching staff as well as their role in providing information on mobility opportunities and encouraging staff to embark on mobility. Such employees were by definition in a better position and were more likely to participate in international mobility projects. Conversely, some participants said that their heads of institution

were generally disinterested in mobility opportunities and unsupportive of employees who were interested in mobility.

An elementary school teacher described the difference in the attitude towards mobility projects between her previous and current head teacher. She gave the following response to the question "To what extent does this depend on the head of institution?"

To a great extent. For example, the new head teacher is very open to different opportunities. For this project (...), she established all of the contacts and appointed me, together with herself, as project coordinator. We are now waiting for the results. She is highly motivated. The previous head teacher did not care much for this, maybe because she was about to retire. The new one is motivated and interested in increasing the school's profile, visibility, participation and results... That is simply how she is; she likes this work and it is easier to work with her. Also, simply because she is a different person, she also has a different way of going about things. She widely shares information about all of our achievements, and what we do is appreciated. This is valuable feedback for us. More importantly, the school is promoted in this way and people can see how hard we work.

An elementary school teacher spoke about the role that the involvement of heads of institution has in projects:

It is much easier if the head of institution has your back and supports you. It is extremely valuable. The best case scenario is to have the head of institution included in the project. I often hear about major problems faced by colleagues whose heads of institution are not involved in projects. You need consent from the head teacher for many things, the paperwork is tremendous, and you need your head teacher to support you.

The role of the head of institution was very nicely illustrated by a secondary school teacher:

If the head of institution does not see the value of such projects, then they cannot be implemented. The head of institution is the person responsible for signing all of the documents, for monitoring project implementation and for incorporating them into the vision for school development. The head of institution should formulate a school's developmental policy, and mobility is an important aspect of school development. If the head of institution is simply unaware of that, it is very difficult to work on projects.

Returning now to the results of the questionnaire, individual obstacles to LLP participation were found to be correlated with all ten progress indexes comprising the aggregate impact that LLP participation had on the examined participating institutions. Results showed a negative correlation between almost all of the obstacles and the progress indexes, with the correlation coefficients ranging from very weak to moderate (r=-0.40). Generally, it can be stated that a stronger presence of different obstacles to LLP participation hinders the progress and institutional impact of LLP projects in all of the measured dimensions. Institutional obstacles that showed a significant correlation with almost all examined institutional impact dimensions in the context of mobility project participation include: an insufficient level of awareness of and interest in mobility opportunities among staff, insufficiently educated administrative staff and their poor communication with the teaching staff, and a lack of recognition of the value of mobility, i.e. the attitude that there are more important areas to invest in than mobility. These obstacles exhibited a moderate negative correlation with nine out of the ten measured dimensions. The only dimension that is almost unaffected by this obstacle is the one referring to persons with disabilities and persons with fewer opportunities.

The strongest negative correlation was found between an insufficient level of awareness of mobility opportunities among staff and progress achieved in the institutional capacity for project management. Significant negative correlations with the dimension of capacity for project

management were also observed for the obstacles referring to poor communication between teaching and administrative/technical staff, administrative staff that are insufficiently educated in the area of project implementation, and an attitude among staff that there are more important areas to invest in than mobility. In other words, all of these institutional obstacles significantly hinder progress in building institutions' capacity for project management.

Another correlation between individual indexes of institutional obstacles to LLP participation and individual dimensions of reported institutional progress occurring as a result of LLP participation that stands out is that between lower levels of awareness about mobility opportunities among staff and lower levels of progress made in the internal organisation of the institution and cooperation among staff. This correlation might suggest an opposite direction of influence, i.e. that awareness of mobility opportunities among staff depends to a significant degree on cooperation among staff. Furthermore, a smaller degree of progress in the internal organisation of the institution and cooperation among staff is linked with a lower level of interest in mobility among staff, an insufficient level of communication between teaching staff and administrative/technical staff, and the non-valorisation of international project work.

1.3.12. DID COMENIUS, LEONARDO DA VINCI AND GRUNDTVIG MAKE A POSITIVE IMPACT ON CROATIAN EDUCATIONAL INSTITUTIONS?

The Lifelong Learning Programme was implemented in Croatia for six years, starting in 2009. As was mentioned at the beginning of this document, the Comenius, Leonardo Da Vinci and Grundtvig sectoral programmes engaged a total of 8 071 participants (learners and staff members) from 449 educational institutions across Croatia. It is not realistic to assume that such large numbers of participating individuals and institutions were not instrumental in bringing about certain changes. Over that period, a total of 1 407 projects were implemented at those institutions. These projects were very heterogeneous in terms of their scopes of participation and the topics they addressed, which ties into the different levels of potential impact that they had on the participants and the institutions involved alike. For example, one project allowed participants to travel to several different European countries and meet new people and learn about their educational institutions. Another project involved students constructing a train car, painting some of Nikola Tesla's inventions on it and presenting it to the European Parliament. The third project presented teachers with an opportunity to become educated in various alternative medicine practices, with a goal of designing an adult education programme. The fifth project involved educating elementary school pupils in the area of entrepreneurship, based on the example of turkey farming. In the twenty-fifth project, teachers took their students to gain practical experience in a spa abroad. The thirty-eighth project involved implementation of so-called outdoor curricula in kindergartens, based on Norwegian and Belgian models. Examples go on and on, for as many as 1 407 projects implemented between 2009 and 2015. LLP projects were implemented in four types of institutions: kindergartens, elementary schools, secondary schools and adult education institutions. These institutions differ significantly and range from small vocational secondary schools in small towns in underdeveloped parts of Croatia, to foreign language schools and public adult learning and cultural institutions ("open universities"), to kindergartens in downtown Zagreb. When the diversity of people who participated in these projects is taken into account, whether in terms of their professional or socio-economic background, age, personality or aspirations, the heterogeneity of the LLP becomes even more evident. This is why research was required in order to determine the potential impact of the LLP on educational institutions in Croatia, regardless of the type of project or institution in question.

In the following section, the main findings presented as results in the previous chapter will be singled out with a view towards examining the extent to which institutional changes were a result of LLP participation[26].

26, For the purpose of index comparison, individual index values were standardised and fit to an equal range (1 to 5).

Figure 46. Median values of standardised progress indexes
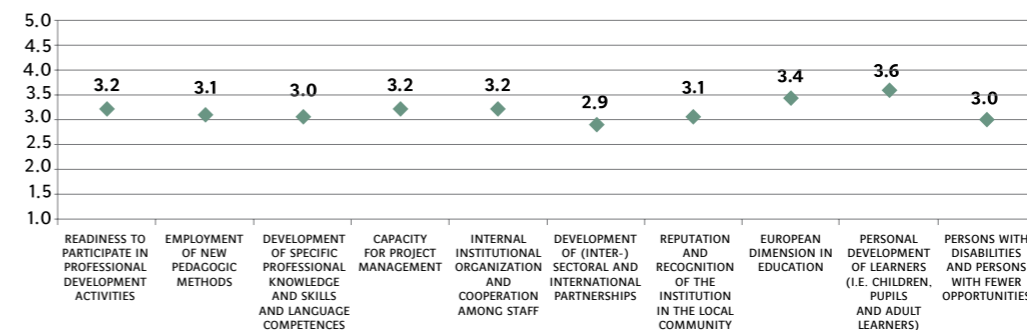
Standardised median values of individual dimensions are a measure of the extent to which employees at an educational institution reported a certain level of institutional progress occurring as a result of LLP participation across measured dimensions. The most progress was identified in the dimension referring to the personal development of learners, whereas the least progress was reported in the development of (inter-)sectoral and international partnerships. However, the measured differences are not statistically significant, suggesting relatively uniform progress across the measured dimensions.

All dimensions tested for institutional progress in the wake of LLP implementation are shown to be consistently correlated with certain structural elements of the LLP, such as the type of implemented sectoral programme, the number of implemented projects at an institution, the scope of LLP participation as expressed by the number of participants, perceived obstacles to LLP participation, and activities aimed at sharing knowledge, skills and experience gained as a result of LLP participation.

The LLP and its sub-programmes had certain objectives, which did vary to an extent, but which were also partially shared. For example, the objectives of the Comenius sectoral programme included raising awareness about the diversity of European cultures by promoting cooperation among schools and kindergartens in LLP member states, boosting the personal development of LLP participants, developing and honing personal skills and competences, and nurturing the concept of European citizenship. Comenius was aimed at making an impact on the quality of school education, intensifying the European dimension of education, encouraging mobility and foreign language skill acquisition, and supporting a higher degree of integration of European society. The Leonardo da Vinci sectoral programme was designed to stimulate the development of knowledge, skills and qualifications on the part of each participant. Participation in any of Leonardo da Vinci activities allowed beneficiaries to acquire new life experience and, through practical application of knowledge so gained, make a significant contribution to their home institution, their own employability on the labour market and the economy as a whole. Also, the sectoral programme facilitated an exchange of good economic practices and innovation among participating countries, ensured a higher degree of compatibility between the education system and the current state of technological advancement as well as between education and the labour market, and supported the personal and professional development of the participants. The Grundtvig sectoral programme had the goal of facilitating cooperation among institutions involved in adult education across Europe. The programme targeted general adult education, i.e. the acquisition of knowledge and skills to improve participants' ability to tackle various organisational and business administration challenges, and to improve their general quality of life. Grundtvig participation was an opportunity for adults to continue learning and developing their skills, and the inclusion of the adult population in the education system and the labour market was thus encouraged. Certain patterns of institutional participation in the individual sectoral programmes may be observed. It seems that Comenius, Leonardo Da Vinci and Grundtvig made an equal impact in terms of the institutional progress realised in four dimensions: (1) readiness

of staff to participate in professional development activities; (2) employment of new pedagogic methods, (3) reputation and recognition of the educational institution in the local community; and (4) European dimension in education. Another observable pattern is found in the higher degree of potential progress reported for Leonardo Da Vinci and Grundtvig sectoral programmes in the dimensions referring to the capacity for project management, internal organisation and cooperation among staff, the development of (inter-)sectoral and international partnerships, and learners at the institution. Considering the objectives of these two sectoral programmes, it can be concluded that the above findings are compatible with these objectives. Indeed, both Leonardo Da Vinci and Grundtvig focused on the acquisition of knowledge and skills required to tackle organisational and business administration challenges, which may in turn be reflected in the significantly improved operation of one's home institution. In conclusion, it can be stated that educational institutions participating in the LLP made institutional progress with respect to the objectives of all three sectoral programmes, suggesting that programme objectives were realised in this respect. It should be noted that LLP objectives go beyond institutional progress itself, but examining their larger context exceeds the scope of the present study. However, regardless of the scope of the set goals, institutional progress was achieved, and this was, among other things, the intention of the LLP, whereby the aforementioned differences between Leonardo Da Vinci and Grundtvig, on the one hand, and Comenius on the other, had a somewhat different impact on educational institutions.

Furthermore, with the exception of two dimensions (i.e. the European dimension in education, and persons with disabilities and persons with fewer opportunities), all dimensions display a clear pattern: the more LLP projects were implemented at an institution, the higher the reported progress was in the readiness of staff to participate in professional development activities as well as in the employment of new pedagogic methods, the development of specific professional knowledge and skills as well as language skills, the degree of internal organisation and cooperation among staff, the development of capacity for project management, cooperation with external partners, the reputation and recognition of the institution in the local community, and changes affecting learners (i.e. children, pupils and adult learners) at the institution. However, the number of implemented projects did not affect all types of institutions equally. Among secondary schools and adult education institutions, larger numbers of implemented LLP projects were reflected in more significant institutional changes (i.e. a higher degree of progress in multiple measured dimensions was registered). However, kindergartens and elementary schools did not exhibit the same pattern. The possible reason for this may be found in the difference between these institutions. Namely, elementary schools and kindergartens tend to be smaller institutions, involving a higher degree of cooperation among staff. It can therefore be assumed that, in such institutions, visible progress can be achieved with a smaller number of projects. Furthermore, the difference can also be attributed to the type of implemented projects, which is another important factor. For example, secondary schools implemented larger numbers of partnership projects (i.e. more complex projects involving multiple activities over a longer period of time and a more complex application procedure) as compared to elementary schools and kindergartens, which largely participated in individual mobility projects (secondary schools implemented twice as many partnership projects than elementary schools).

In relation to the LLP, potential progress at the institutional level also varies depending on the scope of participation. This difference was investigated with respect to the number of teaching staff, administrative staff and learners participating in the LLP. Findings were not consistent in terms of differences in the scope of participation. A larger number of participating teaching staff members was generally indicative of greater reported progress in the readiness of staff to participate in professional development activities, the employment of new pedagogic methods, the internal organisation of the institution and cooperation among staff, the development of (inter-) sectoral and international partnerships, positive impacts on learners at the institution, and the opportunities available to persons with disabilities and persons with fewer opportunities. However, there are some differences with respect to institution type, with kindergartens and, to a degree,

elementary schools showing the greatest level of inconsistency with the present finding. If we look at the scope of teaching staff participation, kindergartens with zero teaching staff participation showed the greatest progress in multiple measured dimensions: the development of specific professional knowledge and skills as well as language skills, the capacity for project management, the reputation and recognition of the institution in the local community, and the European dimension in education. However, since all examined kindergartens participated in the LLP, this finding means that those kindergartens with zero teaching staff participation were actually kindergartens in which the heads of institution participated in the LLP, and this might have had a strong impact on the progress achieved in the aforementioned dimensions. Elementary schools displayed a different pattern than kindergartens in terms of how the scope of teaching staff participation correlated with reported progress in the measured dimensions. Still, the findings do not provide solid grounds to claim that wider participation results in more visible institutional progress. This correlation is more clearly evident among secondary schools and adult education institutions. In those institutions, most measured dimensions unambiguously show the link between the scope of teaching staff participation and institutional progress. The same result was confirmed in the case of administrative staff participation. A stronger correlation was found between reported progress and the scope of LLP participation as expressed by the number of participating learners. Indeed, the higher the degree of participation by children, pupils, students and adult learners, the stronger the institutional progress reported by the employees at any given institution.

A descriptive comparison of median responses on standardised reported progress indexes depicted in Figure 47 suggests that the respondents belonging to different groups (i.e. heads of institution, teaching staff, other educational staff and administrative staff) generally provided a similar evaluation of achieved progress at the majority of institutions and in most measured dimensions. But, there are some deviations. The most significant of these were observed in the evaluations provided by administrative staff. For example, administrative staff in secondary schools reported a much lower degree of progress in the employment of new pedagogic methods, the reputation and recognition of the institution in the local community and the capacity for project management, while administrative staff in elementary schools reported a much higher degree of progress in the reputation and recognition of the institution in the local community and the capacity for project management than other employees at the institution. Furthermore, among all of the categories of staff, other educational staff in kindergartens generally reported the greatest degree of progress in dimensions referring to the personal development of children, the development of specific professional knowledge and skills as well as language skills, the treatment of children with disabilities and those with fewer opportunities, and the internal organisation of the institution and cooperation among staff. Interestingly, evaluations provided by teachers and heads of institution were very similar with respect to almost all institution types and almost all indexes, with some differences nonetheless being observed among adult education institutions.

We have compared median values on standardised progress indexes between LLP participants and non-participants (Figure 48). It may be noted that mobility participants, as expected, perceived a somewhat higher degree of progress in almost all progress dimensions. However, the observed differences were not very prominent. The most visible differences in progress reported by LLP participants as opposed to non-participants were measured on the "European dimension in education" index. Indeed, indicators for this dimension included awareness of European cultural and moral values among staff, awareness of a common European heritage, shaping of the European identity, education about and respect for different cultures, etc. All of these indicators are strongly connected with one's personal experience with international mobility. It is interesting to note that the reports by participants and non-participants alike for the dimension referring to persons with disabilities and persons with fewer opportunities, which exhibited almost the lowest degree of progress as a result of LLP participation, were almost identical across all institution types.

Figure 47. Median values of standardised progress indexes by institution type and staff category
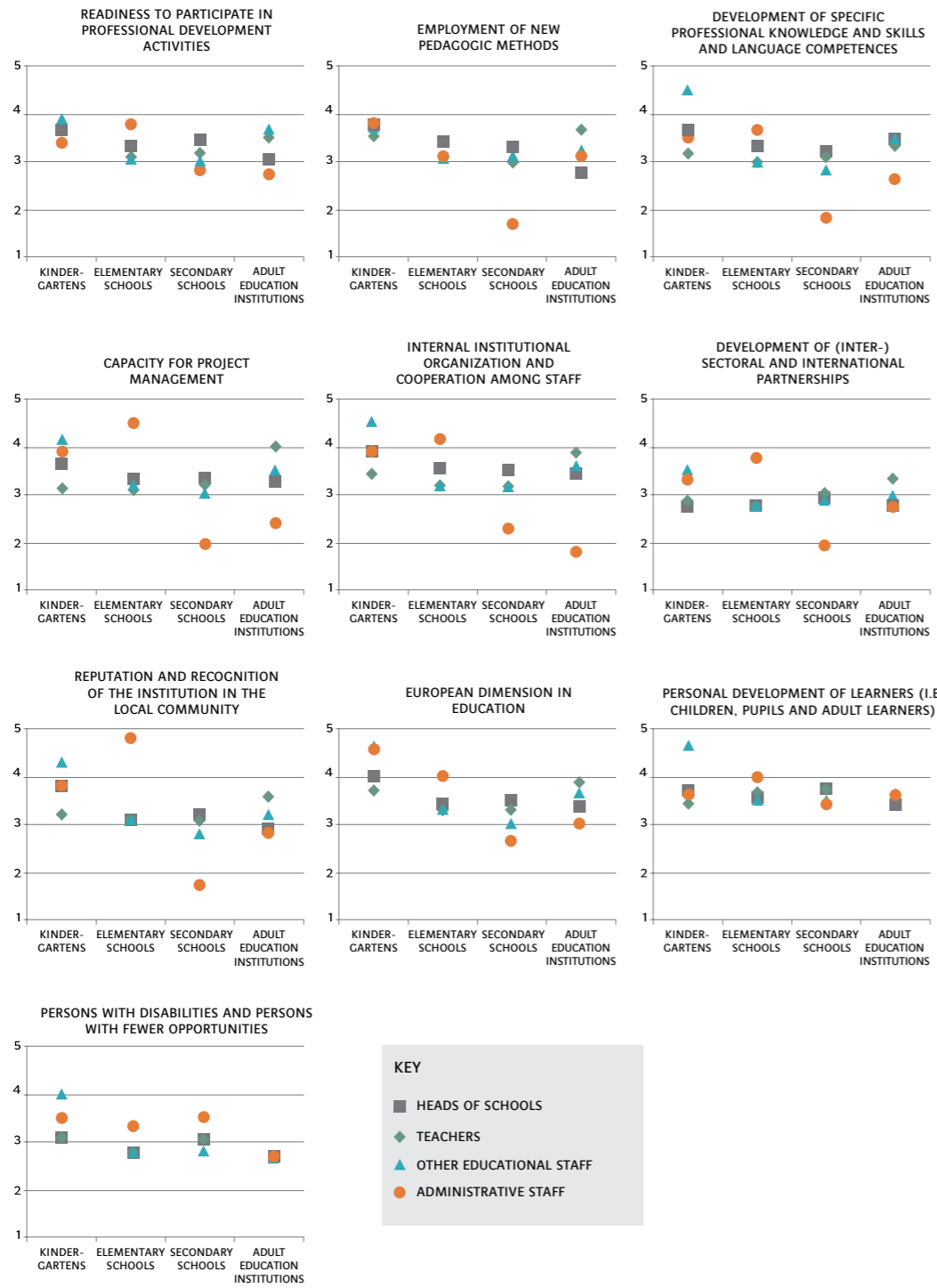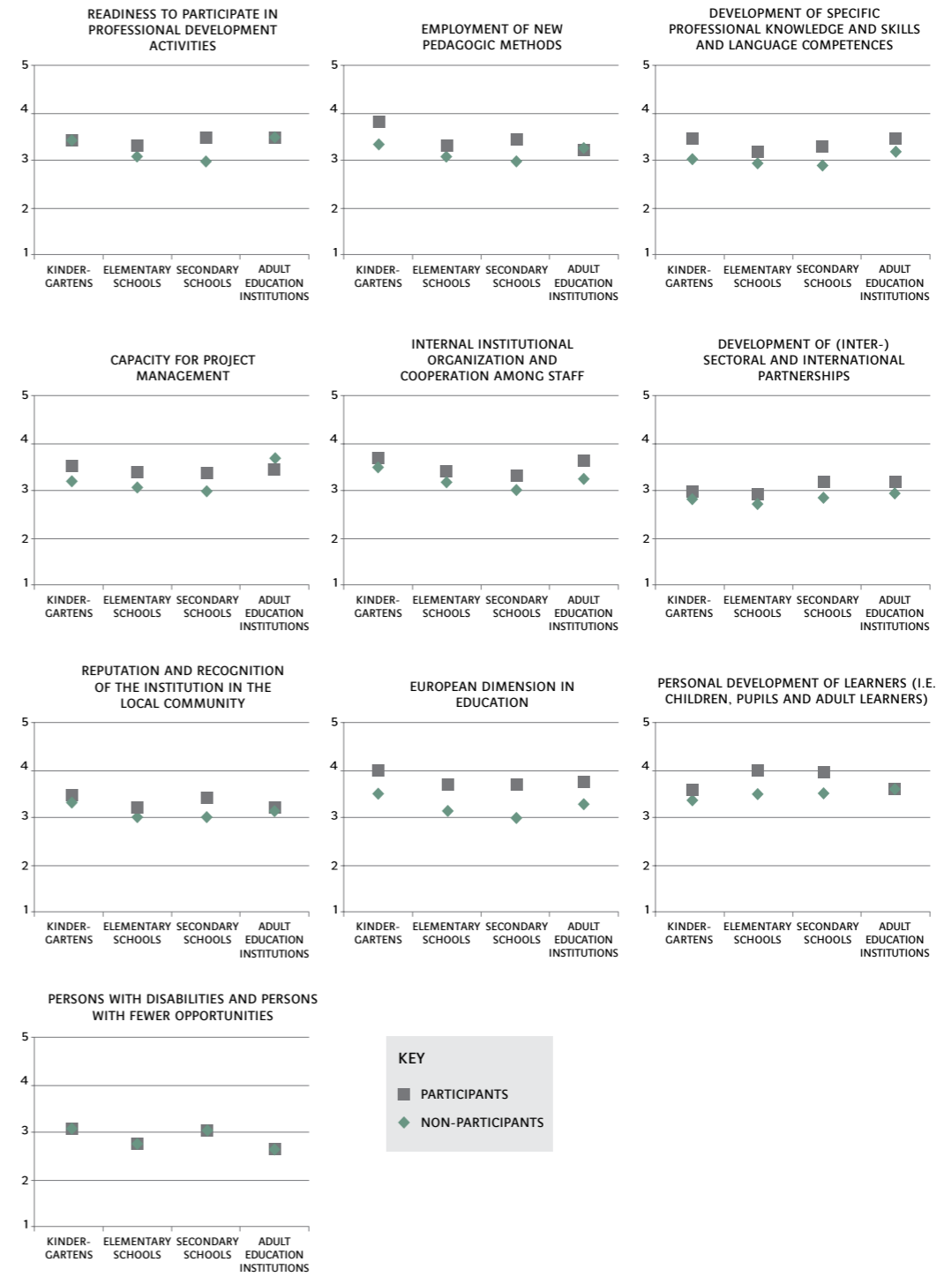

Figure 48. Median values of standardised progress indexes by institution type and LLP participation status

In previous chapters, all of the institutional progress dimensions were analysed both jointly (i.e. for all institution types together) and separately for each type of institution. Differences in the progress achieved across these dimensions with respect to the scope of LLP participation can also be explained by examining the differences between institutions and the corresponding perceptions of progress. Indeed, not all types of educational institutions exhibit equal progress in all dimensions. For example, kindergartens showed a somewhat higher degree of progress in the employment of new pedagogic methods, internal organisation and cooperation among staff, the European dimension in education, and in work with persons with disabilities and persons with fewer opportunities. It was even observed that kindergarten employees noticed a higher degree of readiness among staff to participate in professional development activities, as well as a stronger development of professional knowledge and skills as well as language skills, than, e.g. elementary school employees. Meanwhile, secondary schools displayed greater progress in the capacity for project management and, along with adult education institutions, in the development of (inter-)sectoral and international partnerships. This can be attributed to the fact that secondary schools and adult education institutions were both eligible to participate in Leonardo Da Vinci and Grundtvig sectoral programmes, whose objectives included the development of institutions. This conclusion is confirmed if a comparison between vocational secondary schools and general education/combined secondary schools is drawn. The comparison shows that the employees at vocational secondary schools reported a higher degree of progress in the capacity for project management, internal organisation and cooperation among staff, and the development of (inter-)sectoral and international partnerships. This is clearly a result of the fact that vocational secondary schools more often participated in partnership projects, which are more complex in nature.

Kindergartens, elementary schools, general education and vocational secondary schools, public adult learning and cultural institutions, foreign language schools, etc., potentially made different degrees of progress, depending on which sectoral programme they participated in and what type of project(s) they implemented. Furthermore, institutional progress depends on the size of the institution at hand. Smaller institutions, i.e. those enrolling up to 500 learners (i.e. children, pupils, students, and adult learners), displayed a higher degree of progress in various dimensions. In conclusion, regardless of the observed differences, a certain level of progress was reported for all institutions. This was expected, since it was not realistic to assume that the participants and institutions would remain unchanged after the experience of LLP participation.

Finally, the design and implementation of the research will be briefly presented, as well as the related challenges. At the outset, the challenge was to find any literature referring to similar studies. There had only been a few LLP impact evaluation studies (Doyle, 2011; European Commission, 2007, 2010; Sentočnik, 2014; Širok & Petrič, 2011), some of which focused only on one sectoral programme. Additional, a general challenge related to impact evaluation studies concerns the fact that such studies employ an *ex-post* approach, i.e. a retroactive investigation of the impact defined by programme or policy objectives. The potential LLP impact was multi-levelled. On the first level, it involved the development of participants' knowledge and skills (micro-level – individuals). The second level referred to the potential creation of added value through intensified international and inter-sectoral exchange and cooperation, and potentially improved (pedagogic) practices and contents (meso-level – institutions). The third level concerned potential changes in the national education system and the development of the European dimension of lifelong learning (macro-level – EU and national contexts). The present study targeted potential changes and progress on the level of institutions participating in the LLP. A similar study, which was of help in this process, was a Slovenian study which focussed on elementary and secondary schools, i.e. Leonardo da Vinci and Grundtvig sectoral programmes. However, the scope of the present study is more comprehensive than of any of the previously conducted ones. This in itself presented a certain challenge. Indeed, since four types of institution were to be examined, constructing indicators applicable to all of them, regardless of their mutual differences, was challenging. This is why it was decided that a bottom-up methodological approach would be used, meaning that qualitative methods would first be employed to help researchers gain deeper insight into the whole range of

opportunities related to LLP participation. We obtained valuable information from interviewees and focus group participants (whose important contribution is acknowledged and greatly appreciated), who were very helpful in the process of operationalization required to implement the qualitative research. In addition to having provided extremely important methodological support, the interviews with LLP participants were an opportunity to become more acquainted with participants themselves and learn more about their educational institutions, LLP project results (i.e. various videos, posters, products, etc.) and what may be labelled as "creative energy," which is potentially created at educational institutions as a result of LLP participation. This was followed by the process of constructing a uniform questionnaire to test institutional progress at those heterogeneous institutions. To achieve this, we intentionally avoided detailed operationalization. For example, in the case of the dimension of the employment of new pedagogic methods, any listing of specific methods was purposefully avoided, since the examined institutions used a wide range of pedagogic methods such that any specifics would have meant that some of the listed methods would be inapplicable for some of the institutions. This is why questions were phrased in a way that would be understandable to the targeted respondents, without naming any specific pedagogic practices. Likewise, in order to obtain a realistic assessment of institutional progress, we decided to collect information from LLP participants and non-participants alike. Including non-participants in the research lent a certain "weight" to the responses of the participants, which is in fact why all analyses were conducted on the basis of joint responses by participants as well as non-participants. Optimum results would have been obtained had the beneficiaries of institutions (i.e. children, pupils, parents, adult learners) and/or members of the local community also provided their feedback. However, such a study would have been significantly more demanding, time consuming and costly. Nonetheless, the inclusion of non-participants did provide us with a more accurate and objective evaluation of progress at institutions. We are very appreciative of all of the respondents who took time to fill out the questionnaire. Like any other study, this study was also not free from limitations and, as such, subject to critical interpretation. However, we hope that the presented findings will be instrumental in addressing the question of whether the LLP succeeded in the realisation of its objectives.

1.3.13. REFERENCES

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> The encounter with educators who participated in LLP projects provided me with insight into the efforts of individuals participating in the projects and into the importance of further funding for educational institutions. I was most impressed by the fact that numerous people, on a daily basis, invest huge personal effort in the creation of a better education system, demonstrating that this is for them not only a job, but rather a calling. Such people can be found in many places: small towns, big cities, kindergartens and schools, agencies, playgrounds… It is therefore of paramount importance to continue to make it possible for those people to direct their professional skills and love for education towards making this society better and nicer.

> Being part of the research team and working on this study was a very valuable experience for me. Hearing first-hand reactions of LLP participants, learning about their motives and experiences, their concerns and challenges – and to feel the power of their will to build up all levels of the education system – was the most beautiful part and the whole purpose of this research study.

_members of the research team: Branko Ančić Ph.D. and Asst. Prof. Ksenija Klasnić Ph.D.

2. EVALUATION OF THE ERASMUS SECTORAL PROGRAMME

Asst. Prof. Marija Brajdić Vuković, Ph.D., Asst. Prof. Ksenija Klasnić, Ph.D., Nikola Baketa

2.1. THE ERASMUS PROGRAMME IN THE CONTEXT OF THE INTERNATIONALISATION OF EDUCATION: AN OVERVIEW OF THE RESEARCH BACKGROUND AND LITERATURE

As is often stated in various project reports, EU policy evaluations and EU strategies, horizontal individual and institutional mobility among EU member states creates wider social, institutional and individual benefits. Academic mobility is a highly ranked type of mobility, since it enables young people and staff in higher education to become acquainted with new cultures, institutions and systems, acquire new knowledge and skills, enrich their professional and personal experience and gain new perspectives on social reality by expanding their knowledge, tolerance and social trust, which leads to increased competitiveness of the EU economy and improved social cohesion. Even more so, the Erasmus sub-programme and all related centralised and decentralised actions, due to their scope, formal framework and modes of operation, have exerted an undeniable impact on the internationalisation of higher education institutions (HEIs), primarily through academic mobility, as one of their main activities. The main purpose of this study is to gain an understanding – on the basis of different available social research methods – of the extent of the impact of participation in, primarily, decentralised LLP activities and, specifically, the Erasmus sub-programme (2009-2013), as the largest and most influential EU academic mobility programme, on the internationalisation of HEIs in Croatia.

Internationalisation, as the central concept of this study, goes beyond academic mobility and has numerous effects on HEIs as well as on the institutional context as such. According to the authors, who examined internationalisation in the context of the EU, internationalisation assumes that countries continue to function as independent economic, social and cultural systems, while becoming increasingly connected by intensifying their transnational activities. Cooperation between countries is intensified and expanded to different areas, and national policies place increasing emphasis on the regulation and facilitation of cross-border activities (Luijten-Lub, Huisman and van der Wende, 2005). The impact of internationalisation can be examined on the level of the national system as well as on the individual level. However, this study investigates the institutional level of internationalisation, specifically in the area of higher education. In the context of HEIs, the internationalisation of institutions implies an intensification of cooperation with other international higher education systems and institutions, an expansion of such cooperation in a growing number of areas, and increased regulation and facilitation of such activities on the basis of institutional policies, strategies and procedures. By means of internationalisation, HEIs stimulate quality development, achieve better results and thus become more competitive.

In order to study the processes related to the development of internationalisation at the level of HEIs, it is necessary to have a basic understanding of what institutions are and how they function. According to institutional theory, institutions set the guidelines for social behaviour. To put it more formally, institutions are man-made boundaries that shape interactions. When we talk about institutions, we talk about formal rules (such as clearly defined activities, hierarchies and rules) and non-formal rules (such as tacit codes of conduct and dress codes) which guide human interactions

(North, 1990 according to Luijten-Lub, Huisman and van der Wende, 2005). But, as noted by Scott (2001), institutions are not enclosed systems independent from their environments, but rather open systems, which change and adjust to their environments while also potentially changing those environments. Institutions stand on three main pillars: a) the *regulative pillar*, which refers to HEIs' management models, laws and modes of financing, b) the *normative pillar*, which refers to the supporting norms and values related to higher education provision, academic liberties, and formal as well as non-formal hierarchical structures within and without the institution, and c) the *cultural-cognitive pillar*, which actually implies the dominant national higher education policy, e.g. whether the Humboldt-type university is the prevailing type of university, or what the role of a given scientific field and its specialties are in the shaping of institutions and educational policies (ibid. 57). Any shift in one of these pillars is automatically reflected in the other two, since they are interdependent and share non-rigid boundaries. This being said with respect to the institutional environmental context, let us consider higher education institutions. They are structured around, and function on the basis of, several basic segments (Scott, 2001). These segments of organisation are: a) the social structure that refers to the main tasks of the institution, the distribution of power and authority on different levels, and the links between internal organisational structures; b) the participants, referring to either the staff or the beneficiaries of the institution, or to any individual participating in the organisation's activities; c) the institution's goals, referring to either the mission of higher education in general or the mission of individual HEIs; and d) the dominant technologies, which do not refer to specific mechanical or technical devices, but rather to the transfer of knowledge and research methods (i.e. various types of knowledge processing, discovery, storage, contribution, transfer, and application) that comprise the dominant area of HEIs' interest. Each of the above listed segments can affect one, some or all of the other segments (ibid.).

The above described stipulations of institutional theory can help us better understand the mechanisms behind the impact that HEI participation in Erasmus potentially had on the development of HEIs' internationalisation dimension. Erasmus activities assume changes in all segments of an organisation: from its social structure, through changes in the modes of management and decision-making aimed at facilitating mobility, to changes in what we call technology. For example, some Erasmus activities aim to increase the inbound mobility of students and teaching staff, which requires HEIs to introduce courses in foreign languages (most often in English). This represents a clear shift in the technology of teaching. However, regardless of the impact that Erasmus had on individual segments of organisation at HEIs, institutions should not be seen as systems that are independent of policies and support in a wider socio-political context. This primarily refers to support by the Ministry of Science and Education (MSE), in terms of policies and finances alike as well as the wider socio-political and cultural framework inside which HEIs operate. Therefore, opportunities for the development of the international dimension of HEIs are, in the present study, also examined in the context of an institutional environment, i.e. the aforementioned regulative, normative and cultural-cognitive pillars of HEIs.

It should also be noted that there are four types of institution in Croatia that fall under the HEI category, and that participated as such in Erasmus and were included in this study. These are:

(a) Large and medium-sized publicly funded universities providing higher education, conducting research in multiple scientific fields, and containing numerous constituent units that are legally independent for the most part. These universities are therefore referred to as either non-integrated (e.g. universities in Zagreb, Split and Osijek) or partially integrated (e.g. Rijeka)[1]. In this category, the University of Zagreb is the largest

and the oldest university. It was founded in 1669 and now consists of a total of 29 faculties and 3 academies, legally independent constituent units ensuring the provision of higher education in almost every currently existing field of study. The so-called medium-sized universities include those in Rijeka, Split and Osijek. They were established in the mid-1970s and they also contain legally independent constituent units (the University of Rijeka has 11 faculties, J.J. Strossmayer University of Osijek has 11 faculties and one academy, and the University of Split has 12 faculties and an academy). In addition to the legally independent units, all of the above universities also have integrated departments in certain fields of study. However, integrated departments typically have their own administration offices, as if they were separate constituent units. That means that in terms of day-to-day functioning, none of the administrative activities (i.e. human resources, finances of the constituent units and departments, management) have been fully centralised and integrated. Actually, aside from the fact that departments require the signatures of university management in all matters requiring legal entity, there is no difference in the way the departments at such universities are managed as compared to university constituent units.

(b) Relatively small in size, and much more recently established, publically funded universities also provide higher education and conduct research in multiple fields of study, but they consist of departments only, rather than legally independent constituent units. With a university being the only legal entity at these organisations, we call such universities "integrated." They include the University of Zadar (2002), the University of Dubrovnik (2003) and Juraj Dobrila University of Pula (2006). These universities were founded in recent decades and they count up to several thousand students.

(c) Polytechnics (*veleučilišta*), which are smaller HEIs as compared to universities, can be largely or partly funded from either the state budget (MSE) or the local administration budget, or they can be fully privately funded. These institutions are more strongly oriented towards teaching than research. Polytechnics typically focus on one or several related fields of study and are generally oriented locally or regionally.

(d) Schools of professional higher education (*visoke škole)*, the smallest institutions among HEIs, are specialised institutions, which are generally focused on one field of study and are funded from the state budget to a smaller degree. They are largely privately funded.

In Croatia, there are currently a total of ten universities (8 public and 2 private) containing 82 constituent units, fifteen polytechnics (11 public and 4 private) and twenty-five schools of professional higher education (3 public and 22 private).[2] Seven public universities (for different periods of time) and several polytechnics and schools of professional higher education engaged in LLP activities, i.e. the Erasmus sub-programme.

1, Partial integration (i.e.i.e. semi-integrated universities) refers to a mode of operation whereby certain powers are transferred from the constituent units to the university level, in accordance with the law and with a view towards reaching functional integration. The university declares such an orientation in its documents http://www.biotech.uniri.hr/files/Dokumenti/UniRi_izvjesce_Bolonjski_proces.pdf

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2, http://mozvag.srce.hr/preglednik/pregled/hr/tipvu/odabir.html (15.1.2016)

Table 1. Participation of Croatian HEIs in the Erasmus sectoral programme under the LLP

	HIGHER EDUCATION INSTITUTIONS AWARDED WITH THE ERASMUS UNIVERSITY CHARTER UNDER THE LIFELONG LEARNING PROGRAMME	FIRST YEAR OF IMPLEMENTATION OF ERASMUS INDIVIDUAL MOBILITY[3]	PERIOD OF IMPLEMENTATION OF THE ERASMUS SECTORAL PROGRAMME (LLP), IN YEARS
1.	RRIF COLLEGE OF FINANCIAL MANAGEMENT	2009.	5
2.	JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK	2009.	5
3.	UNIVERSITY OF SPLIT	2009.	5
4.	UNIVERSITY OF ZAGREB	2009.	5
5.	ZAGREB UNIVERSITY OF APPLIED SCIENCES	2009.	5
6.	POLYTECHNIC OF POŽEGA	2009.	5
7.	ZAGREB POLYTECHNIC FOR SOCIAL STUDIES[4]	2009.	3
8.	POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC	2010.	4
9.	UNIVERSITY OF ZADAR	2010.	4
10.	JURAJ DOBRILA UNIVERSITY OF PULA	2010.	4
11.	UNIVERSITY OF RIJEKA	2010.	4
12.	UNIVERSITY COLLEGE OF ECONOMICS, ENTREPRENEURSHIP AND MANAGEMENT "NIKOLA ŠUBIĆ ZRINSKI"	2010.	4
13.	KRIŽEVCI COLLEGE OF AGRICULTURE	2010.	4
14.	POLYTECHNIC OF RIJEKA	2010.	4
15.	UNIVERSITY OF DUBROVNIK	2010.	4
16.	ZAGREB SCHOOL OF ECONOMICS AND MANAGEMENT	2010.	3
17.	POLYTECHNIC VELIKA GORICA	2011.	3
18.	POLYTECHNIC OF SLAVONSKI BROD	2011.	3
19.	"VERN" UNIVERSITY OF APPLIED SCIENCES	2011.	3
20.	ALGEBRA UNIVERSITY COLLEGE	2012.	2
21.	EFFECTUS - COLLEGE FOR LAW AND FINANCE	2012.	1
22.	UNIVERSITY NORTH (FORMER POLYTECHNIC OF VARAŽDIN AND MEDIA UNIVERSITY)	2013.	2
23	MARKO MARULIĆ POLYTECHNIC OF KNIN	2013.	2
24.	UNIVERSITY OF APPLIED SCIENCES BALTAZAR ADAM KRČELIĆ	2013.	1
25.	POLYTECHNIC OF APPLIED HEALTH STUDIES IN ZAGREB	2013.	1
26.	POLYTECHNIC OF KARLOVAC	2013.	2
27.	LAVOSLAV RUŽIČKA POLYTECHNIC OF VUKOVAR	2013.	1
28.	UNIVESITY COLLEGE OF MANAGEMENT AND DESIGN ASPIRA	2013.	1
29.	UTILUS BUSINESS SCHOOL FOR TOURISM AND HOTEL MANAGEMENT		0
30.	RIT CROATIA - ROCHESTER INSTITUTE OF TECHNOLOGY CROATIA		0

3, The data on the first year of implementation was omitted for HEIs that were awarded the Erasmus University Charter but did not apply for the Erasmus grant.

4, Zagreb Polytechnic for Social Studies (Društveno veleučilište) ceased to exist as a legal entity and has been part of the Law School of the University of Zagreb (Pravni fakultet Sveučilišta u Zagrebu) since 2011.

For a study aimed at evaluating the impact that programmes implemented for a limited duration of time had on complex systems such as HEIs, and the related internationalisation processes, it is extremely important to determine the stage of each HEI's internationalisation at the point in time before the commencement of Erasmus implementation. Even though no systematic data exist for the HEIs in Croatia that participated in Erasmus, the study can in many aspects rely on the research reports from the TEMPUS project "MOBIL – Enhancing Mobility of the Croatian Academic Community," implemented by the Institute for the Development of Education (IDE) immediately prior to Croatia's accession to the LLP, in cooperation with a number of stakeholders, including the MSE, the AMEUP and a number of public universities (IDE, 2008). Based on the available documents, some conclusions on the capacity, goals and strategies of seven public universities at the beginning of Erasmus implementation could be drawn. This was very important in the evaluation of any changes in their capacity, i.e. institutional changes, occurring as a result of the activities of the first cycle of Erasmus, which Croatia participated in. Therefore, in the presentation of results of this study, data from the MOBIL project, which was collected at the onset of project implementation, will often be referenced. Aside from the general theoretical framework, the data on the wider socio-political context and the reports on university capacity level at the beginning of Erasmus implementation, several other sources were consulted in the process of measurement device construction for this study: (1) a study by Slovenian authors Klemenčič and Flander (2013), which is methodologically most similar to the present study; (2) a paper by Vossensteyn et al. (2008), analysing Erasmus activities on the system- and institutional level on a sample of EU HEIs; (3) a Dutch study on Erasmus implementation by Beerkens et al. (2010); and (4) Erasmus Mobility Quality Tools (2010).

2.2. RESEARCH OBJECTIVES AND THEIR OPERATIONALIZATION

The main purpose of this research was to apply various available social research methods to gain an understanding of the extent to which participation in the largely decentralised activities of the Erasmus sub-programme (2009-2013), as the largest and most influential EU academic mobility programme, contributed to the internationalisation of HEIs in Croatia. To understand the contribution of the Erasmus sectoral programme in the internationalisation of HEIs means to analyse the impact of participation in Erasmus activities on the development of institutional capacities, procedures and practices related to internationalisation, and to identify obstacles to such development on all levels and in all segments of institutional structure (i.e. social structure, participants, institutional goals and technologies). Taking into account differences among HEIs in terms of their size, structure and function, the main goal is to use the study results to open a wider discussion on Erasmus potential and, in cooperation with various stakeholders and decision-makers in the area of higher education, provide clear recommendations for the removal of obstacles and empowerment of institutions aimed at further promotion of academic mobility and the internationalisation of HEIs.

In order to meet this goal, the researchers, in collaboration with the AMEUP – the body which was responsible for the coordination of the Erasmus programme on the national level, and which requested the present study – developed several key research questions, which guided the development of the research methodology and, subsequently, the construction of research instruments for data collection (i.e. data analysis matrixes, the questionnaire and the protocol for semi-structured interviews). These key questions addressed the impact that HEIs' participation in the largely decentralised activities of the Erasmus sectoral programme had on:

- the integration of the European dimension into the HEIs' strategic documents
- the development of the HEIs' capacity for international mobility
- the internationalisation of HEI curricula
- the strengthening of the social dimension of international mobility
- the creation of international partnerships.

The listed areas were identified as the areas in which the Erasmus sectoral programme unquestionably exerted a certain level of impact, and which positively affected the internationalisation of HEIs. It is also worth mentioning that the listed areas refer to some of the programme's objectives as well as some of the objectives of national and supranational policies aimed at the internationalisation of higher education systems. However, what needed to be determined was the depth and the reach of this impact on the institutional level as well as the role of this impact in the internationalisation of HEIs. The European dimension of education often involves certain aspects of the other research questions. In the context of this study, this concept has the role of an umbrella concept. Indeed, according to the Maastricht Agreement, Lisbon Agreement and the authors in this area (e.g. Janik, 2005), the main features of the European dimension in education include teaching and spreading EU member state languages, facilitating the mobility of students and teachers (including the recognition of academic degrees and periods of study abroad), promoting cooperation among educational institutions, establishing a system for information and experience exchange on issues common to member states' educational systems, boosting the development of a system of exchange for youth and teachers in the area of social education, encouraging the participation of youth in democratic processes in Europe, encouraging the development of distance learning, and increasing access to education. In the analysis of results related to building capacity for the internationalisation of HEIs, this study models the analysis of the TEMPUS project MOBIL, which was primarily focused on institutional, financial, administrative and academic capacity for international mobility (IDE, 2008.). Institutional capacity refers to the recognition of the value of mobility by HEI management, reflected in specific measures aimed at building the capacity for mobility. Financial capacity is closely connected to institutional capacity. Financial capacity primarily refers to mobility and internationalisation funding from an HEI's own budget, rather than from external funding (by the AMEUP and MSE), which HEIs have less influence on. Financial capacity thus refers to a direction of an HEI's own funds towards the promotion of mobility and internationalisation. Administrative capacity refers to the size, capacity and powers of the international relations office (IRO), and the support that IRO has from other services, while academic capacity refers to curriculum-related opportunities for the implementation of academic mobility programmes.

According to van der Wende (2001), the internationalisation of curricula or programmes encompasses the process of programme development aimed at the integration of the international dimension in both the content and the methods of teaching. The author references the OECD programme types to illustrate possible methods of programme internationalisation. Programme internationalisation is thus considered to involve programmes featuring international content (e.g. International Relations, European Law), programmes in which the original subject of study is viewed in an international context (e.g. International Comparative Education), programmes preparing students for international careers (e.g. International Business Management), interdisciplinary programmes, such as regional-based studies (e.g. European Studies, Scandinavian Studies, Asian Studies), joint or double degree programmes, programmes with mandatory courses being conducted at a foreign institution by local teachers, or programmes whose content is specially designed for foreign students. Finally, the social dimension of education refers to the measures aimed at providing equal opportunities to all students to access higher education, and to pursue and complete a higher education programme. Such measures specifically target students from disadvantaged backgrounds (Puzić, Dolenec and Doolan, 2006), including students of a lower socio-economic status and students with disabilities and developmental difficulties alike, as well as non-traditional learners (adult students) and student parents. The Erasmus sub-programme places an emphasis on equal opportunities for acquiring knowledge and experience. Although Erasmus identifies special needs participants[5] as a disadvantaged group of students, the

authors chose to include all subgroups within the category of students with fewer opportunities[6] in the study, since all of these subgroups are in a disadvantaged position with respect to opportunities for mobility as well as the acquisition of the knowledge and skills that come with it. Furthermore, the modes of including incoming students into the social life of the community was also included in the social dimension, since such inclusion also constitutes an equal opportunity for learning and gaining experience during mobility.

2.3. RESEARCH DESIGN AND IMPLEMENTATION

In evaluation studies, good research practice mandates the so-called triangulation of research methods and samples in the construction of the methodological instruments to be used in assessing the extent of a certain change. Triangulation generally refers to the application of multiple social research methods and multiple samples in order to study a given phenomenon from various standpoints. Aside from providing deeper insight into the studied phenomenon as a result of the application of multiple methods of data collection, triangulation is also a guarantee of objectivity in social research, since it facilitates the validation of data and the verification of findings from multiple sources (Mathison, 1988). The choice of methods and samples to be used in triangulation depends on the studied phenomenon. Generally, practical and revealing methods of investigating the very essence of the studied phenomenon are sought.

Since HEIs, as the main focus of this study, are institutions which vary greatly in terms of size, internal organisation and daily activities, it was clear that the samples, regardless of how they were chosen and what population they targeted, would necessarily have to contain all four types of HEIs: large and medium-sized universities, polytechnics and schools of professional higher education. Taking into account the research questions, which assume an understanding of goals and strategies as well as non-formal and formal rules developed under the influence of Erasmus activities, it was clear that an analysis of available HEI documents would also be required. Based on Erasmus structure and implementation methods, and on the huge differences among HEIs, a need to administer a questionnaire also became evident. The questionnaire was designed to address all levels of Erasmus implementation at HEIs, and to collect information from central offices and constituent units at universities as well as from coordinators at polytechnics and schools of professional higher education on current institutional, financial, administrative and academic capacities of the institution and its constituent units. In order to bring together all of the data into a coherent whole, researchers still needed real-life and historical accounts by HEIs as well as information on why and how certain rules and procedures were developed, what obstacles were encountered, why certain decisions were made, why offices were structured in a certain way, whether the international dimension was developed retroactively or proactively, what the role of Erasmus was in the development of formal and non-formal procedure, etc. The only way to obtain such feedback was through semi-structured interviews with participants/stakeholders who were actively involved in developing an HEI's internationalisation during Erasmus implementation.

Considering the specific goals of each of the research methods, it was decided that the field study would begin with document analysis, which partially overlapped with the administration of the questionnaire. Semi-structured interviews were conducted at the end, when the results obtained using the first two methods were available. Decisions on the samples and research procedures were made for each method separately, while the highest level of research ethics was maintained throughout the research.

5, A special needs student, according to the definition used in the context of the Erasmus sectoral programme, is a potential participant whose individual physical, mental or health-related situation is such that his/her participation in the project or mobility would not be possible without extra financial support. When applying for a grant under decentralised LLP actions, students with special needs were able to request additional financial support. Under the new Erasmus+ Programme, which commenced in 2014, students of lower socio-economic status are also entitled to a top-up mobility grant.

6, Persons with fewer opportunities are individuals who are not able to realise their full potential since, due to their educational, social, economic, mental, physical, cultural or geographic background, many opportunities remain closed to them.

2.3.1. PLANNED AND REALISED RESEARCH SAMPLES

In selecting documents to be analysed, the entire HEI population was targeted, i.e. all 25 HEIs which participated in decentralised actions of the Erasmus sectoral programme in the period between 2009 and the end of 2013/2014. The total number of analysed documents, on which the results of this study are based, is 174. Out of this number, narrative final reports account for 81 analysed documents, whereas mobility rulebooks, strategic documents, Erasmus Policy Statement[7] (as a part of the Erasmus University Charter), and Erasmus University Charter applications account for 17, 27, 25 and 24 documents, respectively. The universities delivered all of the requested documents, while some were missing in the cases of polytechnics and schools of professional higher education. Polytechnics mostly failed to deliver institutional mobility rulebooks and one application for the Erasmus University Charter, while schools of professional higher education most often skipped mobility rulebooks and strategic documents. This information is presented in more detail in Table 2.

Table 2. Analysed documents by HEI type

TYPE OF DOCUMENT	HEI TYPE			TOTAL
	UNIVERSITY	POLYTECHNIC	SCHOOL OF PROFESSIONAL HIGHER EDUCATION	
NARRATIVE FINAL REPORT FROM RETURNING INDIVIDUAL ERASMUS MOBILITY PARTICIPANT	31	31	19	81
MOBILITY RULEBOOK	7	8	2	17
STRATEGIC DOCUMENT	12	13	2	27
ERASMUS POLICY STATEMENT (EPS)	7	11	7	25
APPLICATION FOR THE ERASMUS UNIVERSITY CHARTER	7	10	7	24
TOTAL	64	73	37	174

The questionnaire was to be administered by 25 central Erasmus Coordinators at 25 HEIs which partook in decentralised activities of the Erasmus sectoral programme in the period between 2009 and the end of the academic year 2013/14. A total of 29 HEIs held the Erasmus University Charter in that period, but the analysis did not include HEIs that had merged in the meantime or that did not use the opportunity to participate in the programme. Since the primary goal of the questionnaire was to understand the permeability of internationalisation on all institutional levels, and since non-integrated universities – consisting of a number of legally independent constituent units – played a key role in HEI internationalisation, the central university coordinators were required to deliver the names of individuals who were charged with tasks related to Erasmus implementation on the constituent unit level. Thus, the final mailing list consisted of a total of 196 potential respondents to whom the link to the questionnaire was sent; this was the population of individuals responsible for Erasmus implementation at Croatian HEIs. The data presented in this report are based on 88 duly completed questionnaires. Out of this number, 73 respondents (83%) were employed by universities (or their constituent units), 10 respondents (11%) by polytechnics, and five (6%) by schools of professional higher education. The collected data encompassed 22 HEIs: seven universities, 10 polytechnics and five schools of professional higher education. At schools of professional higher education and

7, The Erasmus Policy Statement is a document which constitutes a part of the Erasmus University Charter and contains an HEIs goals in the area of internationalisation. After signing the Erasmus University Charter, all HEIs were obliged to publish this document on their website.

polytechnics as well as at two smaller universities (Juraj Dobrila University of Pula and the University of Dubrovnik), the questionnaire was completed by respective central Erasmus Coordinators only (i.e. the one person officially in charge of Erasmus implementation at each institution). At larger universities, the questionnaire was also completed by persons who were charged with some of the tasks related to Erasmus implementation at the constituent unit (i.e. faculty) level, or else by persons within various university departments or faculty departments in the given period. The distribution of respondents by HEI type is presented in Table 3 below.

Table 3. Distribution of respondents with respect to the level of responsibility, by HEI type

HEI TYPE	INSTITUTIONAL LEVEL OF RESPONSIBILITY		TOTAL
	ERASMUS COORDINATOR AT THE FACULTY, UNIVERSITY DEPARTMENT OR FACULTY DEPARTMENT	CENTRAL ERASMUS COORDINATOR	
UNIVERSITY	66	7	73
POLYTECHNIC	0	10	10
SCHOOL OF PROFESSIONAL HIGHER EDUCATION	0	5	5
TOTAL	66	22	88

The list of HEIs and the number of respondents from each type of HEI that filled out the questionnaire is presented in Table 4 below. The largest number of respondents in the sample come from the largest Croatian university – the University of Zagreb (N=35; 40%).

Table 4. List of HEIs and the number of respondents

	HEI TYPE	HEI NAME	NUMBER OF RESPONDENTS
1	UNIVERSITIES (TOTAL N=73)	JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK	10
2		JURAJ DOBRILA UNIVERSITY OF PULA	1
3		UNIVERSITY OF DUBROVNIK	1
4		UNIVERSITY OF RIJEKA	7
5		UNIVERSITY OF SPLIT	8
6		UNIVERSITY OF ZADAR	11
7		UNIVERSITY OF ZAGREB	35
8	POLYTECHNICS (TOTAL N=10)	POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC	1
9		ZAGREB UNIVERSITY OF APPLIED SCIENCES	1
10		MARKO MARULIĆ POLYTECHNIC OF KNIN	1
11		POLYTECHNIC OF KARLOVAC	1
12		POLYTECHNIC OF POŽEGA	1
13		POLYTECHNIC OF RIJEKA	1
14		POLYTECHNIC OF SLAVONSKI BROD	1
15		POLYTECHNIC VELIKA GORICA	1
16		"VERN" UNIVERSITY OF APPLIED SCIENCES	1
17		POLYTECHNIC OF APPLIED HEALTH STUDIES IN ZAGREB	1

18	SCHOOLS OF PROFESSIONAL HIGHER EDUCATION (TOTAL N=5)	RRIF COLLEGE OF FINANCIAL MANAGEMENT	1
19		UNIVERSITY OF APPLIED SCIENCES BALTAZAR ADAM KRČELIĆ	1
20		KRIŽEVCI COLLEGE OF AGRICULTURE	1
21		ALGEBRA UNIVERSITY COLLEGE	1
22		ZAGREB SCHOOL OF ECONOMICS AND MANAGEMENT	1

Considering the need to include universities, polytechnics and schools of professional higher education in qualitative research that took the form of semi-structured interviews, the initially selected sample consisted of participants from five different universities (the largest university (Zagreb), two medium-sized universities (chosen among the universities in Split, Osijek and Rijeka) and two smaller universities (chosen among the universities in Zadar, Dubrovnik and Pula)), four polytechnics and three schools of professional higher education, making a total of 12 planned interviewees. The choice of the individuals who would represent these institutions as interviewees was made in communication with the AMEUP, whose original suggestion was to interview decision-makers at HEIs, i.e. vice-rectors and vice-deans for international cooperation. However, it was soon determined that these functions at HEIs did not overlap with the period of Erasmus implementation, and it was frequently the case that the management, including the persons responsible for international cooperation, changed while Erasmus implementation was in progress. In many cases, the people who were vice-rectors or vice-deans for international cooperation at the time of Erasmus implementation were no longer available and could not be included in the research, and the people who took their place were not well-informed about the stages in programme development and their institutional impact. While studying the existing literature and formulating the hypothesis of this study, the authors noticed that the research conducted under the MOBIL project before the beginning of Erasmus implementation showed that, in practice:

> "…vice-rectors are to a very limited extent included in the activities of the international relations office, and they typically do not closely follow international relations activities on the university- or faculty/department level …. It seems that international relations offices have become the main source of information on all international issues at the university." (Dolenec, 2008: 46)

Likewise, when asked to identify people at HEIs who would be good sources of information to be collected in this part of the research (i.e. information on the history, development, processes and decision-making), neither AMEUP nor MSE representatives pointed to vice-deans, but rather to Erasmus Coordinators (or Central Erasmus Coordinators, in the case of universities) – IRO employees charged with Erasmus implementation. Since it was not possible to have a sample consisting of 12 vice-rectors/vice-deans, and since it would, from a methodological standpoint, not be advisable to interview individuals at different levels of management or administration, it was decided in the context of the above presented facts that the semi-structured interviews would be conducted with 12 (Central) Erasmus Coordinators who had held this position since the beginning of Erasmus implementation. The realised sample was thus fully in line with the initially planned sample in terms of HEI structure.

2.3.2. RESEARCH PROCEDURE

In January 2015, the MSE sent a letter to the legal representatives of each of the HEIs that participated in the Erasmus sub-programme during the reference period, in which the aims, objectives and planned design of the research were described. The HEIs were kindly asked to cooperate and participate in the research.

The AMEUP provided access to the narrative final reports of returning individual Erasmus mobility participants, Erasmus Policy Statements and applications for the Erasmus University Charter (EUC).[8]

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8, The Erasmus University Charter (EUC) is a written document approved by the Education, Audiovisual and

At the end of January 2015, the examined HEIs received an email in which they were asked to deliver their mobility rulebooks as well as their strategic documents, in which international cooperation, mobility and internationalisation objectives were defined. A repeat request was sent to same HEIs at the end of February 2015. The analysis of the received documents was complete by the beginning of April 2015.

The survey was carried out online during April and May 2015. The tool used was LimeSurvey with tokens. The procedure is explained in more detail in the section on research ethics. All respondents from the list (N=196) first received an email with information on the survey and the questions from the questionnaire, which potentially required preparation and data collection (concerning e.g. types of study programmes, provision of courses in foreign languages, valorisation of teachers providing courses in a foreign language, provision of other additional forms of education, development programmes or consultations for foreign and domestic students, etc.). Respondents were instructed to consult other staff members at their institutions in order to obtain the information required to answer the questions. One week thereafter, the first invitation to participate in the survey was sent, together with the link to the online questionnaire. Over the subsequent three weeks, two reminders were sent. The total response rate was 45%.

Semi-structured interviews were conducted in June and July 2015. The interview protocol consisted of questions to guide the interview coordinators from the point at which each HEI first began to implement Erasmus activities up to the present time. The interviews were designed to explore in more detail the important questions related to the ways in which Erasmus activities facilitated change in all of the important segments of each HEI, from their social structures, through their participants, to their goals and technologies. The MSE and the AMEUP informed the participants of the planned interviews ahead of time. Most interviewees were contacted by email, and only a few were contacted by telephone. The average duration of the interviews was 60 to 80 minutes. They were recorded and later literally transcribed. The majority of interviews were conducted in person, and only one interview was conducted via Skype.

2.3.3. DATA ANALYSIS

The analysis of the collected documents began in April 2015 and it consisted of both a quantitative and qualitative content analysis. The quantitative method was used to analyse the information contained in the applications for the Erasmus University Charter, the strategic documents and the mobility rulebooks. A matrix containing relevant questions was designed for each type of document. Responses were entered into the statistical data processing application IBM SPSS. Narrative reports and statements on the recommendations for Erasmus meanwhile underwent a qualitative content analysis. The information was coded and analysed according to five research questions that addressed: (1) the European dimension; (2) the development of institutional capacity for international mobility; (3) the internationalisation of the curriculum; (4) the social dimension in international mobility; and (5) international partnerships.

In describing the responses to each question included in the questionnaire, standard descriptive statistics measures were used: the arithmetic mean and standard deviation for quantitative variables, and percentages and response rates for each qualitative variable category. Due to a relatively small

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Culture Executive Agency (EACEA). The Erasmus University Charter states the basic principles that each HEI must adhere to in organising and implementing high-quality mobility and cooperation as well as the conditions that the institution must accept with a view towards ensuring high-quality provision and procedures as well as securing reliable and transparent information (Source: LLP Guide 2013). Three types of Erasmus University Charter were available under the Lifelong Learning Programme. Under Erasmus+ (2014-2020), they have been replaced by a single document, called the Erasmus Charter for Higher Education (ECHE). This document provides the general quality framework for Erasmus+ funded European or international cooperation activities carried out by HEIs. In the context of the Erasmus+ Programme, the ECHE is a prerequisite for HEIs in any of the listed countries to apply for the activities of individual learning mobility and/or cooperation for innovation and the exchange of good practices.

sample size as well as unequal sizes of the compared groups, non-parametric tests were exclusively used in the statistical analysis. With contingency tables and chi-squared tests, the correlation among various qualitative variables was determined (a more appropriate test was used for 2x2 tables – Fisher's exact test). In order to determine the impact of the Erasmus sub-programme on HEIs in different categories, each research question was subjected to the following analyses:

1. determining statistically significant differences in the presence of specific activities at HEIs using the chi-squared test;
2. at institutions where such activities were identified, the chi-square test was used to examine whether Erasmus was the initiator of these activities;
3. at institutions where such activities were identified, the Kruskal-Wallis test was used to determine statistically significant differences in the degree to which Erasmus contributed to any progress made in these activities in the period between 2009 and 2013.

The IBM SPSS statistical analysis software package was used for data processing. All statistical tests were carried out at the 5% significance level (p<.05).

All conducted interviews were coded and transcribed, and then further coded using NVivo 10 qualitative data analysis software. The key strategy for top-down coding from the transcript was a thematic analysis, whereby research questions constituted the initial thematic matrix. These questions addressed the inclusion of the European dimension in strategic documents, the development of institutional capacity for international mobility, the internationalisation of the curriculum, and the social dimension of education. All themes and sub-themes were coded on the basis of their content, using the method of cross- and inter- participant/transcript comparison. The comparison yielded many themes that were planned under the protocol, as well as many emerging themes that were explored in the interviews with (Central) Erasmus Coordinators. Data was coded by three HEI type groups first: universities, polytechnics and schools of professional higher education. Next, all codes were compared and thematic units were determined for a joint analysis (using the comparative method) of all of the HEIs. The results by HEI size were compared in order to identify key similarities and differences between universities, polytechnics and schools of professional higher education with respect to their size.

2.3.4. RESEARCH ETHICS ISSUES

Research ethics were addressed in the context of contact with research participants, informed consent and responsibility towards participants. Since three different research methods were employed on somewhat different populations, each method involved different ethics considerations. From the beginning of research, the researchers were aware of the sensitivity of the collected information, since the research mainly targeted administrative staff rather than management. As such, by providing well-intended observations or criticism, participants were potentially putting themselves in an uncomfortable situation, both within their institutions and with respect to the AMEUP. Furthermore, there was some concern that the participants might be wary of presenting their institutions in a negative light while completing the questionnaire and, particularly, in the semi-structured interviews. In the document analysis phase, the so-called narrative reports were examined, together with the applications for the Erasmus University Charter. Tokens were used in conducting the survey, which allowed researchers to conduct the survey on the targeted (intended) sample and track the completion of questionnaires by individual participants, but it was not possible to connect individual respondents to the responses that they provided.

The identities of the respondents remained known to the researchers only. Respondents were granted confidentiality of their responses, which were analysed collectively rather than at an institutional level. In the context of semi-structured interviews – in which interviewees were expected to talk about their jobs and any related problems in a spontaneous and relaxed way – confidentiality is

always a sensitive issue. Therefore, the researchers decided to protect the confidentiality of collected research data by providing only a collective presentation of data obtained by all three methods, and by keeping the identity of the participants in the semi-structured interviews known to the researchers only. Participant information was coded in the analysis and the data was processed in such a way as to minimise the possibility of connecting respondents with their responses. It was not possible to ensure such a confidentiality level in the case of the semi-structured interviews, especially with university representatives. However, the interviews were arranged independently of the AMEUP, and the AMEUP was not informed of the identity of the selected interviewees. Furthermore, the interviewees were informed of the purpose of the interview and the data analysis protocols ahead of time, so they could provide informed consent. Due to the sensitivity of the topics covered, the use of interviewees' codes was avoided by presenting the results in the form of interview sections, so as to avoid the possibility of linking a code with an interviewee's description, which would have potentially revealed the interviewee's identity.

2.4. OVERVIEW AND DISCUSSION OF THE FINDINGS OF THREE RESEARCH METHODS

2.4.1. THE BEGINNING OF ERASMUS IMPLEMENTATION AND PROGRAMME OBJECTIVES ON THE HEI LEVEL

Projects and programmes aimed at preparing Croatian public universities for Erasmus activities, as the most important academic programmes, were implemented much ahead of time as well as immediately prior to the beginning of Erasmus implementation, as evidenced in various publications and reports focusing on enhancing the mobility of the Croatian academic community (see IDE, 2008). Preparation activities were particularly extensive at the four largest Croatian universities (i.e. those of Zagreb, Split, Osijek and Rijeka), where IROs were founded in 2001 under the EU TEMPUS project "Development of University International Offices in Croatia," led by the University of Zagreb. IRO staff were systematically educated in the period preceding Croatia's participation in the Erasmus sub-programme (Doolan and Dolenec, 2008). This was also confirmed by interviewed Central Erasmus Coordinators from large universities, who had a chance to learn about Erasmus implementation from administrative staff abroad. Smaller universities were founded after the TEMPUS project was implemented, so their preparation for Erasmus implementation was less systematic. This was evident in the early stages of Erasmus implementation. The University of Zagreb had all of the documents ready, including all of the necessary rulebooks and protocols, several years prior to the beginning of the implementation, as confirmed by their pre-implementation SWOT[9] analysis (Farnell, 2008). Due to its size and the independence of its constituent units, the University of Zagreb had to plan its activities ahead of time, which gave the institution an edge in the implementation process, as confirmed by one interviewee:

> We are such a big institution and a high level of organisation is essential. The University is not integrated, which means that you have to have some common rules that will be binding to a certain degree for all 33 constituent units, each of which has its own specificities. Therefore, the University had everything ready several years before Croatia joined the Programme and paid the participation fee. A lot of things had to be addressed ahead of time and we continued to do that throughout the implementation. We developed our own rules and defined everything even before the rules of the Programme were officially published.


9, SWOT analysis is a strategy development instrument. It identifies four aspects (strengths, weakness, opportunities and threats) of a situation for which an action strategy is to be developed.

IROs[10] at other universities depended largely on the enthusiasm of their respective, competent vice-rectors in preparing the Erasmus University Chapter and strategy at the beginning of the implementation. Very often, vice-rectors were the ones to say: "We must do this, let's do this," even if it was not accompanied by strong enthusiasm or motivation. But there were some enthusiastic vice-rectors and other professors, generally those who participated in some international cooperation projects, who played an extremely important role in this area at smaller universities, and continue to do so.

> …[T]he professor… who was [the vice-dean] at the beginning… he was strongly focused on international cooperation and was personally very active in terms of both national and international cooperation when he first came to the University. He simply felt the need for internationalisation; he understood its importance... The vice-dean was very enthusiastic, and we felt that a strategy stating the direction in which we wanted to go with respect to international development would give more weight to efforts in this area. Because, until then, nobody at the University specifically dealt with international development.

According to the analysed documents, all of the universities embarked on the Erasmus sub-programme by stating the expected impact in the Erasmus Policy Statement. They all clearly expressed the expectation that Erasmus activities would help boost the numbers of graduates and researchers, strengthen relations with partner institutions, reinforce the links between education, research and business, and increase the quality of university teaching and research as well as the quality of university funding. Therefore, accepting these priorities and positioning themselves accordingly shows an apparent tendency towards the European dimension on the one hand as well as high expectations of the Erasmus sub-programme on the other. Yet, not all universities took a thorough, analytical approach when considering mechanisms on the basis of which Erasmus activities might make such impacts. This will become particularly evident in the chapters to follow. Here we only briefly look at universities' expectations of Erasmus impact at the beginning of the implementation. Impact is achieved on the basis of the impact chain. It includes input at the beginning of project implementation, project activities, specific outcomes of such activities and any impacts that such outputs might achieve. Input, activities and outcomes occur in a certain socio-political context on which they depend and which affects final impacts.

Illustration 1. Impact chain
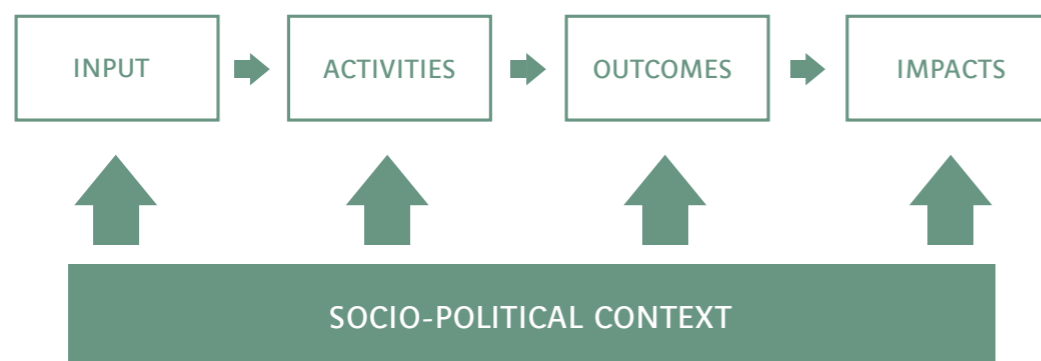
In order for Erasmus activities to achieve an impact in various areas, it was necessary to define objectives as well as strategies and deadlines for their realisation. Furthermore, it was necessary to monitor the realisation of these objectives, as well as any related outcomes, in order to identify the impact of such outcomes. Document analysis showed differences in the ways that universities elaborated mobility objectives. Five universities set quite clear mobility objectives that were nonetheless relatively unrealistic, at least initially. Some of them included targets for: student and teacher participation rates (e.g. participation of at least 3% of teachers and 3% of students in exchange programmes; or participation of 5% of students); an outbound mobility rate of 20% of the total graduate population along with a matching inbound mobility rate; increased inbound and outbound mobility at an annual rate of 10% by 2020; approaching a 15% student mobility rate by 2017, etc. Since institutions do not allocate any funds from their own sources for these purposes and, in working towards these mobility targets, rely almost exclusively on Erasmus funds awarded by the AMEUP, which can cover the costs of only 1% of mobile students, it is unclear how these institutions intended to meet such objectives. Additionally, HEIs have emphasised the need to remove obstacles to student and staff mobility by investing further in motivation, education and information dissemination activities with respect to mobility developments, trends and requirements. Such objectives were not identified in the available documents of two universities. In large, non-integrated universities, the constituent units could and did independently adopt their own international cooperation development strategies and set their own mobility targets. The questionnaire results showed that, out of 65 valid responses by coordinators from universities and their constituent units, as many as 92% stated that their home institution adopted a strategy and 55% reported that the adoption of that strategy was motivated by Erasmus participation. However, constituent units of large universities as well as departments of small universities are to a great extent bound by the decisions of university management with respect to Erasmus. The management decides on the distribution of funds and on the mobility activities undertaken. Therefore, although strategies adopted at lower levels are praiseworthy, they can by no means replace the strategies passed at the central decision-making level.

The polytechnics joined Erasmus less prepared, yet very motivated in some cases. As was observed in the interviews, motivated vice-deans for international cooperation played a key role in Erasmus implementation. They based their enthusiasm and drive for mobility development at their respective institutions on their own positive international cooperation experiences. However, coordinators at polytechnics, more often than those at universities, made statements such as "we had to do it to be competitive" or "this is important for us to be able to network on the EU level." This indicates a market-based approach to internationalisation. This different approach to Erasmus that was observed among the polytechnics is reflected in their Erasmus Policy Statement, wherein they expressed the expected impact of Erasmus participation in five priority areas as defined in the document "Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems".[11] They focused to a greater extent on cooperation with the business sector and on responsibility towards the local community. However, mobility objectives and strategies that were to lead to the desired outcomes and impacts were less well-developed in the case of polytechnics than in that of universities. Out of the ten polytechnics that delivered their strategic documents, eight quoted objectives related to mobility. However, very few of these developed specific objectives, while others listed only general goals, i.e. they stated that increased mobility was needed, but they described neither the steps needed to achieve that nor the targeted mobility rates. Two polytechnics stated specific objectives. One of these defined that at least 1% of students and 2% of teachers should be covered by mobility processes, while the other set the target of a 10% annual increase in outbound and inbound staff mobility, as well as the more general target of creating conditions to enable the intensification of two-way teacher and student mobility. Another polytechnic set a general goal of increasing the inbound and outbound mobility of students in Croatia, and the development and intensification of national and international teacher mobility, with the target of at least one mobile teacher every two years. Other polytechnics set very general goals referring to two-way student mobility, the development of mobility instruments, the establishment of partnerships with foreign institutions, etc.

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10, Depending on the HEI, the organisational units responsible for Erasmus implementation might variously take the form of offices, services, or even individual employees with additional, unrelated responsibilities, as is the case at some smaller HEIs. The present study uses the term "international relations office," as the most common type of organisational unit responsible for the coordination of Erasmus implementation at HEIs.

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11, http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF

Schools of professional higher education joined Erasmus later than other institution types (see Table in section 2.1), after having recognised the potential of academic mobility and the opportunities for student work experience placements. According to the coordinators, schools of professional higher education from the very beginning focused on using mobility as a means to enrich students' experience, motivation and knowledge as well as increase their employability. However, at schools of professional higher education – which are small, rather specialised and often privately funded institutions – it is much more difficult to reach a consensus among teaching staff and management on the benefits of Erasmus participation. In this respect, the situation at schools of professional higher education is much different than at polytechnics and, especially so, at universities.

The combination of all of these factors … a lack of interest and, partly, a lack of support. "Do we need that? What is in it for us? What is the point of all of this?" It is often viewed only as a benefit in the reaccreditation process. The recurring question is: "How are we going to pull this through?" We are too small. Do we really want to go through the entire accreditation process for new study programmes, such as joint degree programmes. How much energy will it require? Do we want that and do we need that, since we already have a lot on our plates in terms of administrative requirements…

Many believe that we should not be sending our students abroad. We want them to receive high-quality education here and stay here. As for the three-year study programme, the general attitude at the institution is that such programmes should focus on the Croatian market… Management believes that we should be primarily preparing students for the Croatian labour market. If someone embarked on such a programme, they should get good education and stay in Croatia.

The documents elaborate such expectations to some degree, yet, in planning mobility, the emphasis is strongly on study programmes and students, rather than on teachers. The Erasmus Policy Statements of schools of professional higher education mostly stated that Erasmus participation would contribute to an institution's visibility; that the inbound and outbound student and staff mobility would help improve the quality of programmes and teaching; and that it would increase students' motivation and completion rates. Erasmus participation was expected to improve foreign language skills, promote diversity and tolerance as well as intercultural development, and some schools of professional higher education also saw it as an opportunity to secure additional sources of funding. The limited importance that (at least for now) schools of professional higher education give to Erasmus is also evident in the fact that only two schools of professional higher education delivered strategic documents in which mobility development objectives and institutional strategies were elaborated. However, these institutions annually realise very few mobilities (i.e. 1-5). Available documents from just two institutions contained objectives aimed at supporting and implementing international exchange among teachers and students, forging cooperation with foreign institutions, etc. However, there are no specific objectives to be achieved.

2.4.2. DEVELOPMENT OF INTERNATIONAL COOPERATION AND ACADEMIC MOBILITY

DEVELOPMENT OF INTERNATIONAL COOPERATION

Most universities had international partnerships, various bilateral agreements or individual departments/professors who worked on international projects. MOBIL reports (IDE, 2008) identified academic mobility activities prior to Erasmus which were based on several established mobility programmes, such as Fulbright, Tempus Individual Mobility Grants and the Central European Exchange Programme for University Studies (CEEPUS), as well as programmes implemented by the Open Society Institute and Central European University. Inbound mobility realised under the first three aforementioned programmes was coordinated by the MSE and the IROs at universities. In that respect, universities were directly involved in those activities. However,

universities were not very active in terms of outbound mobility prior to Erasmus implementation. Another, probably more prominent, difference between these pre-existing programmes and Erasmus lied in the fact that, under Erasmus, universities began to adjust to students, and not the other way round. This was put well by one of the interviewees:

… Previously, the University did not adjust to students' needs; it did not accommodate students in terms of the language of teaching and other things. Students who were interested in the University would come and accept our study criteria and conditions. It is completely different with Erasmus. Now, it is we who adjust to both inbound and outbound students. Also, the Commission mandates the framework within which these adjustments are to be made, which is, actually… more or less quite complicated.

However, for some vice-rectors and professors, international partnerships and the related positive experiences were a motivation to embark on Eramus implementation with enthusiasm and expectations of valuable mutual benefits in terms of reinforced and fruitful cooperation, despite the fact that Croatia only joined the programme in the third year of its implementation. Coordinators frequently made statements such as "we came in when everyone was already well-connected" or "we were unneeded, since universities, the elite ones especially, prefer well-established, functioning cooperation." In the period of Erasmus implementation (2009-2013), all participating universities entered into multiple bilateral agreements, which defined the numbers of inbound and outbound mobility participants. The visibility of the international partnerships was most pronounced in the Erasmus Policy Statements. The institutions that Croatian HEIs forged cooperation with were most often from the EU, then from the Balkans region and the neighbouring area. Two universities were particularly oriented towards cooperation with Asia. The universities generally stated that international cooperation was identified as one of the strategic goals in their documents, and the narrative reports from three universities underline the role of Erasmus in the expansion and intensification of international cooperation with partner institutions. Yet, the questions remain: does the expansion of international cooperation really take place, and what is the execution rate of bilateral agreements?

From the interviews we learned that, at the beginning of Erasmus implementation, teachers at universities first signed bilateral agreements with those HEIs with which they had pre-existing cooperation or contacts. Coordinators stress that this is still the safest and most efficient tactic in concluding agreements even today, especially in the case of more elite universities, which tend to refuse to sign agreements absent clear and direct benefits. Elite universities do not want to sign or endorse any agreements that will not grant mutual benefits, meaning that any partner institution should be an appealing host institution to their students and staff. However, the criterion of mutual benefits has become increasingly important for our universities as well. All universities hold a large number of agreements that have been acted upon only once or never. Mutual benefits are thus relatively rare and are the basis for only a minority of agreements. The interviews reveal that universities actively implement only 20% of such agreements. Coordinators at large universities warn that, in signing bilateral agreements, quality should be given priority over quantity. Compatibility of study programmes should be taken into account, since it is a prerequisite for the realisation of mobility between institutions. Recognition of ECTS (European Credit Transfer and Accumulation System) credits will be discussed in more detail in the chapters to follow, but it should be mentioned here that incompatible programmes in bilateral agreements often cause major difficulties for the students and ECTS coordinators alike:[12]

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12, The role and scope of work of an ECTS coordinator is regulated under general HEI documents. ECTS coordinators inform students and teachers about ECTS, including the compatibility check process between a study programme at the home institution and the courses that a student has chosen at a host institution. ECTS coordinators also often coordinate activities related to Erasmus implementation at university constituent units (faculties).

This is a real problem for students ... The student is the one who should look at the programme and assess its compatibility. However, very often the student has to cancel mobility after being selected for the grant because he cannot find any compatible courses. This is how Erasmus works. The coordinator signs learning agreements in advance of mobility, guaranteeing recognition. When differences between study programmes are too significant, a lot can change once the student arrives at the host institution, regardless of the agreements signed with respect to recognition. It can happen that the student cannot participate in any of the available courses, or in only a few of them. He might also choose completely irrelevant courses, since only those are available. Once the student returns to his home institution, he will have problems with recognition.

However, "lost time" in administrative tasks is perhaps an even more interesting and important topic. Indeed, much less time gets spent on comparisons preceding the compilation of learning agreements if ECTS coordinators, heads of departments or any other individuals responsible for approving such agreements are assured of the compatibility between two programmes of study. A high degree of compatibility makes ECTS coordinators' job much simpler, while a low degree of compatibility is a potential source of numerous difficulties.

Additionally, the host institution can change its curriculum. This means that you cannot be certain that you will not have problems with some universities that you previously did not have any recognition problems with, especially if the degree of compatibility is just sufficient for the recognition to be possible...

This is why coordinators suggest the careful selection of study programmes, but they point out that this has been difficult to agree upon with constituent units of non-integrated universities, and even with departments at integrated universities.

At polytechnics and schools of professional higher education, bilateral agreements are also signed based on pre-existing cooperation established by individual professors. In addition to academic student mobility, these HEIs particularly value mobility for work placements. Therefore, they tend to conclude agreements with different types of institutions. However, under Erasmus, and regardless of the type of institution that they enter into a bilateral agreement with, schools of professional higher education have, more often than universities, received official bilateral cooperation proposals from institutions with which they had no pre-existing cooperation or contact. Such cases have been very rare at universities, and such cooperation has usually been initiated by numerous student enquiries. It seems, according to coordinators, that these HEIs are much more concerned with the level of programme compatibility before entering into bilateral agreements. This is especially true in the case of schools of professional higher education, which have very specific programmes and, consequently, face the most pronounced recognition problems. Nonetheless, even when somewhat compatible programmes are identified, some schools of professional higher education still have to tackle the contextual, i.e. social and political, specificities of their programmes in order to facilitate a certain degree of student mobility. Indeed, programmes of study in some fields are largely based on national laws and legislation, making such knowledge non-transferable. The need for compatibility in other areas is therefore even more pronounced. It is thus not unusual for the vice-deans for international cooperation to work with IROs in identifying potential Erasmus partners among foreign HEIs. However, they frequently face negative responses in those efforts.

Well, when we began implementing Erasmus, we first signed an agreement with this university because we had pre-existing cooperation with it, and we knew it had potential, since it had expertise in the same area as us. After that, we began searching for new potential agreements, which proved to be a very difficult task at first, since all of the major universities abroad had already signed many agreements. Then we focused on smaller universities and... My boss... as a rule, he arranged meetings and discussed international cooperation, since it is

easier to agree on it in person than by sending an email and waiting for a reply. Sometimes I never even received a reply.

Likewise, HEIs often look for partners through their HEI networks.

So, in addition to the existing bilateral partners, we actually found more Erasmus partners in other ways, such as by recommendation. For example, we had a bilateral partner in some country, a foreign HEI, whose staff then recommended us to their contacts. In that way we expanded our partner network.

Since many HEIs – mostly universities – stated that they wanted to "expand and intensify international cooperation," an interesting question that came up was that of the potential of such bilateral agreements to foster other types of inter-university, i.e. inter-institutional cooperation. The questionnaire examined four indicators referring to the development of international partnerships.

Three types of assessment were made for each of the indicators:

1. Whether the activity at the HEI at which the respondents were employed existed during the reference period
2. Whether the launch of the activity resulted from Erasmus participation
3. The extent to which Erasmus contributed towards any progress made in the implementation of the activity

As indicated by the results presented in Figure 1, all of the respondents who answered this question reported an increase in the number of partner HEIs as compared to the period preceding Erasmus participation. The majority of them agree that it was Erasmus that actually set this process into motion. At almost all examined institutions, respondents also reported an increase in teachers' participation in international conferences and projects, and an increase in the number of international publications with foreign co-authors, foreign editors or foreign language content. However, the increased number of international publications was to a much lesser degree attributed to Erasmus than was the increase in the number of partner institutions. Only one third of respondents reported that increased participation in international conferences and an increased number of international publications were a result of cooperation activities under Erasmus, whereas about half of respondents attributed increased participation of teaching staff in international projects to Erasmus. No statistical differences were found in the trends related to these activities under Erasmus with respect to the type of HEI in question.

Figure 1. Indicators of development of international partnerships – implementation of the activity at the institution and the launch of the activity as a result of Erasmus participation

INCREASE IN NUMBER OF PARTNER INSTITUTIONS (AS COMPARED TO THE PERIOD BEFORE PARTICIPATION IN THE ERASMUS PROGRAMME) — 81 / 75

INCREASE IN TEACHERS' PARTICIPATION IN INTERNATIONAL CONFERENCES — 78 / 29

INCREASE IN THE NUMBER OF INTERNATIONAL PUBLICATIONS (WITH FOREIGN CO-AUTHORS, FOREIGN EDITORS OR FOREIGN LANGUAGE CONTENT) AS A RESULT OF CONTACTS ESTABLISHED THROUGH ERASMUS — 74 / 27

INCREASE IN TEACHERS' PARTICIPATION IN INTERNATIONAL PROJECTS (RELATED TO TEACHING OR RESEARCH) — 74 / 46

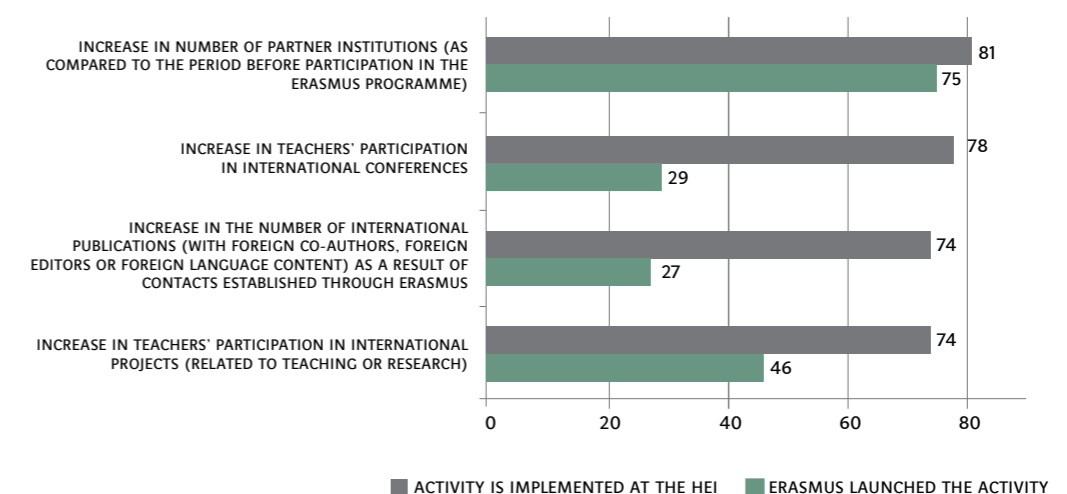■ ACTIVITY IS IMPLEMENTED AT THE HEI   ■ ERASMUS LAUNCHED THE ACTIVITY

Figure 2 shows average estimates of Erasmus impact in the case of international partnership development indicators, in descending order, beginning with the indicator with the highest average. As stated above, respondents assessed that Erasmus at their home institutions most strongly impacted the number of partner institutions (53% of respondents reported a very strong impact, and 25% reported a strong impact). A moderate impact was reported in the case of increased participation of teaching staff in international projects, and a weak impact was reported in the cases of the participation of teaching staff in international conferences and an increased number of international publications. The results are not surprising, since the scope of teacher participation in Erasmus in Croatia was modest, which is not unusual for a programme that primarily targets student populations. Indeed, only 417 teachers from HEIs participating in Erasmus realised short-term mobility (i.e. up to a week) for purposes of professional development (e.g. conferences, seminars, language courses and job shadowing). None of the international partnership development indicators exhibited any statistically significant differences in Erasmus impact with respect to the type of HEI in question.

Figure 2. Indicators of the development of international partnerships – average assessments of Eramus impact
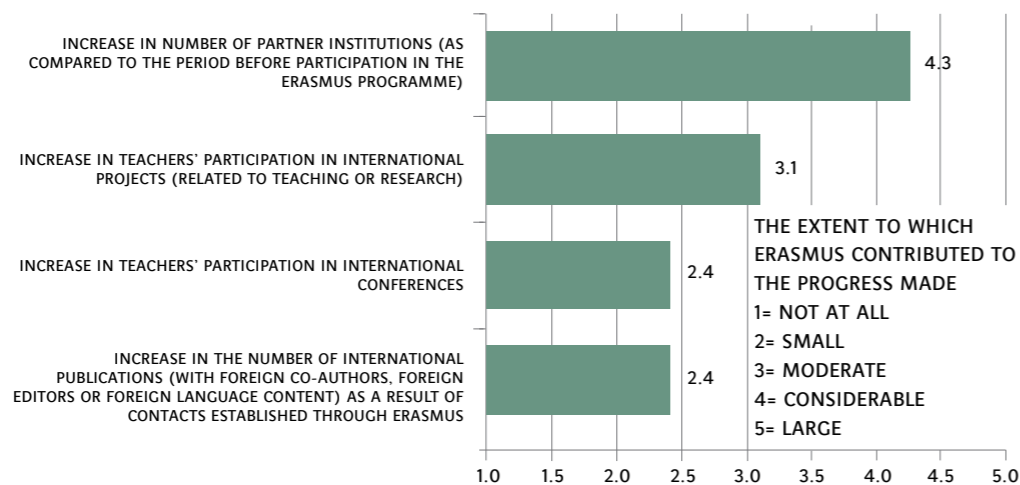
These results were to be expected, since Erasmus is primarily focused on academic mobility and teaching activities at HEIs, while international conferences and publications are more closely related to research activities. Erasmus might help develop research cooperation, but it cannot be expected to be the driving force behind such development, especially at institutions like polytechnics and schools of professional higher education, where research activities are either non-existent or only of secondary importance. Furthermore, it should be noted that this research targeted mostly Erasmus Coordinators (and ECTS coordinators in the case of the questionnaire), who are primarily in charge of the implementation of decentralised Erasmus activities. These activities include the mobility of students, teachers and non-teaching staff, with students being the main target group. This research thus addresses centralised Erasmus activities to a much lesser extent; such activities have much greater potential to develop cooperation and outcomes in research activities at HEIs.

As for the centralised Erasmus activities, a total of 19 projects were implemented, all at universities. Since HEIs apply directly to the European Commission in the case of centralised activities, neither the AMEUP nor the universities have timely and comprehensive information on the applicants from Croatia, the approved projects or the participants in such activities at individual universities. The small number of centralised activities involved even fewer participants from polytechnics and schools of professional higher education. Although IROs at these smaller HEIs are expected to be directly involved in the proposal submittal process for centralised activities, we interviewed representatives from four polytechnics and three schools of professional higher education which did not partake in such activities. We cannot therefore draw any general conclusions concerning

the impact of centralised Erasmus activities on the development of research activities at HEIs. Nonetheless, on the basis of the conducted interviews, we do consider it important to warn that there seems to be significant room for improvement in HEIs' capacity to implement current, centralised Erasmus+ activities that are intended for HEIs. This is particularly true in the case of non-integrated large universities, where such activities are instrumental in increasing institutional efficiency in the development of internationalisation. Centralised Erasmus activities were a recurring topic in the interviews with Central Erasmus Coordinators at universities. In this area, IROs face problems that may seem peripheral at first glance, but that are actually essential to understanding the way in which universities work as well as the evident obstacles to their internationalisation. Although IROs at universities do not coordinate centralised activities, they are still responsible for dealing with some of the related administrative tasks, such as obtaining mandate letters, which are signed by rectors in the case of university constituents, and which enable IROs' participation in centralised activities with international partners. Universities generally take these steps quickly and smoothly. They forward the letters to constituent units without keeping record thereof. However, Central Erasmus Coordinators are aware that this is not the best procedure, since no experience-based learning results from it and the universities lack records of such activities. One problem that is particularly pronounced is that IROs are not always able to help faculties and academies in overcoming the challenges that they face in connection with centralised activities; furthermore is the issue that no institutional learning takes place in terms of how to solve problems related to such activities. For already overloaded IRO staff, any additional workload that is related to centralised faculty-level activities would be excessive. There are no formal procedures at non-integrated universities that would ensure the documentation of faculty-level participation experiences with respect to centralised Erasmus activities. This fact again brings out the themes of institutional learning and exchange of experience at the institutional level, such as that of large, non-integrated universities. It seems that it would be very useful, if not necessary, to introduce rules on the exchange of knowledge related to participation in centralised Erasmus activities, both among faculties and with the central IRO office. This immediately raises the issue of currently inadequate resources and capacities, but that topic will be elaborated and discussed in the chapter dedicated to the impact of Erasmus on the development of administrative capacity.

DEVELOPMENT OF OUTBOUND STUDENT MOBILITY

HEIs address both the development of outbound mobility and their satisfaction with their own outbound mobility in different ways. Outbound mobility grew at all universities, but generally, continental universities had much higher outbound mobility levels than coastal ones. The same was true for large as opposed to small universities. Consequently, continental universities were more satisfied with their outbound mobility levels than the coastal ones. Central coordinators also stressed their satisfaction with mobility placement levels.

> With Erasmus implementation, the figures rose and the interest among students was much greater than the funding available could support. We could send more students on mobility, but they would receive smaller grants. The AMEUP decides on the maximum quota for scholarships on the national level, since the financial aspect is very sensitive in Croatia. The amount awarded is almost symbolic abroad. A foreign student might receive 200 EUR, while our students receive between 360 and 500 EUR each, which is very important for them.

Coordinators at all HEIs said that it was difficult to persuade students to apply for outbound mobility in the early phase of Erasmus implementation. It was mostly students at universities offering, among other subjects, foreign language and literature studies, who applied for mobility at the beginning, since mobility seemed to have been a more natural step for them than for others.[13] This fact indicates the role of confidence in using a foreign language as a student mobility motivator. Yet in spite that, the

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13, According to AMEUP data on the structure of the outbound student population in the period of Croatia's participation in the LLP (2009-2013), the majority of outbound students were those in social sciences, business administration and law (42.33%), followed by students in educational fields, humanities and the arts (21.8%).

analysis of narrative reports showed that, during Erasmus implementation, language preparation for outbound students was organised at only three universities, and at only two in the case of outbound staff mobility. Within two of those there was a language school operating. In narrative reports, two polytechnics pointed to the possibility of additional language classes for outbound staff, and none of them reported such a possibility for outbound students. Only one polytechnic reported that there was a language school operating under its auspices. In connection to EU language promotion, the narrative reports show that most schools of professional higher education mention opportunities for language preparation, but also state that such opportunities were not realised due to lack of demand (i.e. either students and staff alike had an adequate level of language skills, or there were no realised mobilities). According to the questionnaire results, only 13% of HEIs – including the constituent units of large universities – provided support in foreign language preparation for outbound students and (non-)teaching staff. The main reasons identified in the narrative reports for not ensuring such opportunities included compulsory foreign language courses as a part of curricula, good language skills on the part of the staff, and opportunities to attend an intensive language course at the host institution. Yet, at various points during the interviews with Erasmus Coordinators at HEIs, it was evident that despite possibly strong passive knowledge of a foreign language among students, there was still the problem of its poor active usability. Our HEIs do not create sufficient opportunities for the use of foreign languages within their programme curricula, which is the cause of low confidence in the use of those foreign languages. These problems also surface in the context of the integration of inbound Erasmus students, as illustrated in the below statement:

> *What was most absurd was that at the ... department ... nobody even acknowledged those inbound students the entire year or talked to them; the poor girls were all alone; Even if they asked something, our students would ... just look: "Don't ask me, don't ask me!."*

Unfortunately, the situation among teaching staff is no better. This will be discussed in more detail later in the text, in the sections dedicated to outbound teacher mobility and the internationalisation of programmes of study.

At schools of professional higher education and smaller polytechnics, coordinators remember the times when they had to persuade students to apply for mobility. A further increase in mobility relied on returning students' experiences, the organisation of informational invents (i.e. "info days") that took different forms at different HEIs, the establishment of the Erasmus Student Network and, more recently, the existence of various social network pages and groups that provide students with necessary information. The information obtained on the basis of document analysis shows that, in promoting outbound student mobility under Erasmus, all three types of institution employed typical promotional activities, such as public lectures, info days, posters, fliers and media promotions. However, there were some noticeable differences in approach. Large institutions tended to focus on mass promotions in the form of public lectures, events and info days, whereas small institutions tended to prefer presentations by students and teachers during lectures, one-on-one conversations, direct information provision and Erasmus coffee events. Investing in-house funds (in addition to those awarded by the AMEUP) in the promotion and organisation of mobility has seemed uncommon at Croatian HEIs. Among the few institutions that did invest their own funds in promotions, most had participated in the Programme for a longer period of time. The information collected in the questionnaire provides more detail as to how HEIs and constituent units of large universities inform students and (non-)teaching staff about outbound mobility opportunities. Almost all respondents stated that students and (non-)teaching staff at their home institution receive information and materials on Erasmus via the institution's website. The vast majority stated that students and/or (non-)teaching staff receive information on request, either in individual consultations or by email. About 63% stated that Erasmus is a topic discussed at research and teaching councils as well as at faculty or department meetings, and about 41% reported that Erasmus information is disseminated to students and/or (non-)teaching staff in the form of leaflets. The data is presented in more detail in Table 5.

Table 5. Types of Erasmus information activities targeting students and (non-)teaching staff

	N	%
MATERIALS AND INFORMATION AVAILABLE ON THE INSTITUTION'S WEBSITE	83	97.6%
ONE-ON-ONE CONSULTATIONS WITH INTERESTED STUDENTS AND/OR (NON-)TEACHING STAFF, ON REQUEST	76	89.4%
INFORMATION DISSEMINATED VIA EMAIL	68	85.0%
ERASMUS DISCUSSED IN RESEARCH AND TEACHING COUNCILS/FACULTY OR DEPARTMENT MEETINGS	54	63.3%
PROMOTIONAL ERASMUS LEAFLETS	35	41.2%

Nonetheless, Erasmus Coordinators stress the role of teachers – especially younger mobile teachers and/or foreign language teachers – in encouraging students to embark on mobility.[14] The questionnaire provides valuable information as to what additional support, other than language classes, is offered to students embarking on mobility at their home institutions, be these faculties, universities, polytechnics or schools of professional higher education. As can be seen in Table 5, all respondents reported that their home institutions provide opportunities for individual consultations with the staff of international relations/mobility offices or services. Also, a vast majority of respondents (84%) reported the organisation of Erasmus info days at their home institution, and about 70% reported the organisation of dialogues/meetings with former Erasmus students. A little over half of all respondents stated that info days on international mobility were organised at their institution, which included dissemination of information on Erasmus. The least represented type of information provision activity refers to the targeted dissemination of information on the mobility of students with disability or from disadvantaged socio-economic backgrounds. This category is, according to respondents, practically non-existent.

Table 6. Additional support for outbound students

	N	%
OPPORTUNITY FOR ONE-ON-ONE CONSULTATIONS WITH THE STAFF OF INTERNATIONAL RELATIONS/MOBILITY OFFICES/SERVICES	80	94.1%
ORGANISATION OF ERASMUS INFO DAYS	71	83.5%
ORGANISATION OF DIALOGUES/MEETINGS WITH FORMER ERASMUS STUDENTS	59	69.4%
ORGANISATION OF INFO DAYS ON INTERNATIONAL MOBILITY, INCLUDING DISSEMINATION OF INFORMATION ON ERASMUS	47	55.3%
FOREIGN LANGUAGE CLASSES PRIOR TO MOBILITY	13	15.3%
TARGETED DISSEMINATION OF INFORMATION ON THE MOBILITY OF STUDENTS WITH DISABILITIES	5	5.9%
TARGETED DISSEMINATION OF INFORMATION ON THE MOBILITY OF STUDENTS FROM DISADVANTAGED SOCIO-ECONOMIC BACKGROUNDS (I.E. STUDENT-PARENTS, OLDER STUDENTS AND OTHERS)	1	1.2%

Erasmus Coordinators stated in the interviews that the benefits of mobility are invaluable for students. These benefits include increased independence and knowledge about other cultures. The reported mobility experience is generally a very positive one. Polytechnics had very positive

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14, According to AMEUP data, 40.76% of mobile teachers have up to 10 years of service in higher education, whereas 41.56% have 10 to 20 years of service. Regardless of relative seniority (i.e. the number of years of service in higher education), the majority of Croatian mobile teaching staff uses English as the language of instruction at foreign HEIs (76.6%).

experiences in work placement mobility. They reported that students had made more progress during mobility than they possibly could have made over the course of several years in Croatia.

But, for our students, the general benefits of the mobility experience are huge! Most of them travel abroad and experience independence for the first time ... They have to find their way around as best as they can; they make contacts with other students. In terms of their future employment and contacts, this is definitely an enormous asset. So, the benefits are very high.

Yet, the majority of interviewees raised the question of why the mobility level is not as high as it could be at their respective HEI. The most common reason given came down to funding. This was the most frequently mentioned reason, regardless of the type of HEI in question. In that respect, it is very important to clarify that the financial support provided under Erasmus is intended to co-finance travel and living expenses in another county. The amount of support should cover the difference in expenses incurred between the host country and the home country.

Erasmus Coordinators stated that Croatia opted for a funding model[15] according to which, in comparison to other countries participating in the Programme, relatively few outbound mobility students receive funding, but the awarded amount is higher per student than in other European countries.[16] Yet, according to interviewees, these students largely choose western European countries and attractive tourist destinations where the cost of living is high, which makes the awarded Erasmus funds less effective at covering costs. Students generally avoid post-socialist countries (accounting for the highest share of inbound students), where the awarded grants would be sufficient to cover living costs. This fact is indicative of one of the strongest motivations to embark on mobility.[17] Funding is an especially pronounced obstacle to student mobility at polytechnics and schools of professional higher education where students (or their parents) pay tuition. These students are even less likely to embark on mobility due to insufficient funds. One coordinator at a polytechnic said:

Honestly, if it was not for Erasmus funds, there would be no mobility at all. How would students find the money to travel? They wouldn't.

Students at HEIs often complain about insufficient financial support:

Students complain ... They say that the grant is not sufficient. The cost of living is high abroad. We understand that, but we unfortunately are not able to secure additional scholarships, additional money.

However, the analysis of the document content revealed that four out of eleven polytechnics allocated additional funds to co-finance student mobility. Individual polytechnics reported that they covered travel costs and provided additional insurance coverage during mobility, or that they signed agreements with local authorities to secure additional co-financing. They also reported that Student Councils awarded additional funds and paid out lump-sum grants to some students. One school of professional higher education as well as some constituent units of large universities also co-funded student mobility. The questionnaire results show that between 17% and 26% of

coordinators reported that their respective institutions secured funds for special categories of mobile students, by either allocating their own funds or securing additional, non-Erasmus sources of funding. This shows that additional funding of mobility is rare, which in turn indicates that HEIs either place a low priority on student mobility or are unable to secure additional funds due to a poor financial situation. The question of how to make this type of funding more substantial is to be addressed and examined on several decision-making levels within the system of higher education. The topic of the financial aspect of mobility will be further explored in one of the following chapters.

Furthermore, coordinators mention other problems hindering outbound academic mobility, particularly mobility for placements. One of them refers to the argument that students are not sufficiently independent. This comment was frequently made in narrative reports from schools of professional higher education and polytechnics, as well as in interviews with coordinators from numerous HEIs.

Our students ... are rather static. A majority of them are local and they live with their parents. They have everything done for them and they do not have to work hard at anything. This is why we have had a hard time convincing them to even apply for mobility, to find the courage to go abroad. We still face that problem. We are not satisfied with the number of outbound students so we continue to put maximum effort into changing that.

Also, the fact that work placements, for example, are generally realised during the summer might be perceived as a negative factor by students from coastal areas. Indeed, during that period students from coastal Croatia often work seasonal jobs in order to make some money or contribute to their household budgets. This suggests that mobility may be viewed as a social issue. This topic will be dealt with in the final section analysing research results. The research shows that schools of professional higher education are statistically more likely to face the obstacle related to the employment status of students, since many students work and therefore cannot embark on mobility. This is not surprising, since student-parents, permanently employed students and older students attend schools of professional higher education more often than they do universities. For example, we can refer to Eurostudent results indicating that 10% of all students work between 16 and 35 hours a week, and 10% work full-time. Students enrolled in professional tertiary programmes are more typically among those employed full time: 22% as compared to 4% of those attending university study programmes. Students with demanding work schedules are also more likely to be parents and to study part-time only. These are some of the factors lowering an inclination towards mobility among students of professional study programmes, i.e. those studying at schools of professional higher education.

Another problem that universities report concerns students of double major programmes. These students regularly face a problem when embarking on mobility because their double major study programmes are specific to Croatia, so it is generally not possible to enrol in such programmes abroad. Students thus have to choose only one programme, which creates problems with respect to recognition upon return to their home institutions. But, according to Central Erasmus Coordinators, the support of individual faculties/departments plays a major role in the realisation of such mobility, as do the efforts of faculty Erasmus coordinators to engage in informal conversations with subject teachers and to help gain their support. This is one of the many examples presented throughout the report of the role of building a climate that supports academic mobility and encourages informal communication within and between institutions.

15, LLP participating countries were allowed to set the minimum grant amount or even prescribe the grant amount on the national level.

16, According to the AMEUP data, the average monthly grant awarded to an Erasmus student in Croatia in 2012/13 was EUR 414.69, while the monthly average across all participating countries was EUR 272.

17, Official Erasmus mobility data by the European Commission show that, in the period 2009-2014, the most frequent destinations of Croatian students on Erasmus mobility for studies were Austria, Germany, Italy and Slovenia. These countries as well as Spain were also the most commonly chosen for placement mobility.

DEVELOPMENT OF INBOUND MOBILITY

Inbound student mobility is overrepresented as compared to outbound mobility. It is particularly high in coastal areas and in the city of Zagreb, which is attributed to the attraction of tourism to these areas by interviewees. This is why the number of inbound students at some small coastal universities has reportedly been several times that of outbound students since Croatia became eligible for inbound mobility in 2011. Across Croatia, especially in the continental region, coordinators report that the highest share of inbound students is from post-socialist countries. The situation is somewhat different at polytechnics and schools of professional higher education, where generally lower rates of inbound mobility are mostly due to low capacities as well as a lower number and quality of bilateral agreements. According to interviewed coordinators, polytechnics and schools of professional higher education sought out compatible study programmes, which they frequently found only in south and south-west European countries, such as Italy, Spain and Portugal. Aside from this, the typical student profile is distinctly different within constituent units of large universities. Furthermore, despite the fact that many tasks related to inbound mobility at large universities are carried out by central international relations offices,[18] inbound mobility is (also) the responsibility of individual constituent units, which help inbound students with orientation, class scheduling and communication with teachers. This is particularly true of Croatia's two largest universities, in Zagreb and Split.

However, Central Erasmus Coordinators reported that levels of inbound and outbound student mobility are not uniform across HEIs. At large universities, some constituent units have comparatively higher levels of inbound mobility. The same is true of some departments of smaller universities and polytechnics. Additionally, some schools of professional higher education are ahead of others in terms of inbound mobility. The questionnaire, for example, revealed that three universities hosted a total of between 66 and 75 inbound Erasmus students between 2009 and 2013, whereas two other universities hosted between 150 and 180 Erasmus students in the same period. Concurrently, out of 11 polytechnics, four did not host a single student, five hosted between one and six students, and only two hosted a total of more than 10 Erasmus students. Schools of professional higher education generally hosted either no students or one student in this period, while one school of professional higher education reported a total of 140 inbound students. University constituent units, departments and faculties reported between zero and 400 inbound students, with marked differences in inbound mobility between individual units/departments. More than two thirds of university constituent units' employees reported fewer than 15 inbound Erasmus students in the period 2009-2013, while only 4 (6%) reported 100 or more inbound students. Based on the interviews with coordinators and on a general understanding of how HEIs function in Croatia, several factors affecting inbound mobility may be identified. One of them is that certain scientific fields and disciplines, especially in the area of social sciences and humanities, include fewer specialised courses and more general courses, which lend themselves more easily to instruction and consultation-based teaching in a foreign language. Therefore, according to reports by interviewees, the departments and faculties providing study programmes in these areas are more prone to commit to the internationalisation of the entire curriculum. The second factor refers to the quality of bilateral agreements. The HEIs at which compatibility between programmes sanctioned by such agreements is high generally have higher levels of inbound mobility. The third factor refers to the number of courses taught in a foreign language, which is a topic that will be covered in more detail in the chapters to follow. The problem to be pointed out here, however, is poor planning with respect to bilateral agreements. Indeed, some universities sign numerous bilateral agreements, but add scarcely any new foreign-language courses to their portfolios. As a result, students may – and in some cases do – arrive at the university to find that many of the courses

in which they enrolled under the learning agreement are not actually offered. This illustrates the problem of a lack of commitment to obligations assumed under bilateral agreements. At larger universities, where constituent units are legal entities, this is largely a problem of organisation: the student should have access to courses provided by other constituent units, despite the fact that the student's host institution might not have a bilateral agreement with this other constituent unit. While small universities do not face such problems, IROs at integrated universities are at an advantage, since they can organise courses in different departments, regardless of the department with which the student's HEI has a bilateral agreement. However, such arrangements call for additional effort by IROs and coordinators, since additional agreements and flexibility on the part of various persons involved are required. This is a particularly difficult situation for very large universities. The constituent units of such universities are at once non-integrated and physically dispersed. In addition to physical dislocation and incompatible schedules, there is the problem of the autonomy that each constituent unit has in accepting or rejecting additional inbound students, especially since they are not obliged to accept them under bilateral or learning agreements. Since the integration of large universities is highly unlikely in the near future, better organisation comes back to a better understanding of the commitments to international partners and inbound students that universities and faculties assume under bilateral agreements.

The questionnaire results offer insight into the activities that HEIs undertake in welcoming, hosting and providing extracurricular activities to inbound students. The results are presented in Table 7. The most common activities for inbound students include organised social events for inbound and home students (65%). Furthermore, about 40% of respondents reported the existence of a system to provide information on inbound students to teachers, organised social events for inbound students and teachers, and a teacher-mentor system for inbound students.

Table 7. Additional support for inbound (guest) students

	N	%
ORGANISED SOCIAL EVENTS FOR INBOUND AND HOME STUDENTS	55	64.7%
SYSTEM TO PROVIDE INFORMATION ON INBOUND STUDENTS TO TEACHERS	35	41.2%
ORGANISED SOCIAL EVENTS FOR INBOUND STUDENTS AND TEACHERS	34	40.0%
TEACHER-MENTOR SYSTEM FOR INBOUND STUDENTS	33	38.8%
CROATIAN COURSE WITHIN EILC (ERASMUS INTENSIVE LANGUAGE COURSES)	31	36.5%
STUDENT-MENTOR SYSTEM FOR INBOUND STUDENTS	30	35.3%
CO-MENTORING OF INBOUND STUDENTS (I.E. SHARING MENTORSHIP WITH THEIR HOME MENTOR)	26	30.6%
SUMMER SCHOOLS AND/OR WORKSHOPS IN A FOREIGN LANGUAGE	24	28.2%
ORGANISED PRESENTATIONS BY FOREIGN STUDENTS FOR TEACHERS AND HOME STUDENTS	20	23.5%
E-LEARNING SYSTEM	14	16.5%

About one third of all respondents said that their home institutions provided EILC Croatian courses during Erasmus implementation. Foreign language courses for foreign students were provided through the faculties of social sciences and humanities at the universities in Split, Rijeka, Zagreb and Osijek. Regardless of their host institution, foreign students would apply for a language course, and would then arrive two or three weeks before the beginning of the semester to complete the course. Furthermore, about one third of all respondents said that their institutions had put into place a student-mentor system for inbound students and a co-mentoring system (i.e. shared mentorship with the home mentor), and had organised summer schools and workshops in a foreign language. Fewer respondents reported the organisation of presentations by inbound students for teachers and home students or the employment of e-learning systems. Additionally, in

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18, Depending on the HEI, the organisational units responsible for Erasmus implementation might variously take the form of offices, services, or even individual employees with additional, unrelated responsibilities, as is the case at some smaller HEIs. The present study uses the term "international relations office," as the most common type of organisational unit responsible for the coordination of Erasmus implementation at HEIs.

the section where other examples were to be provided, some respondents reported the provision of assistance in finding accommodation, Erasmus Student Network branches, Erasmus Student Service Centres, etc.

As indicated by the collected evidence, there is no widespread and uniform general support for inbound students on all levels. There are pronounced differences in what individual HEIs offer to their inbound students. The satisfaction of inbound students is generally tested by survey, which will be discussed in detail in the section dealing with formal and informal procedures. The results of such surveys show general satisfaction of inbound students. Some polytechnics and smaller HEIs report that some students stay in touch with the IRO for several years after they return home. However, aside from the warm and open communication that they often establish with IROs, inbound students are, according to coordinators, poorly integrated into the academic community. The main problem arises from the fact that these students generally do not attend regular classes, but rather have individual consultations with teachers. When all teaching is consultation-based, then the integration of foreign students depends entirely on the teacher, especially if there are no activities aimed at foreign student integration that have been organised by a student network or another association. Interviewed coordinators reported that home students are rarely inclined to engage in social events and initiate informal communication with inbound students. It is often observed that inbound Erasmus students tend to become isolated, especially when a group of students comes to an institution from the same country:

> Sometimes larger groups of students come from, let's say Spain or Italy, and they group up and travel Croatia as tourists. We always wonder if we, as a culture, are so closed that they have the need to form friendships only among foreigners, and, if not, why not? Why are our students so disinterested in socialising with them? Why are they not at all interested in inbound students?

The problems arising from a strong preference for consultation-based teaching will be discussed in the section dealing with the internalisation of the curriculum. Here, we should note that there is a need to introduce some rules and mechanisms of support for the integration of inbound students on the institutional level. Indeed, as observed by de Witt (2011, according to Sweeney, 2012), one of the most widespread internationalisation myths is that larger numbers of incoming students automatically lead to a higher level of internationalisation. But, if students are not integrated and if the cultures do not meet and interact, then there is in fact no internationalisation. De Witt suggests that the process of internationalisation takes place when the focus of education is on the interaction of cultures and on what is frequently referred to as "global citizenship."

It is indeed desirable to strive for larger numbers of incoming students, but this should be accompanied by an increased introduction of teaching in mixed groups of home and visiting students as well as increased opportunities for interaction and collaboration between domestic and foreign students (ibid.). Since the approach of teachers towards teaching or students cannot be changed overnight, and since the numbers of incoming students cannot rapidly grow to levels that enable the formation of mixed groups, the focus should be placed on achievable objectives. As it was stated in the MOBIL project report prior to Erasmus introduction in Croatian HEIs (Dolenec and Doolan, 2008), when it comes to integration and interaction, all HEIs could improve their cooperation with student societies or associations of students undertaking specific fields of study.

DEVELOPMENT OF OUTBOUND AND INBOUND MOBILITY OF TEACHING AND NON-TEACHING STAFF

In contrast to their responsiveness with respect to inbound student mobility, Erasmus Coordinators were much less prone to spontaneously discuss teaching and non-teaching staff mobility in the interviews. Due to the way that inbound teaching staff mobility is organised, the extremely short period of its duration (typically one week) and the fact that visiting teachers generally arrive at the invitation of a home teacher, Erasmus Coordinators, particularly those at universities, do not have a significant role in this type of Erasmus mobility. There is also no systematic tracking of this type of

mobility at the department level nor are there surveys of students' satisfaction with visiting teachers or, more importantly, of the potential role that visiting teachers have in boosting the European/international dimension of the study programme. When asked about students' satisfaction, coordinators replied based on information gained in casual conversations with students, rather than based on any systematic information collection. Exceptions can be identified at polytechnics and schools of professional higher education, in cases where coordinators are also teachers and, as such, are more interested in inbound teacher mobility. Yet, no systematic data collection was identified at any type or level of HEI. It is very indicative to note that most universities (as many as four of them) did not specify regulations on inbound staff mobility. This is not surprising – which does not make it justified – for at least two reasons. Firstly, the quality and the content of courses offered at individual HEIs is rarely addressed by anyone other than the teachers in question. Secondly, there is generally no systematic monitoring of the quality of teaching[19] at the largest HEIs: universities. It is therefore not realistic to expect that HEIs would have in place any institutional practices aimed at monitoring the quality of visiting teachers. However, the question does present itself: would it not be important to have such practices? Would they not in some way help track the rates of inbound teaching mobility at HEIs and increase the visibility and priority of such mobility? Would they not indirectly boost the recognition of the teaching work carried out by university professors? One reason to believe that this is indeed so is that fact that, 95% of the examined Erasmus and ECTS coordinators from schools of professional higher education, polytechnics and universities reported that there is some inbound teacher mobility at their respective institution, that about 71% of them reported that Erasmus is responsible for enabling that mobility, and yet, on a scale from 1 (no impact) to 5 (very strong impact), the respondents assessed that the impact of Erasmus on teacher mobility was only moderate (the average impact assessment was 3.3). The interviews reveal that HEIs, particularly some larger polytechnics, had had long-standing cooperation with foreign teachers who regularly visited an HEI to teach some specific content in which they specialised. HEIs expressed a high level of satisfaction with this type of cooperation, yet these arrangements were made long before Erasmus was launched at any applicable HEI. The questions that can be asked are: (1) could Erasmus not be used to intensify this type of cooperation, aimed at teaching specific content that is otherwise unavailable in Croatia; and (2) what is the level of recognition of teacher mobility as an instrument of the internationalisation both of teaching content and of HEIs as such?

The interviews reveal that the prevalence of teacher mobility seems to depend on the type and size of the HEI in question. Although 93% of questionnaire respondents reported that teachers from their respective HEI visit foreign institutions and about 70% of respondents assessed that Erasmus initiated this type of mobility, the average assessment of the impact of Erasmus on this activity on a scale from 1 (no impact) to 5 (very strong impact) was 3.46, which indicates a moderate impact. However, the questionnaire results also show that the opportunities for outbound teacher mobility at universities, polytechnics and schools of professional higher education are also presented to teachers at research-teaching councils. In the interviews we have learned that it is usually the vice-dean or the commissioner for international cooperation who disseminates such information.

According to interviewees, outbound mobility displayed somewhat slower growth at smaller universities, and the level of outbound teacher mobility remained limited.[20] Central Erasmus Coordinators note that it is always the same, generally younger, teachers that engage in outbound mobility. These teachers are apparently among those generally inclined to participate in mobility. They also encourage students to embark on mobility, and support them along the way. Still further,

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19, For example, at the University of Zagreb, except for the „Letter and pencil" (*Pismo i olovka*) student survey, which is carried out once every three years and the ISVU student survey, there are no systematic qualitative indicators measuring the quality of teaching, nor are there any mechanisms to reward quality.

20, According to the accrued data for all HEIs collected by the Agency for Mobility and EU Programmes, the number of repeat mobility participants among teachers is higher than among students, with as many as 28.5% of teachers having realised more than one instance of mobility under Erasmus.

they tend to offer their courses in a foreign language, suggesting a high level of mobility culture development in those individuals.

> We really do have quite a few teachers who are active, especially among the young teachers who recently obtained their Ph.Ds. They are much more active, both in terms of their outbound mobility and in terms of the increasing number of courses that they provide in English. Those active teachers also encourage students and work a lot with both domestic and foreign students. Whenever we have a visiting professor or when something needs to be organised for visiting students, they are always there and they lend a hand. Yet, there are also those who are simply ... not very interested in that.

The few teachers engaged in long-standing international cooperation projects are also active in promoting mobility. They furthermore use mobility to make arrangements concerning international research projects, thus expanding the benefits of this type of Erasmus activity for teachers.

Larger universities saw a pronounced increase of interest in outbound teacher mobility, and eventually faced a situation whereby available mobility opportunities had become insufficient for all of the interested mobility candidates. Some universities, like the University of Zagreb, took a proactive approach in setting up formal selection criteria, whereas other universities, both large and small, generally acted retroactively, in some cases defining the criteria for grant awards only after the need to do so became evident. This, however, did not take place without some major obstacles along the way. Similarly, requirements in the form of procedures for short-term teacher mobility that have been adopted by polytechnics and schools of professional higher education are also quite incoherent (this will be discussed in more detail in the section dealing with the development of formal and informal procedures). Central Erasmus Coordinators at universities also reported that the same groups of teachers always seem to apply for outbound mobility, with some new teachers adding themselves to these groups each year. Teachers at HEIs are, neither formally nor in terms of professional advancement, rewarded for engaging in short-term mobility. One of the requirements for academic title advancement is mobility at a foreign university for a minimum duration of six months. This requirement can hardly be met based on one-week Erasmus mobility stays. This suggests that repeated mobility on the part of some teachers testifies to the fact that short-term mobility is a rewarding experience, providing teachers with benefits that are not easily measured.

According to coordinators, the situation with respect to outbound mobility of teachers at schools of professional higher education and polytechnics is still not satisfactory, although the coordinators point out that they are putting a lot of effort into changing this. Some polytechnics that insist on a transfer of experience and knowledge among staff in all areas apply the same approach to mobility:

> It was very difficult at the beginning, but now they accept it readily. They have grown to enjoy giving presentations. Upon returning from mobility, each of us shares what we did, what we learned. Learning based on a transfer of knowledge and experience takes place. There is ... information output-input that gets other teachers intrigued. The same is true of other staff.

However, despite the efforts of coordinators, an increase in teacher mobility remains an unreachable goal at many polytechnics and schools of professional higher education. The reported reasons for this are numerous, but the one that stands out is the fact that many teachers at these institutions are employed as adjuncts, and the primary job of teaching takes up most of their time. According to the questionnaire, schools of professional higher education face this problem much more often than universities and polytechnics, but the problem is still more pronounced among polytechnics than among universities. Furthermore, interviewed coordinators reported that the prescribed teaching hours are several times higher for teachers at those institutions than for teachers at universities, which makes teaching hours missed due to mobility difficult to make up for upon returning. Some coordinators mention the family obligations of parents of small children as another factor

hindering outbound mobility. Furthermore, as did coordinators at universities, coordinators at these institutions also observed that neither formally nor in terms of professional advancement was the short-term mobility of teachers rewarded or incentivised.

HEIs acknowledge the benefits of short-term teacher mobility to some degree,[21] as testified in HEI documents specifying the skills that Erasmus develops in students and teaching staff. The document content analysis showed that universities and polytechnics recognised that, upon returning from mobility, staff were more ready to provide a course in a foreign language, more actively engaged in activities involving foreign students, and ready to share the knowledge and experience that they acquired during mobility. Similar statements were found in the documents of schools of professional higher education and polytechnics. According to information obtained in the interviews and, to some extent, in the questionnaire, some universities, polytechnics and schools of professional higher education supported teaching and non-teaching staff mobility by providing foreign language courses. However, this is not a widespread practice.

Teaching staff mobility as such is a very complex topic, closely connected with the specificities of academia as a profession. Academic recognition and connections with international partners play an extremely important role in this type of mobility, and it is unrealistic to expect that teachers with age seniority who have not nurtured international relationships throughout their careers would suddenly embark on mobility and reap the benefits that such mobility brings to them and their institution. There are younger teachers who should develop and spread the mobility culture. However, the question is: do they have the motivation to do so, and would they be supported in those efforts? According to Sweeney (2012: 24), the Erasmus mobility of teachers is of great importance to HEIs and the teachers alike for several reasons. Firstly, the teachers gain first-hand experience of educational provision at foreign institutions, based on which they can recommend those institutions to their colleagues and students. This is the basis for ensuring the quality of studies abroad. Also, short-term mobility experiences lead to a higher level of commitment to the concept of mobility among staff, and to greater dedication to fostering a culture of mobility at institutions. Secondly, the exchange of teaching staff within a given subject gives students an opportunity to view that subject from a fresh perspective, and to develop language as well as professional skills, in the process. This experience makes students more inclined to embark on mobility, albeit indirectly. For HEIs, teacher mobility is an opportunity to reinforce cooperation with foreign institutions, and to expand cooperation into new fields. However, according to our research, all of these benefits have gone largely unreaped and unrecognised by Croatian HEIs. At institutions that do utilise this type of mobility, these processes are generally not systematically managed or supported, but remain largely arbitrary, depending on the spontaneous motivations and activities of teachers. In this area, HEIs have numerous mechanisms at their disposal that can be used to improve the management and formal recognition of mobility, support for mobile teachers, and the systematic monitoring, visibility and development of mobility within constituent units and departments.

Finally, it should be noted that non-teaching mobility increased slightly at HEIs as well, but to a lesser degree. Systematic monitoring or evaluation of this type of mobility is even less common, and there is no systematic management of this type of mobility, although it is strongly supported in an informal way. Coordinators reported in interviews that the value of this type of mobility, on the institutional level, lies in the fact that knowledge imparted by administrative staff abroad contributes to the development of advanced procedures at home institutions.

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21. According to official AMEUP data, in the period 2009-2013, the average duration of teacher mobility for the purpose of teaching or professional development was five days.

2.4.3. INSTITUTIONAL CAPACITY BUILDING

This section address results related to the development of the institutional, financial, administrative and academic capacities of HEIs. Even though HEI capacity has been divided into these individual capacity categories, it is important to stress that they are all interdependent, with capacity building in one of these areas being inextricably linked to capacity building in all other areas. Furthermore, some aspects can be viewed as simultaneously belonging to, for example, financial and academic capacity, but in order to present the results as clearly as possible, we had to chose only one category for each element.

INSTITUTIONAL CAPACITY

In line with the MOBIL 2010 report, the topics of institutional capacity in this report include the development of institutional offices/services that support mobility implementation, and the promotion and strategic planning of as well as the managerial approach to mobility in general.

As compared to other capacity categories – financial, administrative and academic capacity – institutional capacity primarily focuses on the "big picture" of the institutional impact of mobility.

As for the current situation regarding institutional capacity, the data collected in the questionnaire provide an assessment thereof by coordinators at universities, schools of professional higher education and polytechnics, as well as those at constituent units of large universities. In order to answer the second research question, 12 indicators of institutional capacity for international mobility were tested for in the questionnaire, as shown in Table 8. The results show that, over the five-year period, institutions developed various mobility-related capacities. The majority of respondents assessed that there was an increase in the international visibility and attractiveness of their home institutions during the reference period (98%); that academic support was available for staff and students who were interested in mobility (with respect to the application procedure, the selection of a host institution, etc.) (96%); and that progress was made with respect to ECTS recognition procedures for studies-oriented student mobility (95%). About 90% of respondents reported that their home institutions' instructional and promotional materials (e.g. student guides, promotional leaflets, websites, etc.) were published in foreign languages, that progress was made with respect to the development of these institutions' international cooperation strategies; and that non-academic support for inbound (guest) students and outbound (home) students was provided (related to subsidies, accommodation, leisure time activities, etc.). About 80% of respondents reported that progress was made with respect to ECTS recognition procedures for placements-oriented student mobility, to the establishment of international relations/mobility offices/services, and to the employment of new international relations/mobility staff. Finally, as many as two thirds of all respondents reported that foreign language training was organised for administrative and teaching staff.

Table 8. Building of institutional capacity for international mobility – description of responses

	A	B		C	
	TOTAL NUMBER OF VALID RESPONSES	ACTIVITY IS IMPLEMENTED AT THE INSTITUTION		ERASMUS LAUNCHED THE ACTIVITY	
		N	% OF A	N	% OF B
ESTABLISHMENT OF INTERNATIONAL RELATIONS/MOBILITY OFFICES/SERVICES	82	65	79.3%	41	63.1%
EMPLOYMENT OF NEW INTERNATIONAL RELATIONS/MOBILITY STAFF	82	65	79.3%	30	46.2%
ACADEMIC SUPPORT FOR STAFF AND STUDENTS INTERESTED IN MOBILITY (WITH RESPECT TO THE APPLICATION PROCEDURE, SELECTION OF A HOST INSTITUTION, ETC.)	83	80	96.4%	65	81.3%
NON-ACADEMIC SUPPORT FOR INBOUND (GUEST) STUDENTS (WITH RESPECT TO SUBSIDIES, ACCOMMODATION, LEISURE TIME ACTIVITIES, ETC.)	78	70	89.7%	44	62.9%
NON-ACADEMIC SUPPORT FOR OUTBOUND (HOME) STUDENTS (WITH RESPECT TO SUBSIDIES, ACCOMMODATION, LEISURE TIME ACTIVITIES, ETC.)	78	68	87.2%	47	69.1%
FOREIGN LANGUAGE TRAINING FOR ADMINISTRATIVE STAFF	75	50	66.7%	18	36.0%
FOREIGN LANGUAGE TRAINING FOR TEACHING STAFF	74	49	66.2%	17	34.7%
PUBLICATION OF INSTRUCTIONAL AND PROMOTIONAL MATERIALS IN FOREIGN LANGUAGES (E.G. STUDENT GUIDES, PROMOTIONAL LEAFLETS, WEBSITES, ETC.)	79	72	91.1%	49	68.1%
DEVELOPMENT OF AN INTERNATIONAL COOPERATION STRATEGY	80	72	90.0%	46	63.9%
DEVELOPMENT OF ECTS RECOGNITION PROCEDURES FOR STUDIES-ORIENTED STUDENT MOBILITY	80	76	95.0%	66	86.8%
DEVELOPMENT OF ECTS RECOGNITION PROCEDURES FOR PLACEMENTS-ORIENTED STUDENT MOBILITY	76	61	80.3%	50	82.0%
INCREASED INTERNATIONAL VISIBILITY AND ATTRACTIVENESS OF THE INSTITUTION	76	75	98.7%	64	85.3%

Respondents were also asked to assess which of the listed institutional capacity activities were set into motion as a result of Erasmus implementation. Most respondents reported that most of these activities were launched by Erasmus. The majority of respondents (i.e. over 80%) assessed that Erasmus initiated the development of ECTS recognition procedures for credits gained by students during both study periods and work placements abroad. Furthermore, Erasmus is credited for the improved international visibility and attractiveness of institutions as well as for the organisation of academic support for staff and students who are interested in mobility (with respect to the application procedure, the selection of a host institution, etc.). About two thirds of respondents reported that Erasmus is also responsible for the provision of non-academic support to both outbound and inbound students (with respect to subsidies, accommodation, leisure time activities, etc.). Two thirds of respondents also credited Erasmus for the development of instructional and promotional materials in foreign languages and, perhaps most importantly, for the establishment of international relations/mobility offices/services and the development of institutions' international cooperation strategies. Erasmus was found to be a driver of employment for international relations/mobility staff to a somewhat lesser degree (46%). One third of respondents reported that Erasmus was responsible for the provision of language training to teaching and administrative staff. Analyses of differences in the assessments of respondents with respect to the type of HEI at which they work

did not yield any statistically significant values. This means that the tendency to launch specific activities related to the development of institutional capacity for international mobility under Erasmus does not vary significantly between universities (or their constituent units), polytechnics or schools of professional higher education.

Aside from the question of whether Erasmus was in some way responsible for initiating specific aspects of capacity building, we were also curious about the comparative extent to which Erasmus contributed to the development of specific aspects of capacity building. The average assessment for each capacity building aspect is presented in Figure 3. Respondents reported that Erasmus made the strongest impact on the development of ECTS recognition procedures for studies-oriented student mobility. The average assessment for that indicator is 4, corresponding to a "strong impact:" 40% of respondents reported that Erasmus made a strong impact on progress in this area, and 34% of respondents reported a very strong impact. A strong impact was also reported in the case of increased international visibility and attractiveness of the institution, with similar percentages of respondents reporting a "strong" or "very strong" impact as with the previous indicator. The largest number of respondents reporting a "very strong" impact (42%) was registered in the case of progress made in establishing offices or services for international relations or mobility. A strong impact was also reported on the provision of academic support to staff and students who are interested in mobility and the development of ECTS recognition procedures for placements-oriented student mobility. Interestingly, respondents reported only a moderate impact on the development of institutions' international cooperation strategies, instructional and promotional materials in foreign languages, and non-academic support for inbound as well as outbound students. The weakest impact, with the average assessment ranging between "weak" and "moderate," was reported on the employment of new staff in positions related to international relations/mobility (34% of all respondents reported no impact), and on the provision of foreign language training for teaching and administrative staff (24% and 36% of all respondents, respectively, reported that Erasmus made no impact on these activities).

Figure 3. Indicators of institutional capacity building – average assessment of Erasmus impact
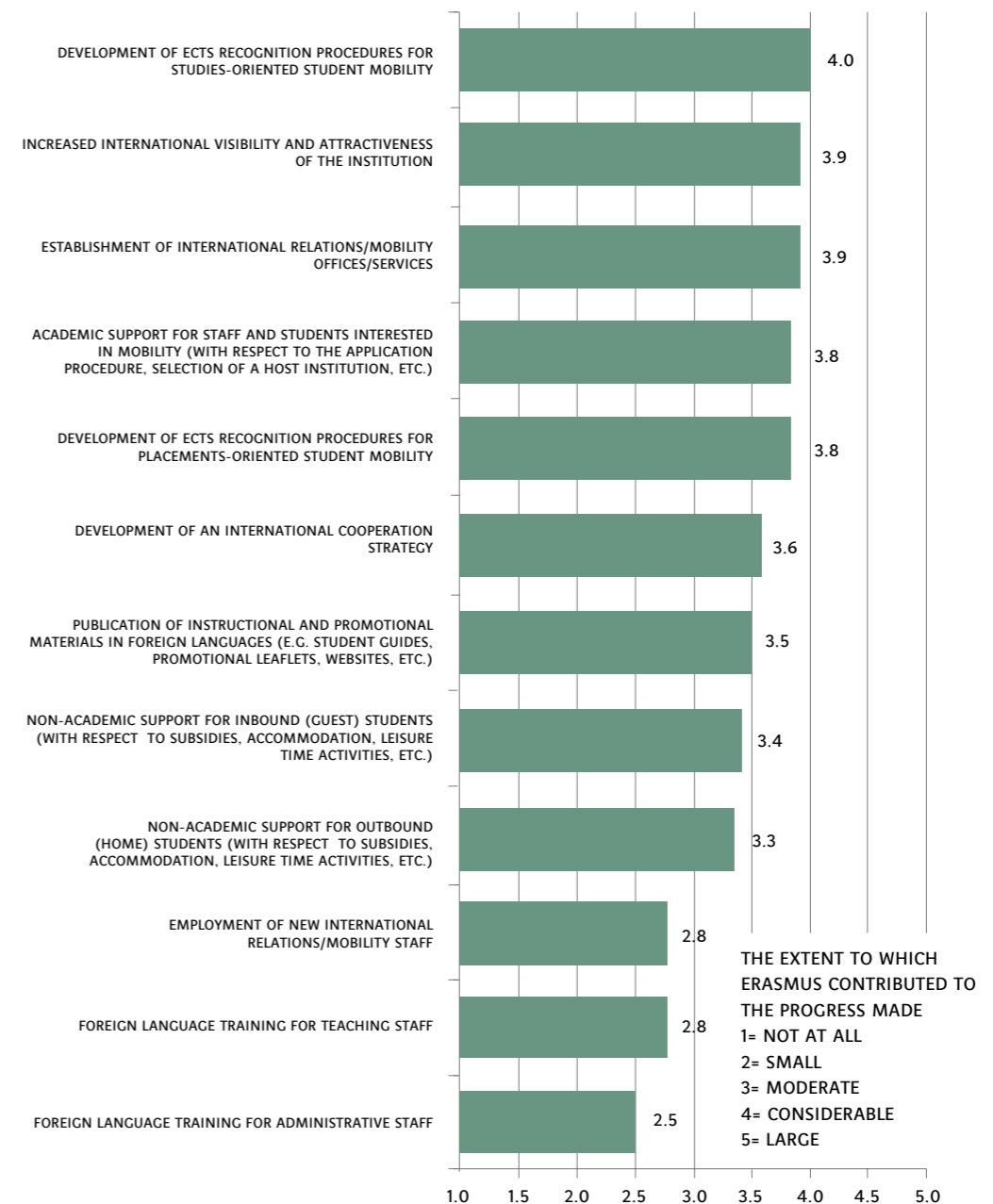
Finally, it should be noted that, according to questionnaire results, 63% of HEIs had an ECTS information package in the English language. This is a document that provides foreign students with transparent information about programmes and courses offered by Croatian HEIs as well as ECTS credits awarded for each course. The English-language ECTS information package was provided by 7 examined polytechnics (70%), 3 schools of professional higher education (60%) and 42 university constituent units (64%).[22] No statistically significant correlation was found between the provision of the ECTS information package and the duration of the respective institution's

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22, Reports by central university Erasmus coordinators were not taken into account, since they could not provide a uniform answer to this question; this was due to the fact that, while some constituent units might have English-language ECTS information packages available, others might not.

participation in Erasmus. Also, no statistical difference was found in the number of inter-institutional agreements signed by those institutions that provided the English-language ECTS information package and those that did not.

Document content analysis allows us to identify the existing aspects of HEIs' capacities and, to an extent, the level of their development. The documents reveal that international relations offices (IRO) are generally in charge of mobility processes at universities. Narrative reports show that the number of employees at IROs varies. For example, the highest number of employees working at a university IRO is nine, while others employ between two and four people. Additionally, responsibility for Erasmus implementation is shared with ECTS/Erasmus coordinators at lower levels. Furthermore, university constituent units often set up different bodies that are responsible for the coordination of mobility programmes (e.g. the Mobility Commission, the ECTS Commission, etc.), while, at higher levels, responsibility for Erasmus implementation is delegated to vice-rectors for international cooperation at universities, or to vice-deans for international cooperation within university constituent units. This is consistent with findings of the questionnaire suggesting that university constituent units, based on instructions from their central IROs and in accordance with their needs, developed their own institutional capacity for academic mobility over the years. This is very important in the context of the observations made based on document analysis – to be addressed in the section dealing with the development of formal and informal procedures – which indicate that central IROs at large universities delegated some mobility procedures to their constituent units and maintained only a coordinating role in related activities. This example clearly illustrates the challenges that non-integrated universities faced in Erasmus implementation, which will be discussed in more detail in the procedure section.

Among schools of professional higher education, there are few differences with respect to the bodies responsible for managing mobility: international relations offices manage mobility processes at four schools of professional higher education, while international relations departments do so at two; no data was reported for one school of professional higher education. The number of staff employed in international relations offices and departments ranged between one and four. No school of professional higher education mentioned any other bodies or persons responsible for mobility. At polytechnics, in contrast, document analysis showed great variety in terms of the bodies that manage mobility. It seems that institutional capacity building was less systematic in this respect than it was at universities. Development was idiosyncratic, with some offices very often simply taking on an additional role. Mobility is thus managed by international relations offices at five polytechnics, by mobility coordinators at two polytechnics, by different mobility boards at a further two polytechnics, and by the Department for Marketing, Human Resources and Public Relations at one polytechnic. Additionally, six polytechnics list other persons and bodies as responsible for Erasmus implementation: Erasmus and ECTS coordinators at lower levels, an Erasmus Board, an Educational Activity Department, a Human Resources Department, a Communication and Logistics Service, and an HEI Council.

An interesting finding of document analysis in the area of universities' institutional capacity for Erasmus implementation refers to internet websites for foreign students that contain information on application procedures, accommodations, lists of courses and other important information, as well as printed or online guidelines for students that have been prepared by all universities. Aside from universities, almost all polytechnics and schools of professional higher education set up internet websites for foreign students (websites were under construction in the cases of one polytechnic and one school of professional higher education). As far as other types of organisational support for foreign students are concerned, three universities stated that they assigned mentors (i.e. individual support) to foreign students, while all universities appointed contact persons who provided support for foreign students. Institutional capacity for mobility was also strengthened through cooperation

established with the Erasmus Student Network (ESN).[23] ESN branches were established in Zagreb, Rijeka, Split, Osijek, Zadar and Dubrovnik. Documents of the universities in these cities state the importance of cooperation with the ESN. In this context, a buddy system for inbound students was established, welcoming events were organised and integration activities were conducted. At nine polytechnics, the student councils or student associations provide support in the organisation of activities for inbound students. Additionally, all polytechnics had printed or online guidelines, five of them had an individual support (i.e. mentorship) system set up for inbound students, and eight of them reported having appointed contact persons for inbound students. Only one polytechnic made reference to cooperation with universities in welcoming inbound students and organising common activities for them. Some schools of professional higher education also stated that support for inbound students was provided by their IROs, which assist inbound students in finding accommodation and prepare welcome letters, information booklets, and welcoming as well as orientation events. At other schools of professional higher education, the international relations departments or student councils assist inbound students in finding accommodation and registering for classes, provide support by organising cultural and social activities, and provide additional information to potential inbound students and staff. Individual support (i.e. mentors) and contact persons are provided for inbound students by six schools of professional higher education. The same number of schools of professional higher education publishes printed or online guidelines for inbound students. As for cooperation with student organisations, three schools of professional higher education reported cooperation with student councils and three with the ESN.

MANAGING INTERNATIONALISATION

According to the results of the MOBIL project, which immediately preceded the introduction of Erasmus, institutional capacity for mobility at Croatian universities was, with the exception of the University of Zagreb, generally underdeveloped. In addition to noting the lack of a clear mobility strategy and of any documents and rulebooks that would lay the foundation for increased future mobility, Dolenec and Doolan drew the following conclusion on the preparedness of Croatian universities (with the exception of the University of Zagreb):

> *In conversation with staff members, it was revealed that the management's commitment to fostering mobility remained to a large extent only formal. Although official documents and the management have formally acknowledged the role of mobility in the improvement of quality and in the development of universities, there have been very few plans adopted or activities conducted in this context. None of the remaining six universities has adopted an action plan that can be compared to the one adopted by the University of Zagreb in June 2007. Universities seem to be waiting for the MSE to introduce the Erasmus programme, and to then start adjusting to the new situation. (2008: 54)*

The current situation at universities is unfortunately still not much better than the one described above, despite Erasmus experience of almost five years along with all related capacity building activities. The research shows that decision makers at universities are, with some exceptions, insufficiently active and supportive in the areas of mobility development and university internationalisation. This will unfortunately be reaffirmed in the sections on other types of capacity further in this document, and was also confirmed by the previously mentioned questionnaire results indicating that respondents reported only a moderate impact of Erasmus on the development of international cooperation strategies at HEIs. As was stated in section 2.4.1., which analysed the findings based on document analysis and interviews, despite the fact that most universities developed mobility objectives and some strategies for their realisation in the

23, The Erasmus Student Network (ESN) is one of the largest student organisations in Europe. Its main goal is to provide support to Erasmus exchange students and promote student mobility. At the end of 2015, there were six ESN branches active at major Croatian university centres: ESN Zagreb, ESN Osijek, ESN Split, ESN Rijeka, ESN Dubrovnik and ESN Zadar. ESN branch offices operate at universities.

early phase of Erasmus implementation, the realisation of these objectives has generally not been monitored, outcomes and impacts have not been analysed, and the strategy as such has scarcely been revised despite major changes taking place in the socio-political environment. Despite the initial enthusiasm or serious dedication to Erasmus implementation that had been demonstrated by some vice-rectors, the research shows that, at a significant number of universities (with some exceptions), it was common to observe a gradual deterioration in the place and the role of IROs, as well as in IROs' cooperation with management. This was particularly true in the context of changes in management structure. This problem becomes even more pronounced in the context of the growing mobility and internationalisation of universities, which calls for even more clearly defined vision, strategy and coordination.

At the beginning, all of the efforts were driven by enthusiasm and the novelty of the experience. But after the five-year mark, we have reached a critical point: "What happens next?" There is a lot of improvisation. There is no system that would bind everything we do into a meaningful whole. There are no ideas, no vision. For example, our management changed recently. Up to that point we did not have a strategy. A strategy is currently being developed in an attempt to guide the University towards the recognition of where we are and where we want to be. Because, things simply happen to us all of the time. We are not even trying to control them.

Although great and dedicated work is carried out at some smaller universities, researchers noticed that many vice-rectors for international cooperation from both smaller and larger universities actually spend more time on research and teaching than on activities related to mobility and internationalisation. Sometimes vice-rectors for international cooperation actually have a negative attitude towards internationalisation because they are conservative and culturally closed. However, a more common problem identified in the interviews refers to a growing pressure on universities to respond to other administrative challenges (e.g. different evaluations, the introduction of quality assurance systems and other procedures that are also externally imposed), which forces each successive iteration of management to focus its energy on tackling new administrative issues. This leads to discontinuity in the development of processes that were implemented by the preceding management. This seems to be the major challenge to the internationalisation of universities. The evidence for that can be found in the relocation of staff to other departments, as well as in the hesitation shown towards the approval of new procedures or the introduction of reward or support systems. Staff are under the impression that development is all too often driven by repetitive complaints, pleas and requests to management for the implementation of solutions that will be variously acceptable or unacceptable to said management. Coordinators often expect that a change in management will lead to a change in perceptions about the role of international cooperation and university internationalisation, but this rarely happens.

Our management changed completely. And we, at least I and the colleagues I talked to, actually expected things to be different, better. But we did not notice any significant changes in our day-to-day work. To the contrary – there were no new visions or strategies, and despite our complaints about being understaffed, management further reduced the number of staff and relocated some of the staff members. On the managerial level there is no appreciation for the value of international cooperation...

With respect to LLP evaluation, it can be observed that this potential problem was already identified in the MOBIL project report, whose authors concluded:

The attitude of Croatian HEIs is that the MSE has not been able to match these growing demands with adequate funds to support HEI development. Amidst financial difficulties, HEIs will probably act by responding only to those matters that are considered urgent. This will result in a significant reduction of chances that organisational support will be increased. (Dolenec and Doolan, 2010: 56)

The issue of insufficient managerial support for the activities of international relations offices is much more serious than it might seem at first. Management without any vision or proactive approach is generally a negative factor, but the negative effect is particularly prominent when it comes to IRO capacity development or the implementation of internationalisation initiatives. Granted, this shortcoming can be compensated for to a degree by a proactive approach on the part of administrative staff, which is quite common, and by tackling any emerging issues. Howeever, IROs are quite limited in this sense if they lack trust and support on the part of decision-makers, since IROs can generally only make proposals regarding organisation, not decisions. This is particularly true at non-integrated universities, where faculties and academies have a high degree of autonomy in decision-making.

A final remark regarding universities applies to the University of Zagreb, which was, according to all indicators, very successful in capacity building and Erasmus implementation, despite all of the limitations and problems that it faced due to its size. With this in mind, the researchers are deeply concerned by the fact that, according to its own description of functions, the new management of the largest Croatian university introduced a redistribution of vice-rectors' responsibilities in such a way as to sideline international cooperation as a main area of competence for any and all vice-rectors; instead, only three vice-rectors now share responsibility for international issues. The researchers would therefore like to express their concern that such a distribution of responsibilities might lead to a significant decline in managerial support for the expansion of mobility as well as activities aimed at promoting mobility's impact on the further internationalisation of the University of Zagreb.

Changes in managerial structure were not as radical at polytechnics and schools of professional higher education during Erasmus implementation, with management at these institutions remaining at least partially unchanged to date. However, we learned in the interviews that one problem common to some polytechnics and schools of professional higher education was that of high staff turnover, which jeopardised the continuity of implementation. A fluctuation in the importance placed on mobility and internationalisation can thus be observed at these institutions as well. Such was primarily the result of enthusiastic, individual employees leaving said institutions or being relocated to different departments. Generally, at the majority of institutions whose coordinators we interviewed, it was the coordinators who were the most persistent advocates and promoters of Erasmus, having received varied levels of support by their management.

FINANCIAL CAPACITY
Financial distribution and contributions

As far as financial capacity is concerned, its development assumes the investment of HEIs' own funds in the development of and capacity for mobility. At Croatian HEIs, the situation regarding the financial management of any common programme is quite complex due to the aforementioned problems of decentralised management and the legal status of constituent units. In this context, constituent units of universities are entitled to independently manage all income from tuition fees, which accounts for the largest share of universities' income. The central management of any given university has no impact on this; it only manages funds allocated by the MSE. Prior to the introduction of so-called programme agreements, which allow more flexibility, the MSE defined the purpose of most of the allocated funds, which greatly limited the possibility for universities' financial capacity to develop independently. Under this previous funding model, universities were expected to wait for the MSE to allocate additional investment funds prior to planning any major development investments on their own (such as investments in mobility and internationalisation). This funding model explains why, as early as 2009, the University of Zagreb had a detailed strategy of mobility funding which nonetheless did not specify the sources of funding (Doolan i Dolenec, 2010).

Document content analysis showed that universities, polytechnics and schools of professional higher education allocate their own funds for mobility and internationalisation capacity building

only to a limited extent. Three out of seven universities did not allocate any of their own funds, while those that did directed such mainly towards course provision in a foreign language and IRO administrative staff salaries. Central coordinators stated in the interviews that some constituent units of large universities developed mobility capacity using their own funds, but at all universities the majority of funds dedicated to mobility came from Erasmus organisational support, which was centrally allocated to universities by the AMEUP. Despite formal recognition of the value of mobility and efforts made to promote it, polytechnics did not invest any significant funds from their own sources in Erasmus promotion or implementation. Almost all polytechnics used Erasmus organisational support allocated by the AMEUP almost exclusively in Erasmus promotion. However, two exceptions were identified in document analysis. Internal funds were allocated in one case for mobility promotion and in the other for the organisation of a welcoming event for inbound students. As stated in previous sections, four polytechnics that provided additional monies to co-fund mobility offer a positive example. Such monies covered travel expenses, additional insurance or health insurance during mobility. Some polytechnics signed agreements with local authorities or Student Councils to ensure these additional funds. Co-funding of outbound student mobility was also provided by one school of professional higher education. Still, investments of internal funds in Erasmus promotion were also generally lacking among schools of professional higher education. And yet, two institutions stood out for dedicating their own funds to employ an IRO staff member, educate staff and provide courses in a foreign language. These institutions are rare positive exceptions among the majority of HEIs that allocate very little or no funding for internationalisation from their own sources. However, since this study did not look into the availability of funds for mobility development, the possibility that some institutions had no such funds available should also be taken into account. If this is so, then this is another argument for the importance of aligning HEIs' objectives with their respective, realistic means.

While some smaller universities do to some extent invest their own funds in mobility and internationalisation capacity building, large universities generally direct their own funds towards quality improvements as well as research and development, while relying heavily on AMEUP-allocated Erasmus funds for internationalisation development. However, mobility funds distribution is the prerogative of management, whose distribution decisions are usually made in communication with IROs. The majority of funds that HEIs receive based on Erasmus grant agreements are dedicated to the mobility of students and, to a lesser extent, (non-)teaching staff. There are also some funds that universities can use to support mobility, depending on their needs. The management of these funds varies greatly among universities, reflecting the degree to which mobility development objectives have been clearly defined by each institution. This topic will be further discussed in the two upcoming sections on capacity development. However, the important question concerns the approach of constituent units at large decentralised universities to the development of mobility capacity. In the interviews, central coordinators reported that this approach varies among constituent units, depending on the decisions of management. If a general observation were to be made, it would be that individual faculties and academies do not invest an equal amount of their own funds in the development of mobility and internationalisation capacity. Despite the fact that there is a lot of room for improvement in this area, there are no means available to impose such obligations on legally and financially independent constituent units.

> *What our faculties and professors do not understand, or do not want to understand, is that the funds collected from tuition fees carry certain obligations towards the students. If we agree that outbound mobility is beneficial for students and institutions alike, then we should acknowledge that we have income from students who are not currently enrolled at the institution and whose education is therefore not an expense at the moment. We could invest some of that tuition money into mobility promotion – especially when outbound mobility exceeds inbound mobility, and when resource allocation in terms of time invested in the education of our students by other professors and universities greatly exceeds our own monetary expenses.*

Although the development of so-called programme agreements began a few years prior, the pilot phase of their implementation did not begin until 2012. This is now the model employed in the funding of public universities and polytechnics in Croatia. The MSE states on its website[24] that programme agreements are "agreements with universities under which a full subsidy of the costs of providing full-time studies is granted." It is also stated that the intention behind the introduction of this model of funding was "to determine the budgets and public objectives of higher education institutions as well as the indicators to be used in monitoring the realisation of such objectives." There are two groups of objectives to be realised by HEIs: general and specific objectives. General objectives to be realised under programme agreements refer largely to an increase and expansion o access to higher education, and a matching of higher education provision with labour market needs. Internationalisation is listed as one of 10 specific objectives (group B), with the final listed objective in the group stating "any other objectives in line with university strategic guidelines," i.e. anything that was set as a priority area by the respective university. According to the programme agreement concluded with the University of Zagreb (available at the MSE website), the University of Zagreb committed to work on the realisation of one specific and three general objectives. The specific objective is currently not internationalisation, but rather "increasing the impact of student evaluations of teachers and teaching." Internationalisation is among the specific objectives listed in the programme agreements signed with the universities of Split, Zadar and Dubrovnik, while Juraj Dobrila University of Pula included inter-university cooperation on its list of objectives, which encompasses international cooperation. Internationalisation as a specific objective was listed by very few polytechnics, which generally prioritize the development of cooperation with businesses and local authorities. Based on Erasmus experience, universities and polytechnics are unlikely to allocate additional funds for mobility and internationalisation, and when they do, such investments are typically sporadic rather than strategic. By defining the specific objectives of universities, programme agreements enable an intensified development of internationalisation (including mobility) during the agreement period on the one hand, yet guarantee no continuity of such development or continued capacity support in the period to follow on the other, since the university might prioritize other strategic goals. We further noted that, due to financial limitations, large HEIs tend to reallocate their resources in keeping with their current strategic goals. When this impacts human resources, it results in the understaffing of departments that may have been strained for staff to begin with (see the section on institutional capacity). Croatian HEIs have a lot of room for development in different areas, with internationalisation being only one of them. Neglecting one area in order to focus on another, however, is a very ineffective practice, as it leads to discontinuities in the development of certain areas, which in turn negatively impacts universities' general institutional health and comprehensive development. It would therefore be beneficial for both Croatian HEIs and higher education in general to envisage sustainable development strategies that would ensure continuity of development in all areas while allowing for strategic strengthening of targeted areas during specific programme periods.

ADMINISTRATIVE CAPACITY
International relations offices and the distribution of work

According to the MOBIL project report, in the period preceding Erasmus implementation, MSE funds covered the salaries of eight jobs in four international relations offices at large universities (Doolan i Dolenec, 2008: 45). Today, the largest IRO, that at the University of Zagreb, employs nine people whose job descriptions have been generally defined based on activities under the Erasmus programme. Other universities employ an average of two or three IRO staff members, but the administration of mobility was confirmed to be a very problematic area in the interviews. According to to the interviewees, "everyone does everything" at university IROs, which means that IRO staff are responsible not only for various Erasmus-related tasks, but also for other administrative activities unrelated to Erasmus. Thus, Erasmus coordinators – as well as coordinators working with Erasmus

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24, http://public.mzos.hr/Default.aspx?sec=3329 (19. 1. 2016.)

students – are frequently so overwhelmed with work that they barely manage to keep the programme running on the university level. This was confirmed by questionnaire results. The questionnaire was completed by 26 staff members of international cooperation/mobility offices/services. Eight of them reported that Erasmus was the only international programme that they worked on, whereas the remaining 18 reported working on other international mobility programmes, aside from Erasmus. Among these 18 staff members working on other programmes, 10 stated that they spend much more time working on Erasmus than on other programmes, four stated that they spend a little more time working on Erasmus, and the remaining four reported spending about the same amount of time working on Erasmus and other mobility programmes. Coordinators interpret the source of the problem to be a lack of understanding on the part of management as to the amount of work required for the implementation of Erasmus activities. As they state, there is a substantial amount of invisible work, including sometimes very detailed, exhausting communication with programme beneficiaries and a large number of mobility-specific issues on all levels. All of these issues require communication and coordination among different people, including teaching staff, students, various coordinators, and heads of departments as well as foreign universities.

Everyone talks about increasing mobility, but they do not know how much time – primarily time – as well as creativity and effort is required to close a single file. How much paperwork we do in order to realise a single student's mobility? How much time we invest in a single person whom they are so proud of? And it is also expected from us to envisage strategies and be … super-women.

Due to the generally limited resources available for mobility at polytechnics and, even more so, at schools of professional higher education, there is often only one person engaged in Erasmus activities at those HEIs. From the interviews we learned that workloads at those institutions are likewise too high, and that Erasmus-related administration accounts for most of those workloads. At schools of professional higher education and some polytechnics, Erasmus coordination is not the only responsibility of these staff members; their job descriptions include other administrative tasks. They often teach as well, which further reduces their ability to take a proactive and strategic approach to Erasmus implementation.

A poor understanding on the part of HEI management as to the volume and complexity of the IROs' day-to-day tasks is not only reflected in IRO understaffing. Another widespread problem is managerial hesitation to adopt Erasmus implementation procedures at the HEI level, which would greatly simplify the processes that the IROs implement. Coordinators at large universities feel this the most, since they depend entirely on the trust and support of management in their efforts to centrally coordinate implementation at the level of the independent constituent unit.

In the absence of support from management, IROs come up with creative solutions to their understaffing issues. For example, some university IROs host Erasmus students under mobility for placement programmes, while those at other HEIs draw from Erasmus organisational support to cover the salaries of temporary part-time employees. However, this does not address what is deemed by coordinators to be the main problem: insufficient time to take a proactive approach to – or at least conduct a reactive analysis of – the programme and its potential. In addition to the aforementioned problem of insufficient time to study centralised Erasmus programme activities, the potential benefits of overcoming which include a further fostering of university internationalisation, there is the problem of insufficient time for staff to study and analyse implemented, decentralised Erasmus activities, especially in the context of frequently-changing programme rules.

It is very important to warn of the risk of future deterioration in the quality of administrative work conducted at HEIs due to the current inadequate valorisation of and compensation offered for such work, as identified by the researchers. The staff in question are highly qualified and they handle large amounts of money every day. As we observed during the research, the staff do not receive adequate recognition, although it is very clear that the programme could not be implemented if

it was not for their knowledge, effort and enthusiasm. There is reason to believe that, once the economic situation improves, these highly qualified staff with experience in tasks and activities that are of vital importance to HEIs will seek employment elsewhere in exchange for higher salaries or at least adequate valorisation.

One of the major obstacles to mobility capacity building at universities involves the disproportionate development of an institutional culture that is supportive of mobility and internationalisation at most universities, despite the growth in mobility. It seems that universities, which struggle to implement multiple reforms simultaneously, are plagued with the relics of an institutional culture that is hostile towards the valorisation of employees, regardless of their objectively different abilities or the level of effort that they have invested in their work. This is especially true for teaching staff. Such a situation is a further hindrance to any attempt at introducing reward systems into various internationalisation-related activities, which would serve as incentives to expand these activities. As stated in the interviews, underdeveloped competition in the system together with weak support for often enthusiastic and proactive younger staff are common obstacles to the introduction of incentive systems or the possibility of making progress in the area of internationalisation. The researchers are under the impression that more courage and stronger support are required on the part of management if something is to change in this area.

There have been some initiatives to approve the payment of bonuses out of organisational support to Erasmus Coordinators at constituent units. However, reactions to these have been varied … The truth is that some of our constituent units are very active and supportive of mobility – they literally mobilise students – whereas other constituent units still resist mobility and are rather sceptical of it. And the conclusion was that, in order to be fair, we should determine bonus payments based on the number of students. As soon as you give more to someone and less to someone else, a problem arises, since you should not even think of making a distinction, especially among teachers who are generally also coordinators.

For several years, we tried to provide various financial incentives for the development of new courses in English. This caused us terrible problems because we had to argue with the teachers throughout the year. They always think they are smarter than the administrative staff and know better. They do not care about the rules we've adopted or about our opinions. You know, everyone here thinks that they have a birthright to everything. As soon as you regulate something and try to make some distinctions in terms of incentives, they immediately feel discriminated against.

We recently had … a young teacher who was very enthusiastic. He wanted to launch some projects with a university from an Eastern European country, but instead of support he received a question: "Why an Eastern European university? Find another one." We often hear from younger staff who hit the wall several times, face rejection and receive no recognition of their efforts whenever they want to do something; they openly end up saying: "Why would I put any effort in that, and who would I do it for, anyway?"

ECTS COORDINATOR NETWORK
The network of offices and employees responsible for mobility at universities is somewhat more complex that that at other HEIs, and needs to be clarified. While polytechnics and schools of professional higher education usually have at the top of the hierarchy a vice-dean or a commissioner for international cooperation, who is the superior of the Erasmus coordinator working at the IRO (if one was established), universities usually have ECTS coordinators working on mobility programmes at university departments and constituent units (in addition to vice-rectors for international cooperation and, in some cases, heads of IROs and central Erasmus coordinators).

The ECTS Coordinator Network encompasses all contact persons within departments and constituents units of large universities who at once support students in the realisation of mobility

for studies, the Central Erasmus Coordinator in the management of the programme at the university level, and all of the staff who are working on either inbound or outbound Erasmus mobility. The job of the ECTS coordinator within university departments and constituent units was introduced quite some time prior to Erasmus implementation, under the university reform linked to the Bologna Process. ECTS coordinators were initially expected to support students in planning course combinations that would allow for progression into the next year of the study programme. According to one such coordinator, prior to the introduction of Erasmus, it was decided that central IROs would simply adopt the existing ECTS Coordinator Network and make ECTS coordinators available to both inbound and outbound students in order to provide information on mobility in the context of Erasmus implementation. However, this transition was not exactly smooth at either small or large universities, according to one central coordinator:

> We in fact adopted this network, but we soon learned that ECTS coordinators within some departments do not want to deal with foreign students, since this was not their primary task, so we allowed them to have two separate functions: Erasmus coordinators and ECTS coordinators. So now we have different organizational setups, including departments that have both ECTS and Erasmus coordinators.

This was one of the ways in which the ECTS Coordinator Network expanded to include the newly introduced Erasmus coordinators, who were appointed as the main contact points at central IROs. But, at the three non-integrated and the one partially integrated Croatian universities, it was difficult to manage the implementation centrally using only the ECTS Coordinator Network. In order to make the implementation as smooth as possible, it was necessary to delegate some of the procedures to the constituent units. We learned of further details from the document content analysis, including the fact that the calls for applications at large universities are published and implemented by those universities, whereas the evaluation of applications and the selection of students is implemented by their constituent units. In contrast, smaller universities conduct the selection procedure at the university level as well. Erasmus bilateral agreements at all universities are usually either negotiated or initiated by constituent units and departments, and at one university it is the constituent units that sign them as well. According to the available documents, at other universities, agreements are signed at the university level by either the rector or the vice-rector for international cooperation and mobility.

Since universities hold financial responsibility to the AMEUP for Erasmus implementation, the delegation of procedures directly or indirectly related to the award of grants to constituent units had to be accompanied by a control mechanism. For that purpose, universities appointed coordinators for Erasmus implementation or vice-deans for international cooperation at constituent units, or the constituent units nominated a different person for the role, typically from the ranks of the research and teaching staff. It follows that some larger constituent units at large universities now have an ECTS coordinator at each faculty department in addition to the faculty Erasmus coordinator. Smaller universities prefer that department heads or other teachers adopt the role of ECTS coordinators. However, in cases where department heads or vice-deans for international cooperation serve as Erasmus coordinators, there will typically be administrative staff carrying out the majority of Erasmus-related administrative work. Indeed, due to the amount of administrative work, and probably as a result of their strategic approach to the internationalisation of the institution, some constituent units set up separate IROs.

The type of staff that typically carries out the functions of Erasmus/ECTS coordinators and the kind of payment/compensation that these individuals receive for their work can best be identified based on the questionnaire results. However, the results should be interpreted cautiously, since Erasmus coordinators or other persons responsible for Erasmus implementation at institutions make up 63% of the realised sample, whereas ECTS coordinators represent 32% of the sample and staff members of international cooperation/mobility offices/services represent 30% of the sample. Yet, valuable information on the functions of the ECTS Coordinator Network can still be inferred from the results. At their home institutions, 18% of respondents carry out certain

managerial functions (e.g. head of department, vice-dean, commissioner, etc.), while another 18% carry out other administrative functions. In addition to conducting Erasmus-related tasks, 55% of respondents work on other international mobility programmes (comprised of 32% of central Erasmus coordinators and 62% of Erasmus coordinators at faculties, university departments and faculty departments). However, the majority of those working on other international mobility programmes (63%) reported that they work somewhat or significantly more on Erasmus as compared to other mobility programmes.

According to coordinators, the work of ECTS coordinators is not regulated under any specific provisions and is coordinated by the central university coordinator. According to the interviewees, the quality of the work depends exclusively on the enthusiasm of the appointed teacher. This is the reason for great variations in the work carried out by individual ECTS coordinators. According to the document content analysis, only one university regulates the work of ECTS coordinators and clearly specifies their tasks in the mobility rulebook. At large universities, each constituent unit regulates the procedures as well as the quality of work carried out within the IROs, and defines the role of the vice-dean for international cooperation. However, at both small and large universities, all mobility-related activities are rather centralised due to the fact that financial accountability for Erasmus implementation lies with the universities. This is why, as coordinators state, the majority of mobility-related work is done by central IROs. As central coordinators point out, central IROs must follow procedures and insist on fixed deadlines. Indeed, universities face a range of problems, including the fact that the constituent units hold no financial accountability for Erasmus implementation and can therefore allow themselves to be more lenient. This explains why the work to be done at the constituent unit- or faculty department level must often be done or at least revised by central IROs. According to the questionnaire results, one half of respondents reported that there is no adequate financial compensation offered for their work on Erasmus, and among other types of valorisation the most common one is formal verbal recognition of their work. Only 10% of respondents working on Erasmus implementation receive a monthly bonus, whereas 5% receive periodic financial incentives, once or twice a year. The distribution of responses on the forms regarding the valorisation of work, depending on the institutional level of employment and institution type, is presented in Tables 9 and 10.

Table 9. Valorisation of work carried out by Erasmus coordinators with respect to the institutional level of employment

TYPES OF VALORISATION	INSTITUTIONAL LEVEL OF EMPLOYMENT OF ERASMUS COORDINATORS					
	ERASMUS COORDINATOR AT FACULTY, UNIVERSITY DEPARTMENT OR FACULTY DEPARTMENT		CENTRAL ERASMUS COORDINATOR		TOTAL	
	N	(%)	N	(%)	N	(%)
MONTHLY BONUS	5	7.6%	4	18.2%	9	10.2%
PERIODIC FINANCIAL INCENTIVE (ONCE OR TWICE A YEAR)	3	4.5%	1	4.5%	4	4.5%
REDUCED WORKLOAD	0	0.0%	2	9.1%	2	2.3%
FORMAL RECOGNITION (E.G. FORMAL TITLES APPEARING AFTER STAFF NAMES ON AN INSTITUTION'S WEBSITE)	23	34.8%	10	45.5%	33	37.5%
NO VALORISATION	35	53.0%	8	36.4%	43	48.9%

Table 10. Valorisation of work carried out by Erasmus coordinators with respect to the institutional level of employment

TYPES OF VALORISATION	HEI TYPE						TOTAL	
	UNIVERSITY		POLYTECHNIC		SCHOOL OF PROFESSIONAL HIGHER EDUCATION			
	N	(%)	N	(%)	N	(%)	N	(%)
MONTHLY BONUS	5	6.8%	4	40.0%	0	0.0%	9	10.2%
PERIODIC FINANCIAL INCENTIVE (ONCE OR TWICE A YEAR)	4	5.5%	0	0.0%	0	0.0%	4	4.5%
REDUCED WORKLOAD	0	0.0%	0	0.0%	2	40.0%	2	2.3%
FORMAL RECOGNITION (E.G. FORMAL TITLES APPEARING AFTER STAFF NAMES ON AN INSTITUTION'S WEBSITE)	25	34.2%	5	50.0%	3	60.0%	33	37.5%
NO VALORISATION	39	53.4%	4	40.0%	0	0.0%	43	48.9%

The fact that the tasks performed by ECTS coordinators represent an additional workload is one of the potentially greatest weaknesses of the ECTS Coordinator Network. The coordinator at one smaller university reported that symbolic payments had been made to ECTS coordinators from the very beginning for work performed on Erasmus implementation. The money had been allocated from organisational support. This practice yielded very good results.

The amount is really very small, but ... they feel that we appreciate their cooperation, that we gave them something... We also allowed them to choose whether they wanted these funds paid out as a lump sum, or put toward the procurement of equipment, or to cover travel costs or conference fees if they participated in conferences, and so on.

Other universities, especially larger ones, either do not have any extra Erasmus organisational support available since, as the University of Zagreb stated, "project funds are largely intended for scholarships, and only a small amount can be used for the organisation of mobility; additionally, there are large costs related to language courses, materials, T-shirts and other items for inbound students as well as software, salaries for additional staff and jobs, etc.." Additionally, in some cases, support from management for token bonus payments is lacking, as exemplified in the previous section. However, as we learned from the interviews, coordinators often reach the burn-out point and no longer want to do the job, since their efforts are not incentivised, they face various coordination problems, and they are frequently aggravated by colleagues who do not understand the complexity of their work. In the words of central Erasmus coordinators, those who have never done the job do not know how much invisible work goes into it, and how many issues remain perennially unresolved for lack of will and financial resources. Burn-out syndrome and outright resignation on the part of coordinators at constituent units is a huge problem for central coordinators, since any change of ECTS coordinators implies some discontinuity of implementation at the unit and requires new people to take over the job, which is an additional burden on the already excessive workload of coordinators.

Money is the key issue. It is all about money. You can ask someone to work for free for a year, maybe even for two, three, four or five years. But not for ten years. To put it simply, people have had enough. I, as a coordinator, have had enough of re-inventing the wheel, of coming up with new solutions with each new student. So, what we need is a system that

would allow that tired coordinator to simply say: "Here is a link, just register and everything else is solved." But no. He has to pester his colleague at the coffee shop or in the hallway: "Will you accept that student?" And the colleague says yes, then he says no, then he wonders who will talk to the student. And so on. These are really tiresome situations.

All of these statements suggest that the work of ECTS/Erasmus coordinators within constituent units and university departments should be more highly valorised. The reward/incentive does not necessarily have to be financial. It can take the form of reduced workloads in other areas (e.g. teaching) or other types of recognition from the institution, such as valorisation in the context of professional advancement or prioritisation in the context of awarded funding, such as that for conference attendance. It is regrettable that teaching staff who invest their time in mobility development at an institution are treated by other teaching staff as inferior, as "a nuisance or people of suspicious motives." The increased recognition of ECTS/Erasmus coordinators and their function is a prerequisite for maintaining quality among staff who are willing to assume the ECTS coordinator role.

ACADEMIC CAPACITY

Academic capacity in the context of mobility refers to the internationalisation of study programme curricula at HEIs and the provision of education in a foreign language. The internationalisation of curricula involves integration of the international dimension into the content of curricula as they are being developed and, if applicable, into teaching methods as well. Meanwhile, providing programmes and courses in a foreign language fosters inbound mobility, which indirectly facilitates intercultural learning and the internationalisation of study groups. The development of academic capacity as linked to internationalisation suggests that the concept of internationalisation has permeated the educational programme, and that students develop intercultural tolerance and skills in the course of their studies, thereby becoming citizens of Europe or rather citizens of the world.

The questionnaire results provide insight into the internationalisation of HEI curricula. Out of 17 indicators of curriculum internationalisation, 11 were reported to be present at the majority of institutions (over 80%), while all indicators were reported to be present in over 60% of the responses. As many as 95% of respondents reported that internationalisation of teaching and learning took place at their home institution, which included providing courses in foreign languages, hosting foreign teachers, using foreign-language literature, etc. The results indicate that over 90% of HEIs introduced courses taught in a foreign language; that the number of such courses increased; that compulsory foreign language courses were introduced into the curricula; that new forms of student assessment were introduced; and that existing courses were enriched by the introduction of international content. Furthermore, very high percentages (over 80%) of respondents reported that new teaching approaches were introduced at their institutions; that significant modifications were made to existing programmes of study; that new programmes of study were introduced; and that the level of interdisciplinary quality increased across all programmes of study. About 70% of respondents reported the introduction of and/or an increase in the number of interdisciplinary studies, the introduction of and/or an increase in foreign language learning, and intercultural training for teachers at institutions employing comparative studies in teaching and research. The least represented indicators, although still reported by over 60% of respondents, were the introduction of joint degree programmes, the introduction of programmes taught in English and/or other foreign languages; and the introduction of and/or an increase in the number of international and intercultural studies.

Table 11. Internationalisation of the curriculum – description of responses

	A	B		C	
	TOTAL NUMBER OF VALID RESPONSES	ACTIVITY IS IMPLEMENTED AT THE INSTITUTION		ERASMUS LAUNCHED THE ACTIVITY	
		N	% OF A	N	% OF B
SIGNIFICANT MODIFICATIONS TO EXISTING PROGRAMMES OF STUDY	78	66	84.6%	8	12.1%
INTRODUCTION OF NEW PROGRAMMES OF STUDY	77	68	88.3%	11	16.2%
ENRICHING EXISTING COURSES BY INTRODUCING INTERNATIONAL CONTENT	79	72	91.1%	28	38.9%
INTRODUCTION OF COURSES TAUGHT IN A FOREIGN LANGUAGE	81	76	93.8%	56	73.7%
AN INCREASE IN THE NUMBER OF COURSES TAUGHT IN A FOREIGN LANGUAGE	80	74	92.5%	57	77.0%
USE OF COMPARATIVE STUDIES IN TEACHING AND RESEARCH	76	58	76.3%	14	24.1%
INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERDISCIPLINARY STUDIES	78	55	70.5%	9	16.4%
INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERNATIONAL AND INTERCULTURAL STUDIES	76	47	61.8%	4	8.5%
INTRODUCTION OF COMPULSORY FOREIGN LANGUAGE COURSES IN THE CURRICULUM	79	73	92.4%	12	16.4%
INTRODUCTION OF PROGRAMMES OF STUDY TAUGHT IN ENGLISH/ A FOREIGN LANGUAGE	81	53	65.4%	14	26.4%
INTRODUCTION OF JOINT DEGREES	79	53	67.1%	5	9.4%
INTERNATIONALISATION OF TEACHING AND LEARNING (E.G. PROVISION OF COURSES IN FOREIGN LANGUAGES BY HOME TEACHERS, HOSTING FOREIGN TEACHERS, USE OF FOREIGN-LANGUAGE LITERATURE, ETC.)	81	77	95.1%	44	57.1%
INCREASED LEVEL OF INTERDISCIPLINARY QUALITY OF STUDY PROGRAMMES	75	62	82.7%	17	27.4%
INTRODUCTION OF NEW FORMS OF STUDENT EVALUATION	75	69	92.0%	23	33.3%
INTRODUCTION OF NEW TEACHING METHODS (E.G. PROBLEM-BASED LEARNING)	77	69	89.6%	19	27.5%
INTRODUCTION OF REGULAR STUDENT EVALUATION OF TEACHING	77	76	98.7%	23	30.3%
INTRODUCTION OF/AN INCREASE IN LANGUAGE LEARNING AND INTERCULTURAL LEARNING FOR TEACHERS	72	50	69.4%	5	10.0%

It is worth noting that, for example, an increase in the number of courses provided in a foreign language was reported at a great majority of universities (95%) and polytechnics (90%), but at statistically significantly fewer schools of professional higher education (60%).[25] Furthermore, a statistically significantly higher percentage of universities and their constituent units (71%) introduced programmes of study in English/a foreign language as compared to other HEIs. The same is true for polytechnics (50%) in comparison to schools of professional higher education (20%).[26] The internationalisation of teaching and learning (i.e. the provision of courses in foreign languages by domestic teachers, the hosting of foreign teachers, the use of foreign-language literature, etc.) was relatively highly represented at the large majority of institutions, yet universities and their constituent units report significantly higher percentages (98%) for this indicator than polytechnics or schools of professional higher education (80%).[27] This suggests that, due to their size and the number of disciplines that they cover, universities made significantly greater progress with respect to the most important indicators as compared to other types of HEIs.

However, despite a high representation of all indicators of curriculum internationalisation, relatively small percentages of respondents reported that Erasmus was responsible for launching these activities, as indicated in Table 11. Erasmus was most credited for the introduction of/an increase in the number of courses taught in a foreign language (over 70%), whereas about 57% of respondents reported that Erasmus was generally responsible for curriculum internationalisation, and just under 40% of respondents reported that Erasmus initiated the enrichment of existing courses with international content. As for the other indicators of curriculum internationalisation, only a small proportion of respondents evaluated that Erasmus was to be credited for any reported progress. An analysis of the differences in the reports regarding the impact of Erasmus on each of the listed activities, depending on the type of institution in question, revealed only one statistically significant difference: regarding the indicator "introduction of courses in a foreign language," Erasmus was reported to have launched this activity at the majority of universities and their constituent units (80%), at one half of schools of professional higher education, and at 38% of polytechnics. In response to the questions of whether and to what extent Erasmus contributed to the development of certain activities at the institution, respondents assessed (as depicted in Figure 4) that Erasmus made the strongest impact on progress made in the introduction of/ an increase in the number of courses taught in a foreign language (average assessments for these indicators are 3.8 and 3.9, respectively, which corresponds to Erasmus' strong impact on progress made in these activities). An average impact assessment falling between "moderate" and "strong" was made for the internationalisation of teaching and learning (a general indicator), while the average impact was assessed to have fallen between "weak" and "moderate" for the enrichment of courses with international content, the use of comparative studies in teaching and research, the introduction of programmes of study in English or another foreign language, and the introduction of new forms of student assessment (more specific indicators). As for progress made with respect to all other curriculum internationalisation indicators, respondents reported that Erasmus had a weak impact. The weakest impacts were reported for the introduction of compulsory foreign language courses in the curriculum (almost 60% of respondents assessed that Erasmus had no impact on progress in this area) and for significant modifications to existing programmes of study (over 50% of respondents assessed that Erasmus had no impact on progress in this area).

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25, χ^2=8.482; df=2; p=0.014; V=0.326
26, χ^2=6.591; df=2; p=0.037; V=0.285
27, χ^2=8.896; df=2; p=0.012; V=0.331

Table 12. Provision of specific programmes of study according to whether Erasmus was responsible for their introduction

	ERASMUS WAS RESPONSIBLE FOR THE INTRODUCTION OF THE STUDY PROGRAMME				TOTAL		
	NO		YES				
	N	%	N	%	N	%	P*
FOREIGN LANGUAGE OR LINGUISTICS PROGRAMME	14	24.60%	8	72.70%	22	32.40%	.004
JOINT OR DOUBLE DEGREE PROGRAMME	10	17.50%	1	9.10%	11	16.20%	.677
PROGRAMME WITH INTERNATIONAL CONTENT (E.G. INTERNATIONAL RELATIONS, EUROPEAN LAW, ETC.)	6	10.50%	4	36.40%	10	14.70%	.049
PROGRAMME PREPARING STUDENTS FOR INTERNATIONAL CAREERS (E.G. INTERNATIONAL BUSINESS MANAGEMENT ETC.)	7	12.30%	3	27.30%	10	14.70%	.347
PROGRAMME SPECIALLY DESIGNED FOR FOREIGN STUDENTS	5	8.80%	2	18.20%	7	10.30%	.316
PROGRAMME THAT APPLIES AN INTERNATIONAL COMPARATIVE APPROACH TO TRADITIONAL/ORIGINAL CONTENT (E.G. INTERNATIONAL COMPARATIVE EDUCATION, ETC.)	3	5.30%	3	27.30%	6	8.80%	.049
PROGRAMME INCLUDING COMPULSORY COURSES PROVIDED AT A FOREIGN INSTITUTION BY LOCAL TEACHERS	2	3.50%	3	27.30%	5	7.40%	.027
INTERDISCIPLINARY PROGRAMME, SUCH AS REGIONAL OR FIELD STUDIES, COVERING MORE THAN ONE COUNTRY (E.G. EUROPEAN STUDIES, SCANDINAVIAN STUDIES, ASIAN STUDIES, ETC.)	3	5.30%	1	9.10%	4	5.90%	.515

Figure 4. Indicators of curriculum internationalisation – average assessments of Erasmus impact

Indicator	Value
AN INCREASE IN THE NUMBER OF COURSES TAUGHT IN A FOREIGN LANGUAGE	3.9
INTRODUCTION OF COURSES TAUGHT IN A FOREIGN LANGUAGE	3.8
INTERNATIONALISATION OF TEACHING AND LEARNING (PROVISION OF COURSES IN FOREIGN LANGUAGES BY HOME TEACHERS, HOSTING FOREIGN TEACHERS, USE OF LITERATURE IN FOREIGN LANGUAGES, ETC.)	3.5
ENRICHING THE CONTENT OF EXISTING COURSES BY INTRODUCING INTERNATIONAL CONTENTS	2.7
USE OF COMPARATIVE STUDIES IN TEACHING AND RESEARCH	2.7
INTRODUCTION OF PROGRAMMES OF STUDY TAUGHT IN ENGLISH/ A FOREIGN LANGUAGE	2.6
INTRODUCTION OF NEW FORMS OF STUDENT EVALUATION	2.5
INTRODUCTION OF NEW TEACHING METHODS (E.G. PROBLEM-BASED LEARNING)	2.4
INTRODUCTION OF JOINT DEGREES	2.4
INTRODUCTION OF/AN INCREASE IN LANGUAGE LEARNING AND INTERCULTURAL LEARNING FOR TEACHERS	2.3
INCREASED LEVEL OF INTERDISCIPLINARY QUALITY OF STUDY PROGRAMMES	2.3
INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERDISCIPLINARY STUDIES	2.1
INTRODUCTION OF REGULAR STUDENT EVALUATION OF TEACHING	2.0
INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERNATIONAL AND INTERCULTURAL STUDIES	2.0
INTRODUCTION OF NEW PROGRAMMES OF STUDY	2.0
SIGNIFICANT MODIFICATIONS TO THE EXISTING PROGRAMMES OF STUDY	1.9
INTRODUCTION OF COMPULSORY FOREIGN LANGUAGE COURSES IN THE CURRICULUM	1.8

THE EXTENT TO WHICH ERASMUS CONTRIBUTED TO THE PROGRESS MADE
1= NOT AT ALL
2= SMALL
3= MODERATE
4= CONSIDERABLE
5= LARGE

However, a further statistical analysis showed that foreign language or linguistics programmes, programmes with international content, programmes that apply an international comparative approach to traditional/original content, and programmes including compulsory courses provided at a foreign institution by local teachers are more highly represented at those institutions in which Erasmus launched the introduction of new study programmes. Additionally, an index for the number of programmes of study that were instrumental to curriculum internationalisation was construed. A statistically significant difference was found in the number of different programmes of study, depending on whether Erasmus was responsible for the introduction of new programmes of study (p=0.005). A significantly higher number of programmes of study that were instrumental to curriculum internationalisation was found at those institutions in which Erasmus launched the introduction of new programmes of study.

The presented results show that study programme internationalisation indeed took place to a great extent, but, according to Erasmus/ECTS coordinators participating in the study, very few internationalisation activities can easily be attributed to an institution's participation in Erasmus. A further analysis confirms that participation in Erasmus did not significantly foster activities related to curriculum internationalisation at most institutions, or, if it did, this was due to the institution's active approach to internationalisation, which created fertile ground for such an impact to take place.

The questionnaire addressed the provision of other programmes of study that were instrumental to curriculum internationalisation, such as the provision of courses, modules or programmes taught in a foreign language. The majority of participating Erasmus/ECTS coordinators responded that foreign language or linguistic programmes, joint or double degree programmes, programmes with international content and programmes preparing students for international careers were offered at their HEIs. Yet, it should be noted that the number of HEIs actually providing such specific programmes is very small. A total of 46 respondents (53%) reported the provision of at least one of the listed programmes.

Table 13. Types of programmes of study by HEI type and level (n)

	UNIVERSITY	POLYTECHNIC	SCHOOL OF PROFESSIONAL HIGHER EDUCATION	UNIVERSITY CONSTITUENT UNIT	TOTAL
FOREIGN LANGUAGE OR LINGUISTICS PROGRAMME	5	3	2	15	25
JOINT OR DOUBLE DEGREE PROGRAMME	2	1	1	10	14
PROGRAMME WITH INTERNATIONAL CONTENT (E.G. INTERNATIONAL RELATIONS, EUROPEAN LAW, ETC.)	4		2	6	12
PROGRAMME PREPARING STUDENTS FOR INTERNATIONAL CAREERS (E.G. INTERNATIONAL BUSINESS MANAGEMENT ETC.)	4		1	6	11
PROGRAMME INCLUDING COMPULSORY COURSES PROVIDED AT A FOREIGN INSTITUTION BY LOCAL TEACHERS	1			6	7
PROGRAMME SPECIALLY DESIGNED FOR FOREIGN STUDENTS	2	2		3	7
PROGRAMME THAT APPLIES AN INTERNATIONAL COMPARATIVE APPROACH TO TRADITIONAL/ ORIGINAL CONTENT (E.G. INTERNATIONAL COMPARATIVE EDUCATION, ETC.)		1		5	6
INTERDISCIPLINARY PROGRAMME, SUCH AS REGIONAL OR FIELD STUDIES, COVERING MORE THAN ONE COUNTRY (E.G. EUROPEAN STUDIES, SCANDINAVIAN STUDIES, ASIAN STUDIES, ETC.)	1			3	4

The strategic documents of universities and, to a somewhat lesser extent, those of polytechnics and schools of professional higher education, reveal that HEIs generally recognise the value of curriculum internationalisation to the attractiveness of an institution to foreign students and to the development of institutional quality. All universities and a large number of other HEIs state that they plan to introduce new courses taught in a foreign language and launch joint degree programmes. Document analysis revealed that a majority of universities provide courses taught in the English language, but

the mode of provision depends on the level of interest among students. If there are few students interested in taking such a course (i.e. five or fewer, generally), provision takes place via consultation-based instruction. One HEI stood out in the analysis for offering financial compensation to teachers providing courses taught in a foreign language (English, German or French), although only courses in English actually took place due to low student interest in courses held in the other two languages. The same university had established rules for the accreditation of programmes of study provided in a foreign language, and it provided several programmes of study taught entirely in the English language. Among other universities, one reported the provision of a programme of study taught in English (at the Faculty of Economics), and another one reported that such a possibility exits according to need, and that many teachers are ready to teach in a foreign language. An example of good practice was identified at one university. Teachers participating in mobility replied to an internal call for the introduction of courses taught in foreign languages. University funds were used to compensate those teachers holding such courses. As for the polytechnics, only five of them provide courses in a foreign language, while another two offer consultation-based instruction in a foreign language. A positive example is offered by a polytechnic providing three modes of teaching in a foreign language: the inclusion of inbound students in existing courses taught in English; the organisation of other courses taught in English specifically for inbound Erasmus students; and the possible provision of consultation-based English-language instruction for inbound students. Additionally, one polytechnic pointed out that it developed a detailed catalogue of courses provided in the English language and that the selection of five different courses from each study group to be taught in English each semester was underway. The data collected in the course of document analysis indicate that a wide variety of practices is used at schools of professional higher education. Out of seven schools of professional higher education, only one plans to exclusively provide consultation-based instruction in a foreign language, and only one organises regular courses in a foreign language, providing consultation-based instruction only if fewer than five students enrol in a given such course. Other schools of professional higher education offer a varied number of courses taught in a foreign language. For example, one of them offers the possibility to earn 30 ECTS credits per semester in courses taught in a foreign language. Another school provides thirteen courses conducted in English and German, but does not have an entire foreign-language programme of study. One school does not disclose the number of courses provided in English, but it does report various modes of learning and teaching conducted in the English language: lectures, lab work, homework, papers and exams. A unique example is provided by a school of professional higher education that lists in its documents as many as 50 courses and an entire programme of study offered in the English language.

From the questionnaire we gathered still further information on the provision of foreign-language courses, course modules and programmes of study at universities and their constituent units as well as at polytechnics and schools of professional higher education. The results are presented in Table 14. The most highly represented courses are those that are offered in both Croatian and a foreign language, which includes foreign-language courses designed specifically for foreign students as well as those primarily intended for domestic students. These courses are largely taught in the English language, followed by those taught in German and French, after which a few are provided in Italian, Hungarian and Russian. Only half as many respondents reported that their institutions provide courses that are taught exclusively in a foreign language. The language used in the provision such courses is again most commonly English, with German and French being somewhat less represented. A few examples of courses provided in Italian, Russian, Polish and Armenian were also reported. Only a few HEIs provide foreign language training, and in those HEIs that do, such training is usually organised for English, then German, Italian, French, Spanish, Russian and Arabic. A few respondents reported that Croatian language courses can be attended by foreign students at their institutions. An entire foreign-language programme of study was conducted only at one school of professional higher education and at seven university constituent units included in the study. The languages that such programmes of study are conducted in are – aside from English – German and Hungarian. The least represented mode of foreign-language instruction is the module, i.e. a group of courses provided in a foreign language. Such modules exist only at one school of professional higher education and at six university constituent units. The languages in question are English along with three profession-specific languages: Italian, French and German.

Table 14. Provision in a foreign language by HEI type and level (n)

	UNIVERSITY	POLYTECHNIC	SCHOOL OF PROFESSIONAL HIGHER EDUCATION	UNIVERSITY CONSTITUENT UNIT	TOTAL
COURSES POTENTIALLY PROVIDED IN BOTH CROATIAN AND A FOREIGN LANGUAGE (INCLUDING COURSES TAUGHT IN A FOREIGN LANGUAGE DESIGNED SPECIFICALLY FOR FOREIGN STUDENTS AS WELL AS THOSE PRIMARILY INTENDED FOR DOMESTIC STUDENTS)	1	9	2	54	66
COURSES PROVIDED EXCLUSIVELY IN A FOREIGN LANGUAGE	1	1	2	30	34
FOREIGN LANGUAGE TRAINING COURSES	2	2	2	12	18
PROGRAMMES OF STUDY CONDUCTED IN A FOREIGN LANGUAGE			1	7	8
MODULES (GROUPS OF COURSES) CONDUCTED IN A FOREIGN LANGUAGE			1	6	7

However, in practice, an HEI reporting foreign-language course provision does not necessarily mean that each such course is offered each academic year. This is why, using the questionnaire, we examined the frequency of and reasoning behind nominally-provided courses not being offered. As many as 60% of respondents reported that a foreign-language course listed in the programme of study for a specific academic year is "sometimes" or "often" not actually offered (Table 15).

Table 15. Incidence of failure to offer foreign-language courses listed in programmes of study

	N	%
I DON'T KNOW, I CAN'T ASSESS	23	27.1%
NO, NEVER	9	10.6%
YES, SOMETIMES	42	49.4%
YES, OFTEN	11	12.9%
TOTAL	85	100.0%

Two possible reasons for not offering listed foreign-language courses were given as options in the questionnaire. There was an additional option for the respondent to write in a third reason of his/her own identification. Only those respondents that provided a positive response to the previous question on the incidence of failure to offer a course (n=51) were to answer this question. 24 respondents (47%) answered that the reason was an insufficient number of domestic students interested in attending the foreign-language course, and 32 respondents (64%) reported that such courses were organised only when there were inbound students studying at the institution, and not at all during academic years when an HEI hosted no such students. 11 respondents wrote in their own reasons, which cited teacher absence or scheduling problems (i.e. sick leave, sabbatical

or schedule overlaps), an insufficient number of foreign students interested in enrolling in such courses, and insufficient teacher motivation stemming from a lack of valorisation for the work that goes into conducting such courses.

A special focus was placed on the valorisation and/or compensation offered to teachers in exchange for the work that they put into conducting courses in a foreign language. This topic was tested using a number of indicators. The results are presented in Table 16.

Table 16. Valorisation and/or compensation offered to teachers in exchange for the work that put into conducting courses in a foreign language

	NO		YES, SOME-TIMES, BUT NOT AS A RULE		YES, THIS IS THE COMMON PRACTICE		TOTAL	
	N	%	N	%	N	%	N	%
FOREIGN LANGUAGE COURSES	52	75.4%	13	18.8%	4	5.8%	69	100.0%
SPECIALISED WORKSHOPS OR OTHER FORMS OF PROFESSIONAL DEVELOPMENT PROGRAMME	44	62.9%	22	31.4%	4	5.7%	70	100.0%
MONTHLY BONUS	64	92.8%	3	4.3%	2	2.9%	69	100.0%
PERIODIC FINANCIAL INCENTIVE (I.E. ONCE OR TWICE A YEAR)	44	66.7%	10	15.2%	12	18.2%	66	100.0%
REDUCED TEACHING WORKLOAD	66	97.1%	2	2.9%			68	100.0%
FORMAL RECOGNITION (E.G. FORMAL TITLES APPEARING AFTER STAFF NAMES ON AN INSTITUTION'S WEBSITE)	34	54.8%	8	12.9%	20	32.3%	62	100.0%
NO VALORISATION	29	58.0%	10	20.0%	11	22.0%	50	100.0%

Over 40% of respondents to this question reported that the work put into conducting courses in foreign languages by teachers was not valorised in any way. The most common form of valorisation is formal recognition, which, for example, exclusively refers to highlighting teachers' titles or roles on an institution's website (about 45%). Some respondents reported that teachers occasionally – and in some cases, always – received periodic financial incentives or bonuses based on special agreements, which were paid out once or twice a year (about 33%). About 31% of respondents reported that teachers were sometimes sent to participate in specialised workshops or other professional development programmes, although this was not a rule, while about 6% reported this to be a common practice at their institution. About 19% of respondents stated that teachers were sometimes sent to participate in foreign language training courses, and about 6% reported this to be a common practice. Very few respondents reported that teachers received a monthly bonus, or that their normal teaching workload was reduced due to work that they had put into conducting courses in foreign languages.

The obtained results indicate an absence of a strategic approach to incentivising teachers' engagement in the provision of courses in foreign languages, with forms of valorisation varying among institutions.

Based on the findings presented so far and the interviews conducted with Erasmus coordinators, we will briefly summarise the development of foreign-language courses and the forms that foreign student instruction take at Croatian HEIs. At the universities, polytechnics and schools of professional higher education represented by coordinators in the interviews, quite a few foreign-language courses were introduced, usually in English, during Erasmus implementation. The coordinators, especially those coming from universities, are under the impression that the number of such courses grows by

the year. At smaller universities, polytechnics and schools of professional higher education, teachers prefer consultation-based instruction for foreign students, while larger universities, especially those located in the continental part of Croatia, provide larger numbers of courses that are conducted entirely in English or another foreign language.

The topic of modes of provision in foreign languages is not an irrelevant one. In fact, this is one of the most burning issues to be addressed by our HEIs. As mentioned in the section on inbound mobility, Croatian HEIs face the problem of poor integration of inbound students. One of the reasons for this is the prevalent use of consultation-based instruction for such students. Without the benefit of regular class participation, inbound students depend completely on a given teacher's enthusiasm and additional effort for their own integration. According to de Witt (2011, according to Sweeney, 2012), one of the greatest myths about the internationalisation of HEIs is the consideration of such as a simple matter of English-language course provision. In order for internationalisation to be truly successful, programmes of study should facilitate the development of intercultural competences by integrating foreign students, developing mixed student groups and promoting frequent interactions among students. One of the reported drivers of consultation-based instruction is a small number of interested students. However, it should be noted that a large number of courses at universities, polytechnics and schools of professional higher education are initially offered in the form of consultation-based instruction exclusively. Among management primarily but also among teachers, there is much room for improvement when it comes to understanding the purpose of English-language course provision.

As for the provision of foreign-language courses in general, such is not equally developed across all of the universities' constituents units. Some constituent units or departments have a wider offer of such courses, due to their curricula containing more general and fewer specific courses (e.g. Business Studies, Communicology, Information Sciences) or courses that are regularly offered in a foreign language (e.g. Italian Studies, German Studies) and preferred by inbound students. The general impression gleaned from semi-structured interviews is that the introduction of English-language courses at all HEIs is a goal that is quite difficult to achieve, since it usually relies on the enthusiasm of teachers who are generally young and mobile, or who have engaged in international cooperation projects with certain institutions for years. According to central coordinators, two of the major drivers of foreign-language course development were inbound student mobility, which generated the need for such courses, and the phenomenon of teachers following the examples of their colleagues who first launched such courses.

At the beginning, there was a group of students in one department. Unfortunately, there were no courses in English offered to them. They attended courses held in Croatian, alongside domestic students, and had additional consultations in English... They stayed for an entire academic year, so by the second semester, even the most conservative of teachers realised that this was something they had to do and that it was not such a problem after all. I have a feeling that they were worried about how it would turn out, whether they would be able to teach in English, what it will sound like... That they would feel ridiculous or I don't know what. But, they began to be more relaxed in the second semester, and they started to combine Croatian and English when teaching mixed groups of students.

However, IRO employees at both universities and polytechnics find that the development of English-language courses depends mostly on the attitude of management. The development of courses can be stimulated by either an IRO or the management. In either case, stimulating the development of mobility by allocating funds from the mobility budget proved to be a good practice. A smaller university introduced this practice early on based on close cooperation between the IRO and the vice-rector, who listened and reacted to the suggestions of IRO staff. As a result of networking and experience exchange, this practice was later adopted by other smaller universities as well.

After the first year, we followed the example of the smaller university that our colleagues shared with us (they published a call for proposals for foreign-language courses, the teacher funding for which was allocated from the university's own budget), and we convinced our management and our vice-rector that this was not a bad idea, and that it could make teachers more responsive, since we simply had to increase the number of courses, as required by both the Agency and the Charter... We elaborated the concept a little bit, and they agreed. Management agreed to publish a call on the University level. Under the call, each teacher who could enrol at least five students in their English-language course was paid HRK 5.000. Fewer enrolees resulted in the teachers simply providing consultations. This system yielded good results.

As mentioned previously in the document, large universities – which consist of constituent units – often face various challenges related to the allocation of funds. If communication between the management and an IRO is poor, the IRO's influence on the development of internationalisation is weaker and its chances of implementing initiatives such as that of allocating funds for foreign-language courses are lower. Additionally, a university's management is unlikely to insist on a practice if the teaching staff begins to complain; instead of then modifying it, they tend to simply abolish it or refrain from introducing it.

Respondents report that, in addition to a lack of demands made by teachers, the main obstacles to increasing the number of English-language courses are insufficient coordination, vision and strategy by management and a concern among teachers that their proficiency level is insufficient to teach comfortably in English.

Teachers are often afraid. When you sit in on lectures and see that the teachers – whose English is really perfect – are actually afraid that they will spell or say something wrong... Those same teachers have no problems speaking at conferences or working with foreign partners, but they are afraid when teaching students. They are worried about what people might say about them as members of academia. It's about reputation. A colleague who is a top expert in her field and a highly acclaimed scientist was nervous when speaking English in front of students. She overcame that fear, but it took some time...

Coordinators often talk about teachers' rejection of any work that falls outside the scope of their job description as defined under their employment contract, or their stance towards internationalisation as something pointless. Both issues can be addressed by measures aimed at rewarding additional work and raising awareness of the purpose and importance of internationalisation. For example, British Council programmes for university teachers conducting English-language courses are aimed at developing teaching skills in mixed-language student groups; they focus on interaction and peer-based learning. This helps teachers improve their skills and reduce any anxiety they may have about teaching in a foreign language. Offering rewards for and raising awareness of the purpose of internationalisation should at least partially support teachers who decide to teach in foreign languages or propose such courses, and should help them feel like the work they do in this area is not pointless or less prestigious. Addressing this issue is primarily the task of HEI management.

2.4.4. NETWORKING AND THE DEVELOPMENT OF INTERNAL FORMAL AND INFORMAL RULES AND PROCEDURES

Two of the most important questions related to mobility development at HEIs and, indirectly, to the development of internationalisation, are those of internal formal and informal rules and procedures as well as networking and exchange of experience among HEIs in the area of mobility. In this context, the variables to be examined are the level of development of procedures and rules at institutions and the extent to which a proactive approach is used in the development of such procedures and rules, as opposed to the retroactive approach, referring to the development of procedures and rules in reaction to newly developed situations and issues.

The questionnaire asked Erasmus coordinators at universities and their constituent units, as well as those at polytechnics and schools of professional higher education, if any special regulations and/or documents related to Erasmus implementation were adopted at their respective institutions in the reference period (2009-2013), and to name any such items. Out of 88 respondents, a total of 30 (34%) reported that no special regulations or documents related to Erasmus implementation were adopted. A total of 27 negative responses came from university constituent units, two from polytechnics, and one from a university. Specifically-identified regulations and documents that were adopted included regulations on the Erasmus international mobility programme as well as more general regulations on international mobility at the level of universities, schools of professional higher education, polytechnics and university constituent units. Furthermore, various regulations and forms related to ECTS recognition were listed, as were forms for recording inbound and outbound student mobility as well as internal roadmaps and procedures for tracking student mobility and, in a smaller number of cases, teaching and (non-)teaching staff mobility.

Document content analysis found that all universities, polytechnics and schools of professional higher education reported recognizing mobility periods for either studies or placements in their applications for the Erasmus University Charter, and describing mobility experiences in the Diploma Supplement. However, additional information was obtained by analysing mobility rulebooks. This analysis revealed various practices that were implemented at different HEIs. Mobility regulations consist of three thematic categories.

The first of these contain a list of the bodies in charge of mobility as well as a glossary of terms. This category differs among different types of HEI as well as among identically-classified ones, albeit only in the level of detail included. Universities primarily differ in the number of terms for which definitions are provided; all universities adopted mobility rulebooks. The minimum number of terms defined in university mobility rulebooks is nine and the maximum number is 29. Other universities included between 14 and 19 term definitions in their regulations. Eight polytechnics delivered their mobility rulebooks. In these, polytechnics define between nine and 19 terms, with seven of them providing definitions for between 15 and 19 terms. Out of the two schools of professional higher education that delivered their mobility rulebooks, one defines 15 terms, and the other 19. At all universities, technical tasks related to the comparison and compatibility assessments of programmes of study are carried out by ECTS coordinators within constituent units or departments. However, some exceptions were identified at two universities. At one of them, the function is carried out by the ECTS coordinator of the HEI, while at the other, it is done by the Erasmus coordinator of the constituent unit or department. Of course, there are other responsible persons included in the process: usually Erasmus and ECTS coordinators at HEIs, as well as course teachers. The procedure for recognizing credits for a course taken by a student is also conducted by ECTS coordinators at constituent units or departments, and, in the case of one university, by the head of the respective department and the IRO. In the context of credit recognition, only four universities stipulated the percentage of overlap required for a course to be recognised as mandatory. If the overlap percentage is below the required threshold, the course may be recognised as an elective. At three of these universities, the threshold is set at 70%, while at the fourth it is set at 30%. The same four universities also set a minimum number of credits that their students must earn during a given credit mobility period (two of them require 20 ECTS credits and the other two require 25 ECTS credits). Meanwhile, only two universities defined a maximum number of credits that may be earned (40 ECTS credits). Finally, three universities stated that the recognition of elective courses does not depend on the provision of compatible elective courses at the home institution.

With respect to comparative programmes of study and recognition of ECTS credits, polytechnics display a high level of variation. Indeed, there are two polytechnics at which the comparison is carried out by the ECTS coordinator within the respective constituent unit/department; two at which it is done by the head of the respective constituent unit/department; and another two at which it is done by the Erasmus coordinator at the HEI. At one polytechnic this task is carried out by the ECTS

coordinator at the HEI, and at another one it is undertaken by the Erasmus coordinator within the respective constituent unit/department. A similar situation can be observed with respect to ECTS recognition: at two polytechnics this is carried out by the ECTS coordinator within the respective constituent unit/department, and at another two it is done by the head of the respective constituent unit/department. There is one polytechnic each at which recognition is conducted by the head of the HEI, the ECTS coordinator at the HEI, the Erasmus coordinator at the HEI or the Erasmus coordinator within the respective constituent unit/department. At polytechnics, such processes are often additionally managed by ECTS and Erasmus coordinators at the HEI level, and by vice-deans for teaching. Out of eight polytechnics that delivered mobility rulebooks, only four defined the degree of overlap required between courses in order for a course to be recognised as either compulsory or elective. All four polytechnics set the threshold at 70%. Furthermore, four polytechnics set a minimum number of credits to be earned during one semester of mobility, whereas three defined a maximum number of credits that may be earned. The minimum number is set at 20 ECTS credits and the maximum at 40 ECTS credits.

Only two schools of professional higher education delivered their mobility rulebooks, so a detailed analysis was not possible. At one of the institutions, programme comparison and credit recognition is carried out by the HEI Erasmus coordinator. At the other institution, comparison is conducted by the head of the student administration office with the support of the respective course teacher, while recognition is a matter for the vice-dean for teaching with the support of the respective department head. Neither of these institutions defined the percentage of overlap required for a course to be recognised as compulsory. Likewise, neither defined the minimum or the maximum number of ECTS credits to be earned by a mobile student.

The analysis of the first part of mobility rulebooks shows that universities exhibit the most uniformity with respect to mobility management. All universities adopted mobility rulebooks, as opposed to polytechnics (only some of which did) and schools of professional higher education (even fewer of which did). Also, universities have more elaborate rules related to the recognition of mobility upon return, and to the minimum and maximum numbers of ECTS credits to be earned during mobility. This may be attributed to the fact that universities have participated in Erasmus for a longer period of time, and have therefore more clearly identified a need to regulate some processes in order for mobility administration to be smoother. However, strict overlap thresholds and earned-credit limits can negatively affect mobile students. Additionally, the criteria used to compare courses are questionable. In other words, it is possible for a course teacher to arbitrarily set overlap standards so high as to result in a higher incidence of insufficient overlap.

The second part of mobility rulebooks includes procedures for selecting outbound students, for comparing and evaluating the compatibility of different programmes of study, and for recognizing mobility. The procedure for selecting outbound students is generally standardised. All universities prescribe four main selection criteria: (1) academic results; (2) motivation, (3) skills in the language of instruction; and (4) the status of a regular undergraduate student, including the accumulation of some number of ECTS credits (in most cases this means 60 ECTS credits, i.e. the student should be enrolled in the second year of the study programme). However, there are some exceptions. Two universities define general criteria at the university level, but allow their constituent units to independently introduce additional selection criteria. Furthermore, some universities prescribe (or allow their constituent units to prescribe) procedures such as interviewing candidates or granting advantage to certain students, e.g. those enrolled in higher years of their respective programmes, or first-time mobility applicants. One university prescribes that each student can realise only one study-oriented and one placement-oriented mobility period (such a provision was not found in the documents provided by any other university).

Polytechnics exhibit great differences in this part of the rulebook. Only one criterion is universally included in student selection procedures at all polytechnics: that of the level of skills in the language of instruction. Other criteria are variously represented. A motivation letter is required by nine polytechnics and an interview is required by six. Five polytechnics require that students be enrolled in the second year of their programmes of study, and also take into account students' academic

results. Three polytechnics allow first-year students to apply for placement mobility only, and the same number of polytechnics takes into account students' general grade point averages. Two polytechnics take into account the first mobility criterion as well as teachers' letters of reference. Finally, other criteria used by a single polytechnic each include allowing only one mobility period per student; allowing one study-oriented and one placement-oriented mobility period per student; using the criterion of the product of grade point average and the number of ECTS credits; and knowledge about Erasmus and civic participation. The highest and the lowest numbers of criteria used by a polytechnic are eight and three, respectively.

As for universities and polytechnics, the information on the student selection criteria used at schools of professional higher education was collected based on narrative reports and mobility rulebooks, which were delivered by all seven schools of professional higher education. Five of them applied the criterion of the motivation letter, three used the grade point average, and two used the status of a regular undergraduate student who has acquired a certain number of ECTS credits. The following criteria were used by a single school of professional higher education: fulfilment of all student requirements; the field and topic of the final paper (for candidates applying for mobility for the purpose of final paper research); an interview; the number of passed courses; and the number of credits awarded for English-language courses.

The key difference between universities on the one hand and polytechnics and schools of professional higher education on the other is that some universities prescribe only basic criteria, while allowing their constituents units to decide on any additional criteria to be applied. Such an approach is understandable in the context of large universities, considering the large number of realised individual mobility periods, the specificities of different programmes of study and the amount of mobility-related administrative work. In contrast, individual polytechnics and schools of professional higher education use a number of specific criteria, which can further hinder or prevent the mobility of students at these institutions.

Table 17. Selection criteria for outbound student mobility by institution type

	UNIVERSITIES [28]	POLYTECHNICS	SCHOOLS OF PROFESSIONAL HIGHER EDUCATION
LANGUAGE SKILLS	7	11	4
STATUS OF A REGULAR UNDERGRADUATE STUDENT AND A CERTAIN NUMBER OF ACQUIRED ECTS CREDITS	7	4	2
MOTIVATION LETTER	7	9	5
ACADEMIC RESULTS	7	5	4
INTERVIEW	2	6	1
FIRST-TIME MOBILITY	3	2	0
GRADE POINT AVERAGE	0	3	3
ONE STUDY-ORIENTED AND ONE PLACEMENT-ORIENTED MOBILITY	1	1	0
TEACHER'S LETTER OF REFERENCE	0	1	0
GRADE POINT AVERAGE/ECTS CREDIT PRODUCT	0	1	0
ONE MOBILITY PERIOD	0	1	0
KNOWLEDGE ABOUT ERASMUS	0	1	0
CIVIC PARTICIPATION	0	1	0
FULFILLED STUDENT REQUIREMENTS	0	0	1
FIELD AND TOPIC OF THE FINAL PAPER (FOR CANDIDATES APPLYING FOR MOBILITY FOR THE PURPOSE OF FINAL PAPER RESEARCH)	0	0	1
NUMBER OF CREDITS AWARDED FOR ENGLISH-LANGUAGE COURSES	0	0	1

Finally, the third category of regulations defines requirements related to staff selection and the types of mobility that can be realised. In the staff selection procedure, universities take two criteria into account: first-time mobility (i.e. the number of realised mobility periods) and the quality of the proposed teaching plan and programme. Five universities apply the criterion of foreign language skills; four apply the criteria of a balanced representation of constituent units (i.e. encouraging diversity), compatibility between the duration of the mobility period and the scope of planned activities, and compatibility between planned mobility and the objectives of a university's developmental strategy. In selecting their mobile staff, three universities require an invitation letter, a plan for the dissemination of mobility outcomes upon return, and approval for the mobility period from the home institution's constituent unit/department. Finally, some criteria were applied by a single university each, such as: the recognition of mobility periods realised outside the LLP, the academic title of the candidate, the general quality of the candidate, advantage granted to persons with disabilities, and the relevance of the mobility period to the job carried out by the staff member. The number of criteria used by any individual university ranges from three to thirteen. However, some HEIs allow the possibility for their constituent units to introduce additional criteria. As for the types of mobility defined in the regulations, universities exhibit wide variations. Two universities limit the regulated mobility periods to those realised under the Erasmus programme, while another one also includes mobility periods realised under bilateral (i.e. inter-institutional) agreements. On the other end of the scale, two universities list as many as nine different mobility types. The remaining two universities list five to six mobility types. Additionally, two universities limit staff mobility to one mobility period

per academic year, while no such limitations have been set by other universities. Interestingly, most universities (as many as four) do not address inbound staff mobility in their regulations.

It was not possible to collect staff selection criteria for all polytechnics; while some of them did not define such criteria, others did not deliver relevant documents. The most highly represented criterion, used at nine polytechnics, is the quality of the proposed programme/teaching plan. Eight polytechnics use the criterion of the number of realised mobility periods; five use the criteria of the encouragement of a balanced representation among different fields of study (i.e. diversity) and foreseen benefits for one's future work at the home institution. Four polytechnics apply the criteria of compatibility between a planned mobility period and the HEI's strategic objectives as well as foreign language skills, while three polytechnics apply the criteria of a balance between mobility period duration and the scope of planned activities, approval by the home constituent unit/department, and planned dissemination activities related to mobility outcomes. Finally, the following criteria were identified at one HEI each: provision of a course for inbound students, one's engagement in the HEI's activities, a motivation letter, an interview, the general quality of the candidate, and the candidate's achievements. The number of criteria used by an individual polytechnic ranges from three to seven. Regarding the type of mobility defined in the mobility rulebooks, the situation is very homogenous and simple. All polytechnics exclusively address LLP mobility in their mobility rulebooks. Furthermore, as many as four polytechnics limit staff mobility to one mobility period per academic year. Still further, all polytechnics but one address inbound staff mobility in their regulations, as opposed to universities (only three out of seven of which address inbound staff mobility).

With respect to staff mobility criteria, wide variations in the number of listed criteria can be found among schools of professional higher education. Four schools of professional higher education apply the criterion of the quality of the proposed teaching plan and programme; three use the invitation letter criterion; and two use the criteria of first-time mobility/number of realised mobility periods, the foreseen benefits for future work at one's home institution, the dissemination of mobility outcomes upon return, relevance to the staff member's job, and motivation. The remaining criteria, found at one institution each, include: foreign language skills, compatibility between the duration of the mobility period and the scope of planned activities, academic title, and the specific needs of an HEI and its staff. The maximum number of criteria applied in the staff selection process is six, while the minimum number of such criteria is one. One school of professional higher education did not list any such criteria in the available documents. Two schools of professional higher education that delivered mobility rulebooks exclusively addressed LLP mobility, and both of them briefly addressed inbound staff mobility in their regulations.

As with student mobility, universities likewise allow their constituent units to introduce additional criteria in the selection process for staff mobility. Additionally, just as with student mobility, individual polytechnics and, to some extent, schools of professional higher education prescribe criteria that may potentially discourage staff from partaking in mobility, such as motivation letters, interviews, academic title, etc. Several criteria that are underrepresented at all types of HEI and that might help promote the development of internationalisation and mobility should be mentioned: compatibility between the duration of the mobility period and the scope of planned activities, one's engagement in an HEI's activities, the provision of English-language courses and plans for disseminating mobility outcomes upon return. By introducing such criteria, HEIs would ensure an intensified engagement of staff in terms of pre-mobility and follow-up activates as well as mobility planning that supports the implementation of the existing strategies. Furthermore, the social dimension is evidently neglected, with only one HEI granting advantage to persons with disabilities in the mobility selection process.

There are also obvious differences between universities on the one hand and polytechnics and schools of professional higher education on the other in terms of the types of mobility addressed in the regulations and the regulation of inbound staff mobility. Universities generally list multiple mobility types and do not address inbound staff mobility, whereas polytechnics and schools of professional higher education focus on LLP mobility exclusively, but do address inbound staff mobility. This testifies primarily to the diversity of universities' mobility practices and to the need for introducing uniform regulations and simplifying the related administrative work.

28, At large universities, certain criteria were decided at the level of constituent units. Such criteria are not included in the table.

	UNIVERSITIES	POLYTECHNICS	SCHOOLS OF PROFESSIONAL HIGHER EDUCATION
FIRST-TIME MOBILITY/NUMBER OF PREVIOUS MOBILITIES	7	8	2
QUALITY OF THE PROPOSED TEACHING PLAN/ PROGRAMME	7	9	4
BENEFITS FOR FURTHER WORK AT ONE'S HOME INSTITUTION	4	5	2
LANGUAGE SKILLS	5	4	1
BALANCED REPRESENTATION OF CONSTITUENT UNITS/ENCOURAGING DIVERSITY	3	5	0
COMPATIBILITY BETWEEN THE DURATION OF THE MOBILITY PERIOD AND THE SCOPE OF PLANNED ACTIVITIES	3	3	1
PLAN FOR DISSEMINATION OF MOBILITY OUTCOMES UPON RETURN	2	3	2
APPROVAL BY THE HOME CONSTITUENT UNIT/ DEPARTMENT	2	3	0
COMPATIBILITY WITH THE OBJECTIVES OF THE HEI'S DEVELOPMENTAL STRATEGY	3	4	0
LETTER OF INVITATION	2	0	3
RELEVANCE OF THE MOBILITY TO THE JOB CARRIED OUT BY THE STAFF MEMBER AT THE HOME INSTITUTION	1	0	2
GENERAL QUALITY OF THE CANDIDATE	1	1	0
ACADEMIC STATUS	1	0	1
PERSONS WITH DISABILITIES	1	0	0
MOBILITY OUTSIDE OF THE LLP	1	0	0
PROVISION OF A COURSE TO INBOUND STUDENTS	0	1	0
ONE'S ENGAGEMENT IN THE HEI'S ACTIVITIES	0	1	0
MOTIVATION LETTER	0	1	0
INTERVIEW	0	1	0
CANDIDATE'S ACHIEVEMENTS	0	1	0
SPECIFIC NEEDS OF THE HEI AND ITS STAFF	0	0	1

Taking into account the diversity described above and the statements of interviewed Erasmus coordinators, it can be concluded that mobility procedures at HEIs have developed based on:

- recommendation by the AMEUP
- experience (by trial and error or a systematic approach to tackling emerging issues)
- exchange of experience among similar (in size, geographical location, etc.) universities (i.e. networked learning)

Among these three learning paths, coordinators most frequently made spontaneous reference to learning from experience and developing procedures to address institution-specific needs. It seems that the development of internal procedures aimed at building out mobility and fostering interest in Erasmus was based on the enthusiasm, creativity and influence (in terms of decision-making powers) of IRO staff.

After the first generation of students returned from mobility and recognition-related problems first emerged, we learned a lot. The main lesson was that such problems must not reoccur. We tried to prepare for the next year as best as we could by introducing some rules and talking to heads of departments. But sometimes you cannot even predict the ways in which things might get complicated. You need to be very creative in finding solutions on such short notice. But this is what makes this job so dynamic and enjoyable in a way.

In the interviews, the impression given was that Erasmus coordinators were responsible for introducing the majority of rules and procedures. With some exceptions, HEI vice-rectors and vice-deans were mainly involved insofar as they approved and signed what the IRO staff requested. The main problem is a lack of trust by the management, which hinders the introduction of necessary changes.

The international relations office – we – suggest changes. However, we do not have ... actual authority over such. If they (the management) insist and agree on something, then we cannot talk them out of it. We can, based on our experience, say that something is a bad idea or not... In some situations they will listen to us and in some situations they will not. When academic staff has formed an attitude, then they stick to it and they will not let any non-teaching staff members sway them... Some suggestions were not taken into account. So, we had to implement some procedures, even though they were not necessarily good in our opinion. But, apparently, we are here only to implement.

Generally, the level of trust and cooperation seems to be higher at smaller, integrated universities, which face fewer problems as well as formal and informal challenges. At those universities where cooperation between the vice-rector for international cooperation and IRO staff is good, we see many more initiatives and innovations, and better development of the IRO as well as both formal and informal procedures.

Aside from several larger universities that exhibited a proactive approach in the adoption of rules and procedures, thus creating a high level of regulation, another, smaller university made an effort to adopt regulations and procedures in order to better address potential challenges and predict potential outcomes. Meanwhile, the majority of other HEIs, particularly schools of professional higher education and polytechnics, reacted with a delay, tackling problems that had emerged during the course of implementation. There are two reasons for this: one is IRO understaffing, making it difficult for personnel to develop regulations and procedures proactively in the face of an overwhelming number of urgent tasks; the other reason is that many HEIs do not face major procedural issues like those anticipated by large decentralised universities, such as the University of Zagreb. In any event, the larger problem created by such a situation is the fact that the HEIs do not have institutional memory. When everything happens retroactively, there are no records of how or why some rules were introduced, and it is reasonable to assume that no institutional learning takes place. In such a situation, if people who were involved in institutional processes left the HEI, the institution would probably be incapable of reacting adequately to the same or a similar situation that could occur under another programme/reform. This is a large problem to be anticipated and urgently addressed by HEIs in order to safeguard their development and the continuity of their implementations.

Coordinators commonly learn from one another. Aside from allowing for exchanges of experience and networked learning, such interactions also result in a transfer of established procedures from one institution to another. Communication among coordinators is continuous and is not only limited to problem solving. Contacts are stronger among coordinators of universities in the same region as well as among those at universities of a similar size. Communication among polytechnics and schools of professional higher education more strongly depends on the similarity between respective disciplines. Such networked learning is highly important because it produces "network memory," which exceeds institutional memory, and also because it enables the provision of mutual support among Erasmus coordinators and fosters their motivation.

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2.4.5. THE SOCIAL DIMENSION OF THE ERASMUS PROGRAMME

The social dimension of Erasmus was already touched upon in the previous sections of this report. In this context, several topics brought up by HEI coordinators in the interviews deserve mention because they also fall under the social dimension category, even though it might not seem so at first. Coordinators spontaneously brought up the issues related to the social status of students, especially at schools of professional higher education and polytechnics, where tuition is paid by students, their parents or their employers, making Erasmus participation an additional cost. This was addressed in the section on outbound student mobility. An additional problem is the high cost of student accommodation at universities located in tourist destinations. This presents an additional expense to students and/or parents, and may prevent students from embarking on mobility. Similarly, inbound mobility can also present a problem in cases of small universities located in tourist destinations that have no student accommodation facilities available, particularly during the summer. Rents are generally high in such areas, for both the domestic and foreign students, and students are usually required to leave their apartments by 1 June. Foreign institutional partners on a joint study project require that certain arrangements are guaranteed to their outbound students, including accommodation. Small universities do not have their own accommodation facilities, and this hinders their further development of international cooperation on joint programmes.

Based on document content analysis, not all universities allocated their own funds to promote the social dimension of Erasmus by ensuring additional mobility support for students of low socioeconomic status. Such support was provided by only three universities. One university provided additional support to all outbound students in the first two years of Erasmus implementation, and continued to provide such support thereafter only to those of low socioeconomic status. Furthermore, two cases were recorded in which funds for this purpose were allocated at the level of the faculty or faculty department rather than of the university. No other cases of universities allocating additional funds for this purpose were identified. Similarly, universities did not allocate additional funds for teacher mobility. Additional support for students with disabilities, which covers all additional costs during mobility, was provided under Erasmus. This group of students therefore faced no formal problems related to funding.

However, most universities do not have a systematic approach to tackle challenges specific to the mobility of a wide group of students with fewer opportunities. The social dimension in most cases comes down to emphasising the possibility of additional funding available to students with disabilities in presentations and calls. A more comprehensive policy targeting students with disabilities was developed by two universities, and it involves cooperation among different services. Another university has been developing a more systematic approach in this area in recent years. The former university has placed a special focus on this category of students, informing them of the possibility of additional funding as well as developing cooperation among the IRO, the Office for Students with Disabilities and the Centre for Student Support. This is also the only university that included language in its Erasmus Policy Statement on fostering mobility participation for students with fewer opportunities as an expected impact of Erasmus. The other university that reported intensified activity in this area, in addition to highlighting the possibility of additional support available to students with disabilities as part of their promotional activities and in calls for applications, also developed a special application for additional support, including detailed application instructions, that was aimed at students with disabilities. Furthermore, cooperation between the Service for International and Inter-University Cooperation and the University Office for Students with Disabilities was established. Other universities reported promoting the possibility of additional support in their presentations and promotional activities, whereas one university made an effort to establish personal contact with students from this group in order to encourage them to embark on mobility. An activity that is partially related to the topic of the social dimension in the context of student integration is cooperation between universities and ESN associations, in an effort to include inbound students in various activities, including volunteering, sporting events, community events, etc.
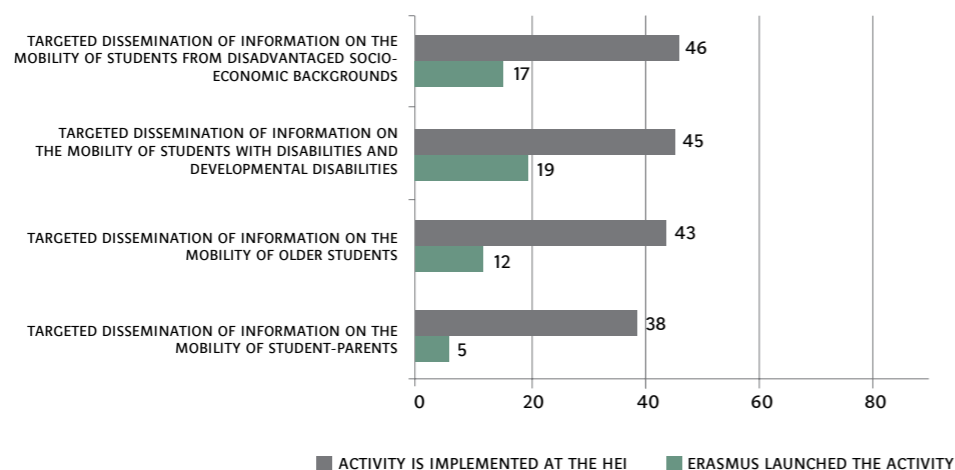
With respect to students with disabilities, polytechnics mostly report that either there is no interest for mobility among this group of students, or that no such students are enrolled at the institution. Activities in this area mostly come down to highlighting the possibility for additional support in calls for applications. Still, two good practice examples were identified. One institution provides individual consultations for students with disabilities in order to inform them of the available support and encourage them to embark on mobility. The other institution grants advantage to this group of students in the selection process. In contrast, some negative examples were also identified. Some institutions have no Erasmus-related policy targeting students with disabilities, maintain no databases of students with disabilities, organize no activities aimed at motivating such students to participate in mobility and/or provide inadequate facilities/infrastructure to physically accommodate students with disabilities. With respect to hosting foreign students and including them in local social activities, only half of all polytechnics mentioned cooperation with the Student Council in their documents.

Most schools of professional higher education allocated no additional funds to provide support for outbound students and staff. As many as five out of seven schools did not report allocating such funds in their documents. One institution set a good example in earmarking additional funds for students, but not for the staff, stating that no such additional support was recognised as necessary. Additionally, one school of professional higher education ensured additional support based agreements made with its city and county authorities in 2010/11, 2011/12 and 2012/13. No uniform approach to students with disabilities can be observed among schools of professional higher education. Two such schools reported that no students with disabilities were enrolled, while two other schools emphasise the support available through Erasmus. Two other institutions provided more detail. One of them reported having worked on facilities/infrastructure improvements and programme adjustments to better accommodate persons with disabilities, despite the fact that they had not yet received inquiries from among this group of students. At the other institution, the Department for Mobility and International Cooperation provides information to students with disabilities who are interested in Erasmus, and articulates in its Erasmus Policy Statement a special focus on underrepresented groups and persons with fewer opportunities as well as the availability of additional allocated funds for students with disabilities. However, it remains unclear whether such additional funds are allocated from the institution's own budget or from Erasmus funding.[29] Finally, a positive example was provided by a school of professional higher education that, according to its own documents, enrols a large number of athletes with disabilities. The school reported sending e-mails to those students, informing them of the opportunities available under Erasmus, and holding individual consultations with most of them. With respect to hosting foreign students and including them in local social activities, only three schools of professional higher education mentioned cooperation with the Student Council in their documents.

The results of the questionnaire for ECTS/Erasmus coordinators at HEIs and university constituent units indicate that the provision of information targeting disadvantaged student groups is implemented at 50-60% of institutions. However, Erasmus is not responsible for initiating such activities at most institutions. No statistically significant differences were found between the implementation of such activities at a given HEI and the type of HEI in question.

29. Organisational support is a type of financial support awarded to LLP beneficiary organisations to finance activities aimed at increasing the quality of LLP implementation, such as printing promotional and information materials, providing language support for mobility participants, implementing research related to LLP participation, etc.

Figure 5. Indicators of the strengthening of the social dimension in international mobility – implementation of the activity at the institution and the launch of the activity as a result of Erasmus participation

With respect to the dissemination of mobility-related information targeting disadvantaged groups of students, Erasmus most pointedly targeted students with disabilities, including developmental disabilities (42%), followed by students from disadvantaged socioeconomic backgrounds (37%), older students (39%), and student-parents (13%). No statistically significant differences were found between the launching of such activities under Erasmus and the type of HEI in question. Respondents assessed that Erasmus had a moderate impact on progress made targeting information dissemination at students with disabilities, including developmental disabilities, as well as to students from disadvantaged socioeconomic backgrounds, and a low impact on targeting information dissemination at older students and student-parents (as many as 60% of respondents reported that Erasmus had no impact on these activities). No statistically significant differences were found between the level of Erasmus impact and the type of HEI in question for any of the indicators of strengthening the social dimension in international mobility.

Figure 6. Indicators of the strengthening of the social dimension in international mobility – average assessments of Erasmus impact
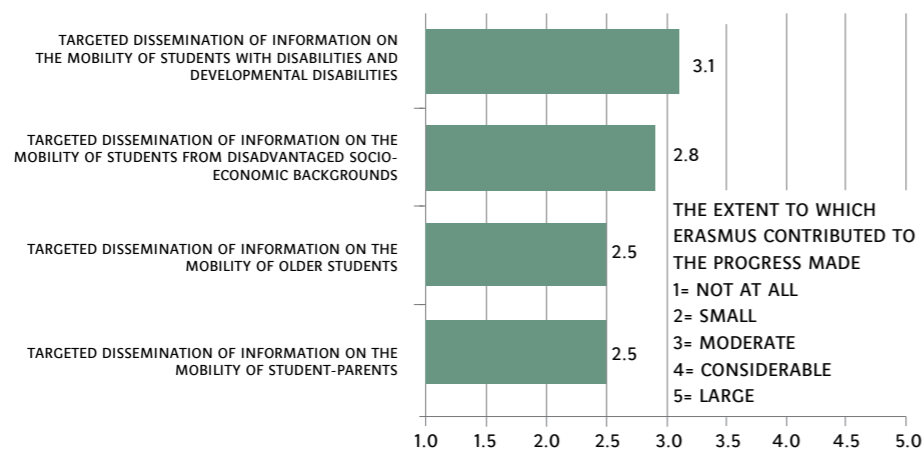
Finally, we would like to conclude the presented overview and discussion of the research results. At the beginning of the report, we stated that mobility is not to be examined as an independent activity, but as a tool of HEI internationalisation. We stated that HEIs are complex institutions and laid out the main segments (social structure, participants, institution's goals, dominant technologies) to be targeted within them if changes are to be made, as well as the fundamental institutional-environmental pillars (i.e. the regulative, normative and cultural-cognitive pillars) that affect the

development of institutions as open systems. We also introduced the impact chain, a very useful concept in understanding the ways in which a given activity is instrumental to producing certain outputs. We stated that it is important to understand what a given input is, what actions are to be taken, what the expected output is, and finally, what the impact of this output is. Everything mentioned above and explained in more detail previously helps us draw useful and, for our HEIs, very valuable conclusions on the impact of HEI participation in Erasmus activities (2009-2013).

The research results, which are very detailed due to three different methods and samples used, indicate that investments into HEIs were not very high at the beginning of the implementation: universities had already set up IROs under other programmes, in preparation for Erasmus implementation: the MSE awarded funds to large universities in order to cover the cost of hiring additional administrative staff, and universities had already developed ECTS Coordinator Networks. When Erasmus was launched, the AMEUP concluded grant agreements with individual HEIs. Thereafter, HEIs began to invest in the Programme by developing procedures and rules, presenting the Programme to students as well as teaching and non-teaching staff, developing foreign-language courses and programmes of study, setting up systems of support for inbound and outbound students, etc. Over the years, many HEI staff members worked hard and gained experience with mobility and internationalisation. This primarily refers to central Erasmus coordinators and other IRO staff members, and also to vice-deans at HEIs and university constituent units, ECTS/Erasmus coordinators, and various teaching and administrative staff. The results of these efforts and activities include formal and informal rules and procedures, an increase in all types of mobility and the number of English-language courses as well as bilateral agreements signed, a higher degree of networking, informal task delegation and information sharing within universities, improved problem-solving skills on the part of administrative staff in new and demanding situations, etc. It is important to note that these outcomes affect all segments of the organisation to various extents. However, the essential questions concern the extent of the impact of these outcomes, and whether such impacts are reflected in HEI internationalisation. Considering the universally reported increase in inbound and outbound mobility of students and teaching staff alike, we can safely state that participation in Erasmus activities made an impact on HEI participants. Since the number of foreign-language courses on offer has grown and the link between Erasmus and other types of curriculum internationalisation has been established, it can be concluded that an impact has also been made on dominant teaching technologies. Although the degree of change at the HEI level is often insufficient, especially at large universities, nearly no changes would have obtained were it not for Erasmus activities. In this sense, Erasmus played a large and indispensible role. Meanwhile, in the context of social structures and goals on an organisational level, the observed impact in these segments is the lowest. It seems that Erasmus activities made no impact on the development of institutions' goals related to internationalisation. The impact was limited and sporadic with respect to improvements made towards a more structured organisation of main tasks at institutions, a clearer and more efficient distribution of power and authority at different levels, better interconnection among organisational structures, and clearer delegation of tasks aimed at HEI internationalisation.

Despite the aforementioned impact that Erasmus exerted on participating HEIs, the research also identified certain problems with and obstacles to Erasmus implementation. The questionnaire identified a significant number of students from a disadvantaged socioeconomic background who could not participate in mobility for various reasons (e.g. strained finances, parental obligations, work obligations, etc.). Problems represented to a lesser extent included an inability to find a host institution due to the specificities of a given study programme, a large number of adjunct staff members (teachers) who were hesitant to embark on mobility due to their lack of institutional tenure, and an attitude that Erasmus experience at foreign universities might result in students pursuing postgraduate studies abroad, despite HEIs' preference for retaining them. The data on obstacles to Erasmus implementation collected in the questionnaire indicate that excessive teaching and research workloads among teaching staff represent the main obstacle to mobility for this category. Almost 50% of respondents reported that this obstacle is mostly or particularly

pronounced at their institution. Furthermore, about 45% of respondents reported another mostly or particularly pronounced obstacle: an insufficient number of available grants to support all of the students who are interested in Erasmus. About one third of participants reported the following obstacles to efficient Erasmus implementation: an insufficient number of administrative staff; an insufficient number of foreign-language courses on offer to attract foreign students; the non-valorisation of work on international projects carried out by teaching staff; insufficient funds to cover an institution's costs related to Erasmus; and a lack of teaching and research staff included in Erasmus implementation. About one fourth of respondents also reported a lack of interest in Erasmus mobility among teaching staff, and an inability to arrange for substitution if and when a teacher decides to embark on mobility.

The main insight provided by the research is that institutions, unfortunately and at their own loss, use Erasmus exclusively as an administrative framework, rather than as an inspiration for growth. One of the major ways to promote internationalisation is to make administrative decisions and support the development of internal administrative procedures that facilitate mobility (Huisman and van der Wende, 2005). There are several areas in which there is a lot of room for improvement. In a climate that would be more supportive of Erasmus activities, such improvement would involve a more elaborate examination of the outcomes of certain activities (e.g. signing bilateral agreements etc.); a high-quality analysis of rules and procedures; the establishment of institutional memory and a reward system; and management that is more proactive and courageous in its approach, and that places more trust in and establishes better cooperation with IROs and Erasmus coordinators. In such a climate, institutions would have a chance to develop the international dimension as well as the quality of their teaching, research, administration and public activities. It would be regrettable for them to miss out on this opportunity again in the upcoming programme cycle.

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EVALUATION OF THE IMPACT OF THE LIFELONG LEARNING PROGRAMME ON EDUCATIONAL INSTITUTIONS AND HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF CROATIA

EVALUATION OF THE IMPACT OF THE LIFELONG LEARNING PROGRAMME ON EDUCATIONAL INSTITUTIONS AND HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF CROATIA

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BRANKO ANČIĆ, Ph.D. is a post-doctoral candidate at the Institute for Social Research in Zagreb. His research interests include the sociologies of religion, health and sustainable development. He has participated in several national and international projects. He is a permanent collaborator on the ongoing International Social Survey Programme (ISSP). He has published three books and more than ten papers, mostly in international journals. Ančić is an executive editor of Religion and Society in Central and Eastern Europe (RASCEE) and an administrative secretary at the International Society for Sociology of Religion (ISSR). His experience includes teaching at the University of Zagreb (University Department for Croatian Studies of the Faculty of Humanities and Social Sciences) and he has been an external associate teacher at the Department of Sociology of the Faculty of Law at the University of Zagreb since 2014/15. Ančić is a member of the management board of the Forum for Freedom in Education (*Forum za slobodu odgoja* – FSO) and a long-term trainer of elementary and secondary school teachers in the area of civic education.

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Asst. Prof. KSENIJA KLASNIĆ, Ph.D. (Zagreb, 1983) completed a single-major study programme in Sociology and a complementary study programme in Information Sciences for Social Sciences and Humanities at the Faculty of Humanities and Social Sciences of the University of Zagreb in 2007. She earned a doctoral degree in quantitative methodology of sociology in 2014. She has been employed as a junior researcher at the Department of Sociology within the Faculty of Humanities and Social Sciences in Zagreb since 2008. She teaches six courses as part of undergraduate and graduate study programmes, five of which are in the field of methodology. The areas of her research interest include the methodology of social research, sociology of the family, violence against women, and student activism. She has worked on numerous scientific and research projects as well as on applied projects of smaller or larger scopes. Her tasks generally include questionnaire design and data processing and analysis.

Working on this study was simultaneously challenging and rewarding. As a member of the research team, I have learned a lot about how to approach such a wide topic. This will be a great asset in my future work. Also, I hope that the contribution that this study made in terms of providing a deeper understanding of this complex topic will be recognised. I see this experience as beneficial in terms of my personal and professional growth as well as potential future collaboration.

Analysing the impact of a programme of such complexity as Erasmus was quite a challenge, especially in terms of methodology. However, it seems to me that we did succeed in shedding some light on the main effects of the programme as well as on its unrealised potential, especially in the area of internationalisation of Croatian HEIs. It is particularly rewarding for any scientist or researcher to be able to directly apply research analyses that are beneficial to all stakeholders within the system. I therefore hope that the findings, conclusions and guidelines arising from this research will serve as a valuable signpost in the further institutional development of Croatian HEIs.
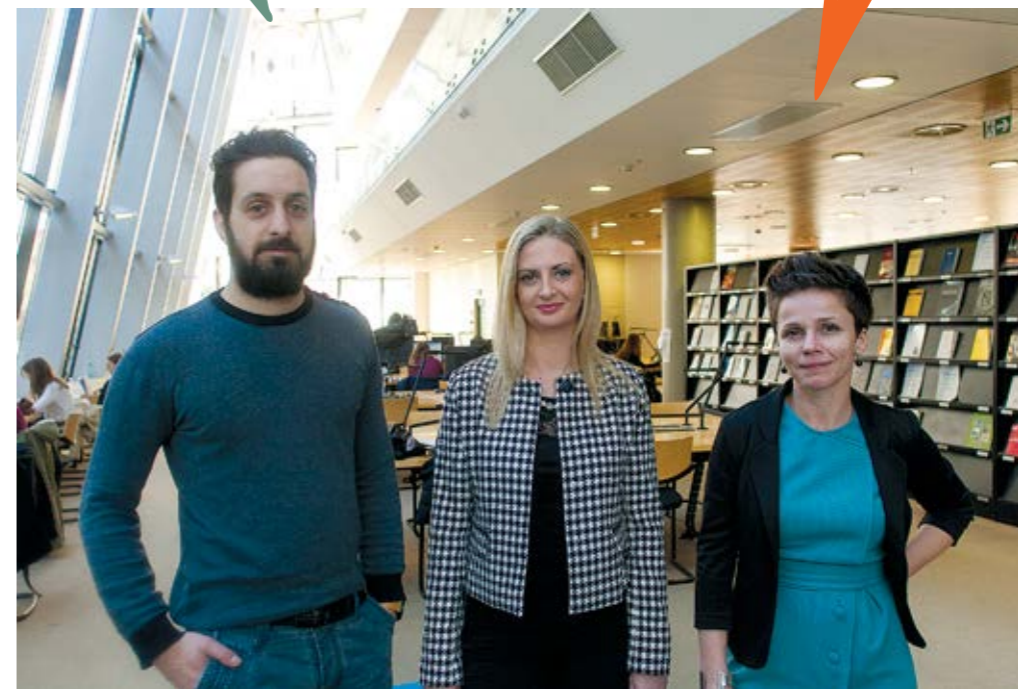
_members of the research team: Nikola Baketa, Asst. Prof. Ksenija Klasnić, Ph.D., Asst. Prof. Marija Brajdić Vuković, Ph.D.
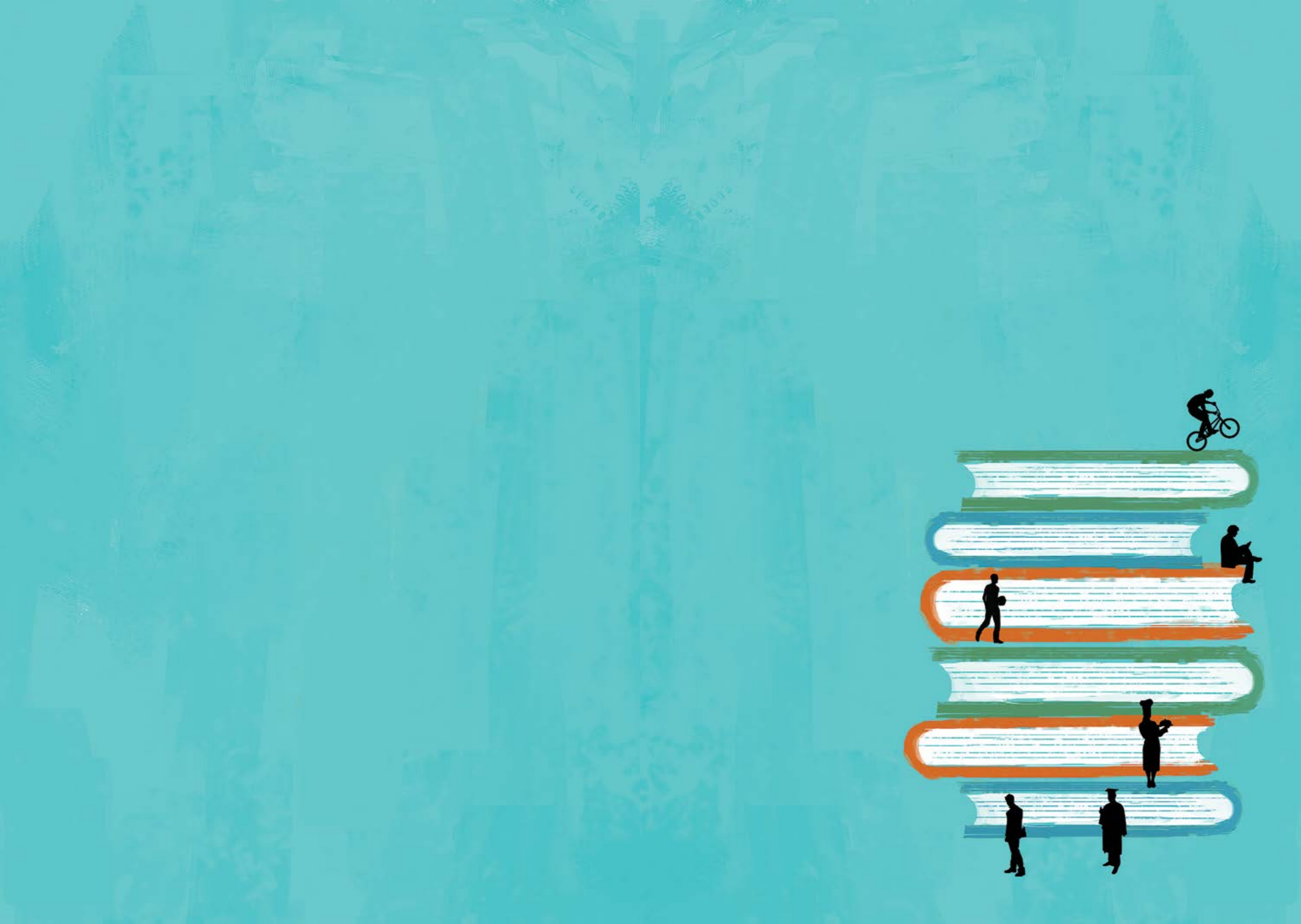
IV. IMPLEMENTATION OF THE LLP

IMPLEMENTATION OF THE LLP – EXAMPLES OF INSTITUTIONS AND PROJECTS

This publication provides insight into various dimensions of the LLP. In order to enrich the reader's understanding of LLP project implementation and provide vivid insight into the project "life cycle" at educational institutions, the implementation of the LLP will be illustrated in this section through the examples of ten beneficiary institutions, and based on the accounts of their most valuable resources – EU projects leaders and other staff, pupils, students and adult learners.

Ten representative institutions were selected using the criteria of their typological diversity, their project quality and diversity, and their geographical distribution. These institutions and their projects constitute good-practice examples that offer but a glance at the creative and innovative ideas and results spanning 1.691 LLP-financed projects.

Between 2009 and 2013, 410 Croatian organisations participated in LLP projects, either as project leaders or partners.

_Adrijana Višnjić Jevtić, project leader   _Gordana Patarčec, principal   _Čakovec Kindergarten   / Comenius - preschool education and general education /

Čakovec Kindergarten is an independent, public, early childhood and preschool education and care institution for children from the age of one up until they begin primary education. It comprises 10 branch departments and caters to a total of 936 children divided among 43 educational groups. Aside from regular programmes, it also implements public needs programmes (i.e. advanced programmes for potentially gifted children, programmes for the integration of children with developmental disabilities into regular groups, programmes for Roma minority children, and a programme for primary school preparation), programmes based on specific pedagogical concepts (i.e. Montessori and Waldorf programmes), special programmes (i.e. a programme enriched with Biblical content and a Catholic religious education programme) and short programmes (i.e. an early English learning programme).

The objective of the "What's Europe" project was to improve the intercultural competences of children, teachers and parents. Children had the opportunity to learn in new and modern ways, in cooperation with their peers from other European countries, through age-appropriate activities. The project was based on seven areas: games, songs and dances, food, fashion, traditions, stories and geographical features. While learning about the cultures of Norway, Poland, Czech Republic and Slovakia, children discovered their own culture, learned about intercultural similarities and differences, and acquired other new knowledge. The main benefit of this type of learning was the development of acceptance and respect for others and for anything different, which was instrumental in preventing stereotypes and prejudice.

Using modern technologies, children had the opportunity to visit other countries and meet their peers.

The project had a positive impact on all participants. Children widened their knowledge and became more aware of similarities and differences in society. Teachers improved their competences and acquired new skills. Parents learned with their children and practiced cooperation with children and teachers alike.

The internationalisation of education means opportunities, understanding, networking, acceptance, cooperation and development.

_Adrijana Višnjić Jevtić, project leader

_Marlena Bogdanović, project leader   _Lolita Pašalić, principal   _Tučepi Elementary School   / Comenius - preschool education and general education /

The internationalisation of education is an ongoing worldwide process of exchanging ideas, values, cultures, knowledge resources and all other elements of the education process. Internationalisation makes education a free satellite of unlimited potential circling around the planet and remaining available to everyone, regardless of their age, sex, religion or nationality. Using its signals, this satellite erases all divisions and differences among people and provides everyone with equal opportunities and chances for success!

**_Marlena Bogdanović,
project leader**

The fascinating world of European fairy tales brought Tučepi Elementary School together with one school from each of the following countries: Germany, France, Portugal, Romania, Turkey, Sweden and Greece. By implementing project activities throughout the primary education curriculum, we studied fairy tales from our own country during the first year of the project and those from our partner countries during the second.
A doll-character named Eugenija, who was the mascot of our project, visited all of the partner schools and kept a diary that was written by the pupils. In that way, through a combined effort, a new fairy tale in the form of a travelogue was created, which captured Eugenija's adventures with people she met in each partner country.

Our school is at the heart of our little town. It is nestled between the sea and the Biokovo mountains, surrounded by a confined yet authentically Mediterranean landscape. Ours is a school of innovative and creative spirit. Teachers at the school are highly qualified and creative, and they encourage pupils to discover and acquire new knowledge using modern means, methods and activities.
We are proud of our educational results, our educational projects conducted at both primary and lower secondary levels, our school newspaper *Vrutak*, our pupils' association *Škrinjica*, and our numerous extracurricular and humanitarian activities.

_Ivana Štiglec, project leader   _Dražen Đapić, principal   _The First Gymnasium of Osijek   / Comenius - preschool education and general education /

The internationalisation of education [means] new opportunities, new experiences, new perspectives, innovation, personal and professional development, quality, challenge, cooperation, and motivated pupils.

_Ivana Štiglec,
project leader

The First Gymnasium of Osijek is an upper-secondary, general education school founded in 1992 and currently attended by 600 pupils. Pupils regularly participate in competitions and win awards at the local, national and even international level (e.g. first place at the international "Consumer Classroom" school competition, organised by the European Commission). The school embarked on the internationalisation process several years ago by joining the eTwinning and Comenius projects, and it continues to work on internationalisation under the Erasmus+ programme.

a) One project, called *Training for LIFE: Leadership Initiative for Europe*, included ten countries: Romania, Poland, Portugal, Lithuania, Latvia, Denmark, Turkey, Hungary, Italy and Croatia. The goal of the project was to develop students' leadership skills. Twenty leadership-themed topics were created during the project and taught in all partner countries. Each partner school established a CLIP club – Club for Leadership Initiative through Projects – which was tasked with demonstrating practical leadership and conducting entrepreneurial activities. The Croatian CLIP club received an annual award from the Osijek Volunteer Centre for its contribution to school-level volunteering.

b) The other project, *From Being a Citizen of a Country to Being a Citizen of the EU*, investigated the relationship between national and European identity at schools in Turkey, Slovakia, Bulgaria, Poland, Italy, Spain and Croatia. Students learned about topics such as citizenship, women's rights, democracy, and the impact of EU membership on citizens. As part of the project, numerous presentations, historical maps, websites, teaching materials, posters and brochures were created.

_Dario Jembrek, project leader

_Ratimir Ljubić, principal

_The Trade School of Koprivnica

/ Leonardo da Vinci - vocational education and training /

The Trade School of Koprivnica is a vocational school which has more than 700 students and 96 staff members. Across 31 offered courses, students train for occupations in the fields of electrical engineering, computing, mechanical engineering, nutrition, catering, carpentry and construction. The school received the "Šegrt Hlapić" award in 2002 and 2005 for the best vocational school in Croatia. The school regularly and successfully participates in a number of projects, festivals and competitions.The Teachers' Council of the school has received the Croatian Pride award in 2015 for its humanitarian work. Every year since 2009, the school has proposed and conducted EU projects, thereby improving the quality of its educational provision.

The essence of the internationalisation of education is to provide vocational students with opportunities to develop, expand and test their knowledge and skills in new European contexts. By crossing borders, students step into a world of new insights, experiences and networking, and one where the sustainable development of knowledge and competences is a fundamental personal and social value.

**_Dario Jembrek,
project leader**

2009 – 2013 Projects
The European mobility story for the students of the Trade School of Koprivnica began in 2009. Students preparing to become wall painters and carpenters improved their skills in Leipzig through the *Good Ghosts of Ancient Times* mobility project. One year later, students preparing to become waiters spent a mobility period in a prestigious hotel in the city centre of Budapest where, as part of the *Crossing the Border with a Platter* project, they learned how to serve international guests. At the end of 2011 and at the beginning of 2012, electrical and computer technicians honed their skills in Spain through the *Electrons Erase Borders* project. One year later, future cooks visited Budapest again with the *Let's Cook EUnited* project, while electrical technicians had the opportunity to get a taste of German precision in practice within the *TehnoBahn knowledge* project.

TehnoBahn knowledge project:
In the school year 2013/14, the Trade School of Koprivnica participated in a mobility project called *TehnoBahn knowledge*. Eight students - electrical and computer technicians - spent a two-week mobility period in Leipzig, where they underwent practical training in the construction and running of various electronic systems in electric go-karts. They expanded their knowledge and skills, and tested their creativity through the construction of LED lights, car battery chargers, control systems for electric motors, etc. Aside from this practical training, the students had the opportunity to explore cultural and tourist landmarks of Leipzig and Berlin, in keeping with the European concept of mobility for vocational school students.

_Ksenija Škorić, project leader   _Dinka Ivanović, principal   _The Economic and Tourism School of Daruvar / Leonardo da Vinci - vocational education and training /

The Economic and Tourism School of Daruvar is a vocational school which provides education and training for the following occupations: hospitality-tourism technician, agro-tourism technician, economist, cook, waiter and salesperson. The school currently has 406 enrolled students and 66 staff members. Having been in operation since 1928, we are the oldest upper-secondary educational institution in the City of Daruvar.

We participate in national and international competitions, such as Gastro and AEHT. At the latter, we won the gold medal in 2013 for our presentation of a tourist destination. Last year, we won first place at the national "Business Challenge" competition Aside from participating in numerous projects, we also participate in charitable activities, such as UNICEF School for Africa; we are the first "Peacemaking School" in Croatia, and our student association produces award-winning gingerbread cookies and chocolate.

One aim of the school is to participate in various extracurricular activities, including the programmes implemented by the AMEUP, under which we participated in three Comenius projects and one Leonardo project. The latter won the European Star as an example of good practice. Furthermore, we hosted an assistant from Spain, who spent nine months at our school. We also participated in contact seminars, preparatory visits and individual development activities. Currently, we are partners on two KA2 projects: *Inspiring and Developing Our Future Wealth Creators through Entrepreneurship*, which covers the topics of entrepreneurship and business plan design, and *Wine Environmental Studies in European Regions*, which studies the history of grapevine cultivation and types of wine produced in Mediterranean countries.

_Andrej Marušić, project leader

_Andrej Marušić, principal

_Dante Adult Educaton Institution, Rijeka

/ Grundtvig - general adult education /

Adult Education Institution "Dante"
Dante was founded in 1991. Today, the school offers Italian, English, German and Croatian language courses. The school is proud of its interesting and creative course curricula, which are partially the result of regular professional development undertaken by teachers. The school is very active in submitting project proposals under EU programmes. As part of 32 approved projects, more than 140 mobility visits for learners and teachers have been organised. Due to its many years of experience and its achievements, the school received its status as an institution in 2009, and its foreign language learning programmes were accredited by the Ministry of Science, Education and Sports.

OLTRE Grundtvig educational partnership
The *OLTRE* project is dedicated to the development of intercultural cooperation and communication through the learning of the Italian language. *OLTRE* gathers partners from Croatia, Italy and Spain. The objective of the project is to support the idea of active aging by providing an opportunity for participants older than 50 to stay active through the learning of a foreign language and the development of ICT skills. The programme included mobility to the Canary Islands and Florence for staff and learners alike. More than 30 persons participated in mobility through Dante. Regardless of age, after active participation in the project, all mobility participants became users of electronic mail and Facebook.

Internationalisation means cooperation and partnership – relationships based on equality, respect and democratic principles.

*_Andrej Marušić,
project leader*

_Igor Šavlić, project leader   _Jadranka Krmpotić, principal   _Obris Open University, Požega   / Grundtvig - general adult education /

The internationalisation of education is the international networking of educational institutions, which itself creates possibilities to improve the quality system and increase efficiency in achieving learning outcomes that are linked to labour market demands. Learning about and encountering a variety of diverse people is the added value of the education process.

_Igor Šavlić,
project leader_

Obris Open University is an adult education institution that has provided adult learners with opportunities for learning, training and retraining in areas of new professional knowledge since 2006. In casual workshops and professional lectures, the University teaches people about important topics related to work and everyday life. Obris currently operates five locations, employing nine staff members and cooperating with more than 90 teachers and other educational staff. So far we have participated in 17 EU projects as project leaders, partners or educational programme providers.

As part of the _Advanced programme of training for trainers and managers in rural tourism project_, teacher Igor Štavlić went to Italy to participate in a professional development programme at Portenza, from 13-18 January 2014. The programme was designed for trainers and managers in rural tourism. In addition to theoretical lectures and workshops, it included visits to the towns of Sant'Angelo le Fratte and Matera as good-practice examples.
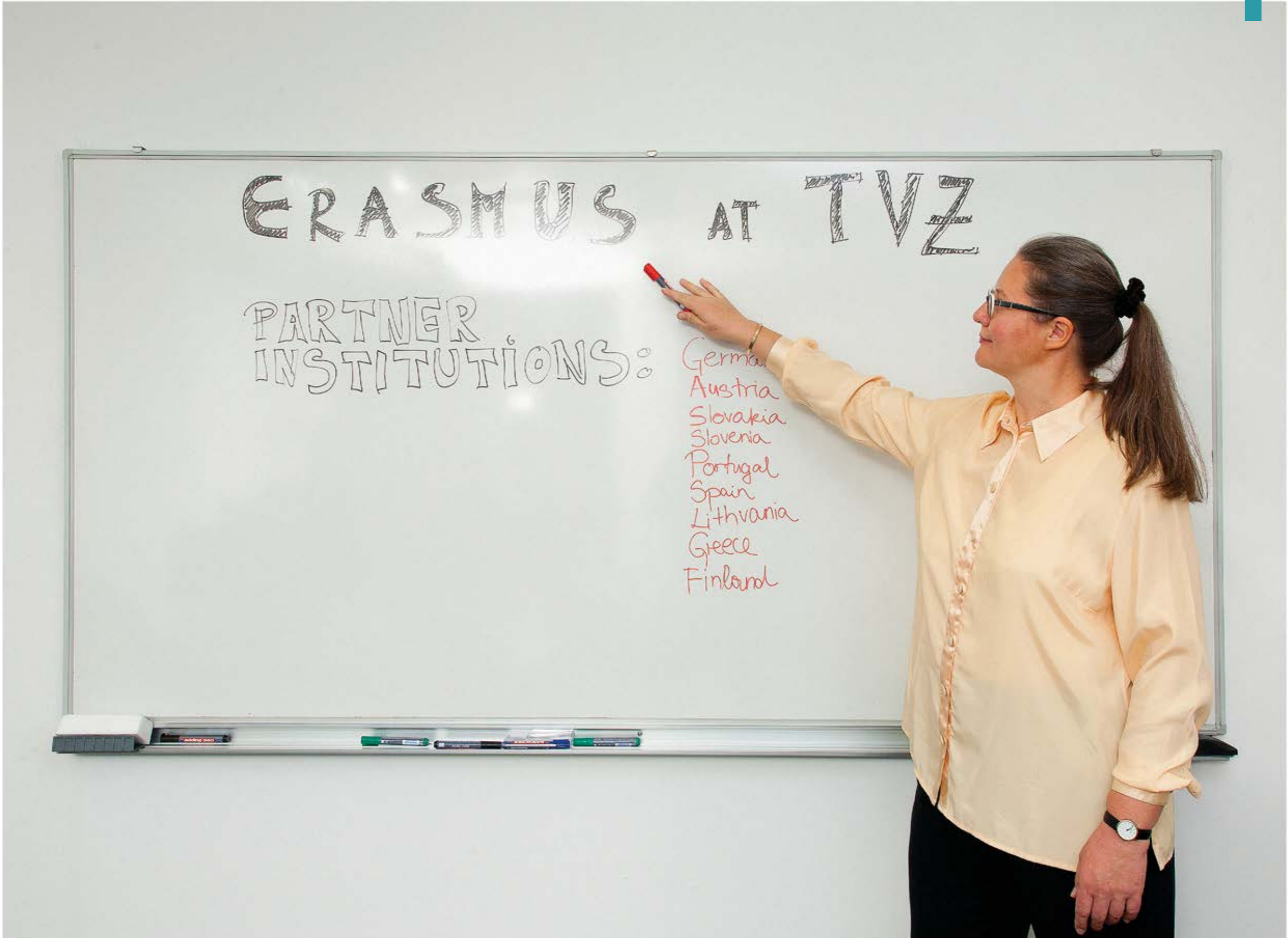
_Maša Šašinka, Erasmus coordinator   _prof. Pero Lučin, M.D., Ph.D., rector   _University of Rijeka   / Erasmus - higher education /

**The internationalisation of education…
The first image that comes to mind is that of confident, young, creative, entrepreneurial students entering our office and enthusiastically sharing their mobility experiences and their numerous plans for the future!**

**_Maša Šašinka,
Erasmus coordinator**

The University of Rijeka was established in 1973. Today, it integrates the functions of its fifteen constituent units and ensures their harmonious operation. Its mission is to make strategic and progress-oriented decisions concerning many issues related both to the academic community and to the continuous promotion of international competitiveness in all fields of scientific, artistic and professional activities. In cooperation with the business sector, it contributes to the socio-cultural transition towards a knowledge-based society. Its vision is for the UoR to become one of the 500 top European universities through dynamic development which promotes mobility and research.

The University of Rijeka (UoR) has participated in Erasmus since 2009. Through seven Erasmus individual-mobility projects for higher education, 695 of our students and 140 staff members have visited partner institutions in different EU member states. Furthermore, since 2011, the UoR has hosted more than 400 inbound students and 200 staff members. The UoR has concluded 337 Erasmus agreements with partner institutions and introduced more than 400 English-language courses with the aim of fostering internationalisation and an international spirit at the institution.

ERASMUS AT TVZ

PARTNER
INSTITUTIONS:

Germa...
Austria
Slovakia
Slovenia
Portugal
Spain
Lithvania
Greece
Finland

_prof. Sonja Zentner Pilinsky, Ph.D., Erasmus coordinator   _prof. Slavica Ćosović Bajić, Ph.D., dean   _Zagreb University of Applied Sciences   / Erasmus - higher education /

The internationalisation of the Zagreb University of applied Sciences (TVZ) was intensified as a result of LLP implementation. Erasmus is our incubator for various types of international cooperation between our own staff and foreign partners. In most cases, it also provides our students with their first academic and work experiences in an international environment.

_prof. Sonja Zentner Pilinsky, Ph.D.
Erasmus coordinator

The Zagreb University of Applied Sciences (TVZ) offers professional and specialist graduate study programmes in the fields of electrical engineering, construction, ICT, computing and mechanical engineering/mechatronics. More than 4000 students study at the TVZ, inspired by the motto "the craft of engineering." More than 200 permanently employed teachers and adjuncts share their knowledge and experience with our students. Today, the TVZ's main focus is on quality assurance across all of its activities, on opening new laboratories, and on furthering internationalisation and engagement in professional projects.

Erasmus was the first programme to provide TVZ students with mobility opportunities. At the beginning, the programme offered us six partner institutions abroad, a number which would later grow to 20. Since we are a polytechnic, we were particularly interested in providing our students with opportunities for practical training abroad. Mobility enabled our staff members to gain new teaching experiences and to participate in professional development activities. From the beginning, incoming students and teachers brought a true spirit of "internationalisation at home" to our laboratories and lecture halls. A rapid increase in all types of mobility activities has confirmed that Erasmus is an important driver of internationalisation at the TVZ.

_Renata Husinec, Erasmus coordinator   _prof. Marijana Ivanek-Martinčić, Ph.D., dean   _The College of Agriculture in Križevci   / Erasmus - higher education /

The internationalisation
of education means cooperation and
partnership in teaching and research,
mobility, an improvement in the quality
and intercultural competences of students
and teachers, innovation and competitiveness,
the development of the European Higher
Education Area, and advancement towards a
more integrated labour market.
Mobility provides one with an opportunity to
feel like a member of a big European family –
to constantly learn, and to acquire and apply
experiences in accordance with the saying:
"Travel enlightens the young
and enriches the old."

_Renata Husinec,
Erasmus coordinator

The College of Agriculture in Križevci is an independent public higher education institution built on the legacy of the oldest agricultural college in southeastern Europe, which was established in 1860 in Križevci. The college offers three professional undergraduate study programmes (180 ECTS), in Plant Products, Zootechnics and Management in Agriculture, as well as two specialist graduate study programmes (120 ECTS), in Sustainable and Ecological Agriculture and Management in Agriculture.

Between 2009 and 2013/2014 the College of Agriculture in Križevci concluded 14 inter-institutional agreements with institutions in Bulgaria, Czech Republic, Finland, France, Hungary, the Netherlands, Portugal, Slovenia and the United Kingdom. The college has realised 67 outbound mobilities under the LLP (i.e. Erasmus individual mobilities) worth EUR 82,129.17, comprised of 37 student mobilities and 30 teacher mobilities. Seven incoming teacher mobilities have also been realised.

V. APPENDICES

APPENDIX 1: GLOSSARY

Credit mobility is a short-term study period abroad realised as a part of the study programme provided by the home HEI with the purpose of earning ECTS credits. After the mobility period, students return to their home HEI to complete their studies. Credit mobility usually refers to a study period abroad, but it can be also take the form of a work placement. (Source: ECTS Users' Guide, 2015).

Degree mobility is a form of mobility abroad undertaken for degree purposes. Students enrol in a study programme abroad for a minimum period of one year. (Source: ECTS Users' Guide, 2015).

Erasmus University Charter (EUC) is a written document approved by the Education, Audiovisual and Culture Executive Agency (EACEA). The Erasmus University Charter states the basic principles that a HEI must adhere to in organising and implementing high-quality mobility and cooperation, as well as the conditions that each institution has to accept with a view to ensuring a high level of quality with respect to provision and procedures and securing reliable and transparent information (Source: LLP Guide 2013). Three types of Erasmus University Charter were available under the Lifelong Learning Programme. Under Erasmus+ (2014-2020), these have been replaced by a single document, called the Erasmus Charter for Higher Education (ECHE). This document provides the general quality framework for Erasmus+-funded European or international cooperation activities carried out by HEIs. In the context of the Erasmus+ Programme, holding an ECHE is a prerequisite for HEIs in any of the listed countries to apply for the activities of individual learning mobility and/or cooperation for innovation and the exchange of good practices.

Erasmus Policy Statement is a document that constitutes a part of the Erasmus University Charter, and that contains a HEI's goals in the area of internationalisation. After signing the Erasmus University Charter, HEIs were obliged to publish this document on their website.

Erasmus Student Network (ESN) is one of the largest student organisations in Europe. Its main goal is to provide support for Erasmus exchange students and promote student mobility. At the end of 2015, there were six ESNs active at major Croatian university centres: ESN Zagreb, ESN Osijek, ESN Split, ESN Rijeka, ESN Dubrovnik and ESN Zadar. ESN offices operate at universities.

Centralised Actions of the LLP (Multilateral Projects, Thematic Networks and Accompanying Measures, Transversal programmes (excluding Study Visits) and the Jean Monet programme) were managed by the Education, Audiovisual and Culture Executive Agency (EACEA) in Brussels, while decentralised actions were managed by the Agency for Mobility and EU Programmes (AMEUP) in Zagreb.

Erasmus Coordinator is the person appointed by a HEI who communicates with the AMEUP and the HEI's constituent units in ensuring a successful and proper implementation of the Erasmus programme. The Erasmus Coordinator is often a member of the administrative staff who is authorised to report/submit information to the Agency. Universities have a Central Erasmus Coordinator, who coordinates the implementation of Erasmus at the university level, while faculty Erasmus Coordinators coordinate the implementation of the Erasmus programme at the faculty level.

ECTS Coordinator – the role and the scope of work of the ECTS Coordinator is regulated under general HEI documents. ECTS Coordinators inform students and teachers about ECTS credits, including information on the compatibility checks performed between study programmes at home institutions and the courses that students have chosen at host institutions. ECTS Coordinators also often coordinate activities related to Erasmus implementation at university constituent units (i.e. faculties).

ECTS (European Credit Transfer and Accumulation System) – ECTS is a student-centred system of credit transfer and accumulation that is aimed at increasing the visibility of academic achievements or learning outcomes as well as learning processes. The purpose of the introduction of this system was to facilitate the planning, implementation, recognition and validation of qualifications and learning units, as well as student mobility. ECTS credits are based on the student workload required to produce expected learning outcomes (Source: MSES).

Universities are HEIs that are developing and implementing university study programmes in at least two science and/or arts disciplines and several fields of study. In some cases, universities can also implement professional study programmes. Universities can have constituent units – legal entities called either faculties or art academies. Universities and their constituent units implement study programmes and conduct scientific activities, as well as other professional and arts activities. **Polytechnics** and **schools of professional higher education (Universities)** are HEIs implementing professional study programmes. These two types of HEIs differ in the scope of programmes which they implement: polytechnics are HEIs implementing at least three different study programmes in at least three different scientific fields. Their mission is to provide professional education for students that focuses on practical application, usually including practical training. Public universities are established under the competent act, whereas public polytechnics and schools of professional higher education are established under the regulation of the Government of the Republic of Croatia, and private HEIs are established under the decision of the founder (Source: MSES, 2008[1]).

Diploma supplement is a document containing information and provisions that are not included in the diploma/certificate to which it applies. A diploma supplement is awarded after the completion of a study programme, and its purpose is to clarify the content of the completed study programme and the acquired qualification (Source: MSES, 2008).

Inclusive education is education based on the acceptance of differences among pupils and on respect for different developmental characteristic in pupils, providing the conditions and support for optimum pupil development and ensuring equal opportunities for the completion of the highest possible level of education. Inclusion in the educational process refers to the inclusion of all school children who are different in some way, and who require the adaptation of teaching methods and techniques, the implementation of individualised programmes, or adapted content and communication techniques.

Children with special educational needs – children with disabilities – children for whom the type and the degree of disability was determined in accordance with relevant social welfare regulations, and who are included in a regular and/or special kindergarten programme. Additionally this term applies to gifted children – children who were identified as having above-average abilities in one or more areas, and who are included in an early childhood education and care or kindergarten programme (source: National Pedagogic Standard for Preschool Education and Care, Item 2, Article 2).

Pupils with special educational needs – pupils with significant learning disabilities requiring support for their special educational needs. Likewise this term applies to gifted pupils who continually display above-average results in one or more areas due to highly developed specific abilities, personal motivation or outside stimuli, thus requiring support for their special educational needs (Source: Primary and Secondary Education Act, Article 62).

Gifted pupils – pupils for whom above-average ability has been determined in one or more areas, and who display above-average intellectual, academic, creative or motor abilities (Source: Primary and Secondary Education Act, Articles 63 and 64).

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1, Dopunska isprava o studiju: upute, pravila i ogledni primjeri. [Diploma supplement: guidelines, rules and samples.] In: Turšić V., Juroš L., Zagreb (2008). Ministry of Science Education and Sport.

Pupils with disabilities – pupils whose ability to interact with the environment limit their full and efficient participation in educational processes on an equal basis as a result of physical, mental, intellectual or sensory impairments and functional disabilities. This is reflected in impaired learning or fulfilment of school assignments and participation in activities (emotional and behavioural disabilities). Pupils with disabilities include: (1) learners with developmental disabilities, (2) learners with learning, behavioural and emotional difficulties, and (3) students with difficulties related to their family, social, economic, cultural and linguistic background (Source: Primary and Secondary Education Act, Article 65).

Students with special needs (LLP definition) – in the process of application for grants awarded under LLP decentralised actions, a person with special needs is defined as a potential mobility participant whose physical, mental or health condition makes participation in the project/mobility activity impossible without an additional grant.

Students with disabilities – students with visual or hearing impairments, motor disabilities, chronic conditions or specific learning disabilities (i.e. dyslexia, ADHD), as well as students with psychological conditions or disorders (Source: Šlehan Ferić M., edit., 2012[2]).

Persons with fewer opportunities (LLP definition) – under the Youth in Action programme and the Lifelong Learning Programme, persons with fewer opportunities are those individuals who, due to educational, social, economic, mental, physical, cultural or geographic factors, are not able to realise their full potential, since many opportunities are out of their reach.

Organisational support – financial support awarded to LLP beneficiary organisations in order to support activities that increase the quality of LLP implementation, such as printing promotional and information materials, providing language support for mobility participants, conducting research related to LLP participation, etc.

Joint programme – an integrated curriculum that is coordinated and offered jointly by different higher education institutions, and that leads to a double- or joint degree, or to multiple degrees (Source: ECTS Users' Guide, 2015).

Joint degree – a single document that is awarded by higher education institutions offering a joint programme, and that is nationally recognised as a joint programme award (Source: ECTS Users' Guide, 2015).

2, Čavić V., Farnell T., Ferić Šlehan M., Pavlović N., Vučijević D. (2012) Studenti s invaliditetom: međunarodna mobilnost studenata. [Students with disabilities: international student mobility.] Editors: Ferić Šlehan, M. Zagreb: University of Zagreb.

APPENDIX 2: QUESTIONNAIRE FOR THE COMENIUS, GRUNDTVIG AND LEONARDO DA VINCI SECTORAL PROGRAMMES

Dear Ms. /Mr.,

the purpose of this questionnaire is to collect information and your impressions of the impact that the projects conducted under the LLP programmes (**Comenius, Leonardo da Vinci, and Grundtvig**) had on your institution.

The survey is being conducted in four types of institution: kindergartens, elementary schools, secondary schools and adult education institutions. Therefore, the following terms have been used:

- **institution** = the kindergarten, elementary school, secondary school or adult education institution in which you are currently employed

- **learners in an educational programme** = children, pupils, students, adult education learners

- **educational staff** = teachers, other educational staff,[3] lecturers

All collected data will be analysed collectively, rather than individually, for each institution. The confidentiality of collected data is guaranteed.

The estimated time required to fill out the questionnaire is 20-30 minutes.

Upon completing the questionnaire, press the "Send" button at the bottom of the screen.

1. **Please indicate your current position at the institution:**

    1. Head of institution

    2. Secondary school teacher, primary school teacher, kindergarten teacher

    3. Other educational staff

    4. Administrative staff

2. **What was your role in the project(s) conducted under the Comenius, Leonardo da Vinci or Grundtvig sectoral programme at your institution?**

    1. Project participant

    2. Project non-participant

3. **Have you ever coordinated a project conducted under the LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig)?**

    1. Yes

    2. No

    Condition: project participants (answer 1 to question 2)

3, Translator's note (t/n): "other educational staff" refers to pedagogues, psychologists, librarians and special education teachers employed at the institution.

4. Have you ever spent a mobility period in another European country with LLP support (i.e. Comenius, Leonardo da Vinci or Grundtvig)?

    1. Yes

    2. No

Mobility definition: A visit to another programme participant country with the purpose of attending classes, gaining work experience or undertaking other activities related to learning, teaching or training, plus related administrative activities.

Condition: project participants (answer 1 to question 2)

5. How many years have you been working in the education system?

    1. In total: _____

    2. At the institution of your current employment: _____

6. The type of education institution of your current employment:

    1. Kindergarten

    2. Elementary school

    3. Secondary school

    4. Adult education institutions

7. Indicate the types of education programmes provided by your institution: (multiple answers are possible)

    1. General upper-secondary education programme

    2. Technical and related four-year programmes

    3. Three-year vocational programmes (trade and industry)

    4. Art programmes

    5. Programmes for learners with developmental disabilities

Condition: secondary school staff members (answer 3 to question 6)

8.1 Indicate the name of the kindergarten at which you are currently employed:
Note: Kindergartens are listed alphabetically. The name of the place/town in which the kindergarten is located appears in the brackets.

1. Kindergarten Čakovec (Čakovec)
2. Kindergarten Čigra (Zagreb)
3. Kindergarten Dječji svijet (Varaždin)
4. Kindergarten Gajnice (Zagreb)
5. Kindergarten Grlica (Bilje)
6. Kindergarten Iskrica (Zagreb)
7. Kindergarten Matija Gubec (Zagreb)
8. Kindergarten Medveščak (Zagreb)
9. Kindergarten Obzori (Zagreb)
10. Kindergarten Rijeka (Rijeka)
11. Kindergarten Rin Tin Tin (Pula)
12. Other: _____

Condition: secondary school staff members (answer 3 to question 6)

8.2 Indicate the name of the elementary school at which you are currently employed:
Note: Schools are listed alphabetically. The name of the place/town in which the elementary school is located appears in the brackets.

1. I Elementary School Bjelovar (Bjelovar)
2. I Elementary School Varaždin (Varaždin)
3. II Elementary School Bjelovar (Bjelovar)
4. Educational Centre Tomislav Špoljar (Varaždin)
5. Elementary School Vladimir Gortan (Rijeka)
6. Elementary School Blaž Tadijanović (Slavonski Brod)
7. Elementary School of Brothers Radić (Koprivnica)
8. Elementary School Ivan Goran Kovačić (Đakovo)
9. Elementary School Kardinal Alojzije Stepinac (Krašić)
10. Elementary School Podrute (Novi Marof)
11. Elementary School Retfala (Osijek)
12. Elementary School Stjepan Radić, Oprisavci (Oprisavci)
13. Elementary School Vežica (Rijeka)
14. Elementary School Vitomir Širola-Pajo (Nedešćina)
15. Elementary School Vladimir Nazor (Duga Resa)
16. Elementary School Vladimir Nazor (Križevci)
17. Elementary School Vladimir Nazor (Ploče)
18. Elementary School Spinut (Split)
19. Elementary School Antun Nemčić Gostovinski (Koprivnica)
20. Elementary School Milan Brozović (Kastav)
21. Elementary School Prof. Blaž Mađer Novigrad Podravski (Novigrad Podravski)
22. Elementary School Ante Kovačić (Zlatar)
23. Elementary School Antun Bauer (Vukovar)
24. Elementary School Antun and Ivan Kukuljević (Varaždinske Toplice)
25. Elementary School August Šenoa (Zagreb)
26. Elementary School Bartol Kašić (Vinkovci)
27. Elementary School Bilje (Bilje)
28. Elementary School Bisag (Bisag)
29. Elementary School Borovje (Zagreb)
30. Elementary School Braća Radić (Bračević)
31. Elementary School Bratoljub Klaić (Bizovac)

32. Elementary School Brodarica (Brodarica)

33. Elementary School Don Lovro Katić (Solin)

34. Elementary School Don Mihovil Pavlinović (Podgora)

35. Elementary School Dora Pejačević (Našice)

36. Elementary School Dubrava (Zagreb)

37. Elementary School Eugen Kumičić (Slatina)

38. Elementary School Fran Krsto Frankopan (Zagreb)

39. Elementary School Gornji Mihaljevec (Macinec)

40. Elementary School Gradac (Gradac)

41. Elementary School Horvati (Zagreb)

42. Elementary School Hugo Badalić (Slavonski Brod)

43. Elementary School Ivan Goran Kovačić Čepić (Kršan)

44. Elementary School Ivan Goran Kovačić (Staro Petrovo Selo)

45. Elementary School Ivan Mažuranić (Vinkovci)

46. Elementary School Ivan Zajc (Rijeka)

47. Elementary School Ivana Brlić Mažuranić (Koška)

48. Elementary School Ivo Andrić (Zagreb)

49. Elementary School Jagoda Truhelka (Osijek)

50. Elementary School Josip Kozarac (Semeljci)

51. Elementary School Julije Kempf (Požega)

52. Elementary School Julije Klović (Zagreb)

53. Elementary School Juraj Dobrila Rovinj (Rovinj)

54. Elementary School Kamen-Šine (Split)

55. Elementary School Koprivnički Bregi (Koprivnički Bregi)

56. Elementary School Kustošija (Zagreb)

57. Elementary School Lauder - Hugo Kon (Zagreb)

58. Elementary School Lijepa Naša (Tuhelj)

59. Elementary School Ludina (Velika Ludina)

60. Elementary School Luka (Sesvete)

61. Elementary School Ljudevit Modec (Križevci)

62. Elementary School Marija and Lina (Umag)

63. Elementary School Marjan (Split)

64. Elementary School Matija Gubec (Gornja Stubica)

65. Elementary School Nedelišće (Nedelišće)

66. Elementary School Nikola Tesla (Zagreb)

67. Elementary School Pantovčak (Zagreb)

68. Elementary School Petar Krešimir IV. (Šibenik)

69. Elementary School Petrijanec (Petrijanec)

70. Elementary School Podmurvice (Rijeka)

71. Elementary School Prečko (Zagreb)

72. Elementary School Prelog (Prelog)

73. Elementary School Prof. Franjo Viktor Šignjar Virje (Virje)

74. Elementary School Pučišća (Pučišća)

75. Elementary School Pušća (Donja Pušća)

76. Elementary School Selca (Selca)

77. Elementary School Sesvetska Sopnica (Sesvete)

78. Elementary School Stjepan Radić (Brestovec Orehovički)

79. Elementary School Strahoninec (Strahoninec, Čakovec)

80. Elementary School Šemovec (Šemovec)

81. Elementary School Tin Ujević (Osijek)

82. Elementary School Tin Ujević (Zagreb)

83. Elementary School Trilj (Trilj)

84. Elementary School Trnsko (Zagreb)

85. Elementary School Trstenik (Split)

86. Elementary School Tučepi (Tučepi)

87. Elementary School Veli Vrh Pula (Pula)

88. Elementary School Veliki Bukovec (Veliki Bukovac)

89. Educational School - Pula (Pula)

90. Italian Elementary School - Scuola Elementare Italiana (Novigrad)

91. Other: _____

Condition: elementary school staff members (answer 2 to question 6)

8.3. Indicate the name of the secondary school at which you are currently employed:
Note: Schools are listed alphabetically. The name of the place/town in which the secondary school is located appears in the brackets.

1. I Gymnasium Osijek (Osijek)

2. I Technical School Tesla (Zagreb)

3. II Gymnasium Osijek (Osijek)

4. III Gymnasium Osijek (Osijek)

5. School of Economy and Tourism Daruvar (Daruvar)

6. School of Economy and Administration Osijek (Osijek)

7. School of Economics Mijo Mirković (Rijeka)

8. School of Economy and Administration Slavonski Brod (Slavonski Brod)

9. School of Economy and Tourism Karlovac (Karlovac)

10. Electromechanical and Trade School (Zagreb)

11. Electromechanical School Varaždin (Varaždin)

12. Electrical Engineering and Transport Vocational School Osijek (Osijek)

13. Electrical Engineering Vocational School (Zagreb)

14. Electrical Engineering Vocational School Split (Split)

15. Gymnasium Andrija Mohorovičić Rijeka (Rijeka)

16. Gymnasium Antun Gustav Matoš (Zabok)

17. Gymnasium Bernardin Frankopan (Ogulin)

18. Gymnasium Dr. Ivan Kranjčev Đurđevac (Đurđevac)

19. Gymnasium and Vocational School Juraj Dobrila (Pazin)

20. Gymnasium Matija Antun Reljković Vinkovci (Vinkovci)

21. Music School Ivan Matetić-Ronjgov Pula (Pula)

22. Music School Vatroslav Lisinski (Bjelovar)

23. Agricultural School Buje - Istituto professionale Buje (Buje)

24. Agricultural School Čakovec (Čakovec)

25. Agricultural School Varaždin (Varaždin)

26. Construction and Surveying School Osijek (Osijek)

27. Hotel and Toursim School (Zagreb)

28. Industry and Trade School (Slavonski Brod)

29. Industry and Trade School Pula (Pula)

30. Industry and Trade School Slatina (Slatina)

31. Industry and Trade School Virovitica (Virovitica)

32. Classical Gymnasium Zagreb

33. Stonemasonry School (Pučišća)

34. Medical School Osijek (Osijek)

35. Industry and Trade School Karlovac (Karlovac)

36. Trade School (Split)

37. Trade School Koprivnica (Koprivnica)

38. Trade School for Personal Services (Zagreb)

39. Trade and Industry School Imotski (Imotski)

40. Agricultural and Forestry School Vinkovci (Vinkovci)

41. Maritime School (Split)

42. Natural Science School Karlovac (Karlovac)

43. Natural Science School Vladimir Prelog (Zagreb)

44. Natural Science and Technical School Split (Split)

45. Accredited Private Secondary Economy School INOVA (Zagreb)

46. Accredited Private Art Gymnasium (Zagreb)

47. First Rijeka Croatian Gymnasium (Rijeka)

48. First Accredited Secondary ICT School (Zagreb)

49. Secondary Vocational School Vinkovci (Vinkovci)

50. Secondary School "Arboretum Opeka" Marčan (Vinica)

51. Secondary School "Ivan Švear" (Ivanić Grad)

52. Secondary School "Jure Kaštelan" Omiš (Omiš)

53. Secondary School "Vladimir Gortan" Buje (Buje)

54. Secondary School Antun Matijašević Karamaneo (Vis)

55. Secondary School Ban Josip Jelačić (Zaprešić)

56. Secondary School Bedekovčina (Bedekovčina)

57. Secondary School Dalj (Dalj)

58. Secondary School Dugo Selo (Dugo Selo)

59. Secondary School Glina (Glina)

60. Secondary School Koprivnica (Koprivnica)

61. Secondary School Mate Blažina (Labin)

62. Secondary School Matija Antun Reljković (Slavonski Brod)

63. Secondary School Oroslavje (Oroslavje)

64. Secondary School Tin Ujević (Kutina)

65. Secondary School Valpovo (Valpovo)

66. Secondary School Zvane Črnja (Rovinj)

67. Mechanical Engineering Vocational School Faust Vrančić (Zagreb)

68. Mechanical Engineering Vocational School Osijek (Osijek)

69. Road Traffic School (Zagreb)

70. School for Design, Graphics and Sustainable Construction Split (Split)

71. School for Nurses Vinogradska (Zagreb)

72. Fashion and Design School (Zagreb)

73. School for Installation of Utilities and Metal Constructions (Zagreb)

74. School for Tourism, Hospitality and Commerce Pula (Pula)

75. School for Art, Design, Graphics and Clothes Zabok (Zabok)

76. Italian Secondary School Rovinj - Scuola Media Superiore Italiana Rovigno (Rovinj)

77. Technical School Čakovec (Čakovec)

78. Technical School Požega (Požega)

79. Technical School Sisak (Sisak)

80. Technical School Slavonski Brod (Slavonski Brod)

81. Technical School Šibenik (Šibenik)

82. Tourism and Hospitality School (Split)

83. Tourism and Hospitality School Anton Štifanić (Poreč)

84. Accredited Women General Gymnasium of the Society of Sisters of Charity (Zagreb)

85. Other: _____

Condition: secondary school staff members (answer 3 to question 6)

8.4. Indicate the name of the adult education institution at which you are currently employed:

    1. Public Open University Koprivnica

    2. Public Open University Libar

    3. Public Open University Obris

    4. Public Open University Pula

    5. Public Open University Samobor

    6. Public Open University Varaždin

    7. Public Open University Zagreb

    8. Foreign Language School Žiger

    9. Adult Education Institution Dante

    10. Adult Education Institution Galbanum

    11. Other: _____

Condition: adult education institution staff members (answer 4 to question 6).

9. Which subject do you teach? (optional)

_____

Condition: Answer 2 or 3 to question 1 and answer 2, 3 or 4 to question 6.

10. Please indicate the number of staff members at your institution:

    1. up to 10

    2. 11 to 25

    3. 26 to 50

    4. 51 to 75

    5. 76 to 100

    6. 101 to 150

    7. More than 150

Condition: heads of institutions (answer 1 to question 1)

11. Please indicate the number of learners (i.e. children, pupils, students or adult learners) currently enrolled in educational programmes provided by your institution:

    1. up to 50

    2. 51 to 100

    3. 101 to 150

    4. 151 to 200

    5. 201 to 300

    6. 301 to 400

    7. 401 to 500

    8. Over 500

Condition: heads of institutions (answer 1 to question 1)

12. How many LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects were completed* by your institution between 2009 and the end of 2014?

    1. One

    2. Two

    3. Three

    4. Four

    5. Five

    6. More than 5

Notes:

    - * A completed project refers to a project conducted under an LLP sub-programme (i.e. Comenius, Leonardo da Vinci or Grundtvig) that has been implemented by your institution, and for which your institution submitted a final report to the AMEUP.

    - All individual mobility projects should also be included (e.g. professional development, preparatory visits, etc.).

    - Projects within the framework of the new Erasmus+ Programme should not be included.

Condition: heads of institutions (answer 1 to question 1)

13. Indicate the participants in the projects: (possible multiple answers)

    1. teaching staff

    2. administrative staff

    3. learners (i.e. children, pupils and adult learners)

Condition: heads of institutions (answer 1 to question 1)

14. Provide the (approximate) number of teaching staff members at your institution who participated in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects between 2009 and the end of 2014: _____

Condition: heads of institutions (answer 1 to question 1) and answer 1 to question 13

15. Provide the (approximate) number of administrative staff members at your institution who participated in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects between 2009 and the end of 2014: _____

Condition: heads of institutions (answer 1 to question 1) and answer 2 to question 13

16. Provide the (approximate) number of learners (i.e. children, pupils and adult learners) at your institution who participated in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects between 2009 and the end of 2014: _____

Condition: heads of institutions (answer 1 to question 1) and answer 3 to question 13

17. Did your institution participate in international mobility projects, lifelong learning and/or inter-sectoral cooperation projects other than LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects between 2009 and the end of 2014?

    1. Yes

    2. No

Condition: heads of institutions (answer 1 to question 1)

18. In how many LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects did you personally participate?

    1. One

    2. Two

    3. Three

    4. Four

    5. Five

    6. More than 5

Condition: project participants (answer 1 to question 2)

19. In which LLP sectoral programmes did your institution participate?

    1. Comenius

    2. Leonardo da Vinci

    3. Grundtvig

    4. Transversal Programme (study visits)

Condition: heads of institutions (answer 1 to question 1)

20. In which LLP sectoral programmes did you personally participate?

    1. Comenius

    2. Leonardo da Vinci

    3. Grundtvig

    4. Transversal Programme (study visits)

Condition: project participants (answer 1 to question 2)

21. In which activities of the Comenius Programme did you personally participate?

    1. COMENIUS – preparatory visits

    2. COMENIUS – assistantships

    3. COMENIUS – hosting Comenius assistants (HOST SCHOOLS)

    4. COMENIUS – individual mobility of pupils

    5. COMENIUS – in-service training for teachers and other educational staff (IST)

    6. COMENIUS – multilateral partnership school

    7. COMENIUS – bilateral partnership school

    8. COMENIUS – regional partnerships

Condition: answer 1 to question 20

22. In which activities of the Leonardo da Vinci Programme did you personally participate?

    1. LEONARDO DA VINCI – mobility certificate

    2. LEONARDO DA VINCI – preparatory visits

    3. LEONARDO DA VINCI IVT – initial vocational training

    4. LEONARDO DA VINCI PLM – people in the labour market

    5. LEONARDO DA VINCI VETPRO – vocational education and training professionals

    6. LEONARDO DA VINCI – partnerships

    7. LEONARDO DA VINCI – innovation transfer

    8. LEONARDO DA VINCI – innovation development

Condition: answer 2 to question 20

23. In which activities of the Grundtvig Programme did you personally participate?

    1. GRUNDTVIG – preparatory visits

    2. GRUNDTVIG – visits and exchanges for adult education staff (VIS)

    3. GRUNDTVIG – assistants (ASS)

    4. GRUNDTVIG – in-service training for adult education staff (IST)

    5. GRUNDTVIG – workshops

    6. GRUNDTVIG – educational partnerships

    7. GRUNDTVIG – volunteering projects for older persons

Condition: answer 3 to question 20

24. In what way were you personally informed about LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects? (possible multiple answers)

    1. I was not informed

    2. Self-initiative (e.g. browsing the internet, attending info days organised by the AMEUP, etc.)

    3. By the head of institution

    4. In conversations with colleagues at my institution

    5. In conversations with colleagues from other institutions

    6. Other: _____

25. Indicate all of the activities/work related to LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects that you personally carried out at your institution? (possible multiple answers)

1. Learning programme rules (e.g. reading the Programme Guide)

2. Finding international partners for project cooperation

3. Writing a project proposal for the AMEUP

4. Signing the grant agreement with the AMEUP

5. Monitoring costs related to mobility projects

6. Coordination/organisation of project activities

7. Selection of mobility participants at the home institution

8. Communication with project partners

9. Communication with the AMEUP

10. Reporting to the AMEUP

11. Dissemination and exploitation of project results (e.g. presentation of project activities to colleagues, informing the media, etc.)

12. Awareness of published calls for proposals

13. Support for staff initiatives related to the submission of new projects

14. Provision of project-related administrative support

Condition: project participants (answer 1 to question 2)

26. In which way was the work related to LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects that you carried out valorised/compensated?

1. It was not valorised/compensated

2. I received financial compensation

3. Reduced teaching workload during project implementation

4. Other ways (specify):_____

Condition: project participants (answer 1 to question 2)

27. Were project activities funded under LLP sub-programmes (i.e. Comenius, Leonardo da Vinci or Grundtvig) supposed to include the target groups listed below and, if yes, were they successful in doing so?

		NO, THIS WAS NOT THE TARGET GROUP	YES, THIS WAS THE TARGET GROUP, BUT IT WASN'T SUCCESSFULLY INCLUDED IN THE PROJECT	YES, THIS WAS THE TARGET GROUP, AND IT WAS SUCCESSFULLY INCLUDED IN THE PROJECT	I DON'T KNOW
1	LEARNERS AT YOUR INSTITUTION (I.E. CHILDREN, PUPILS AND ADULT LEARNERS)	1	2	3	4
2	TEACHERS AT YOUR INSTITUTION	1	2	3	4
3	NON-TEACHING STAFF AT YOUR INSTITUTION	1	2	3	4
4	PARENTS OF LEARNERS AT YOUR INSTITUTION	1	2	3	4
5	MEMBERS OF THE LOCAL COMMUNITY	1	2	3	4
6	CIVIL SOCIETY ORGANISATIONS	1	2	3	4
7	COMPANIES/ENTERPRISES	1	2	3	4
8	PERSONS WITH DISABILITIES (TEACHING AND NON-TEACHING STAFF AND/OR LEARNERS)	1	2	3	4
9	REPRESENTATIVES OF LOCAL AND REGIONAL GOVERNMENT (MUNICIPALITY, CITY, COUNTY)	1	2	3	4

Condition: project participants (answer 1 to question 2) or heads of institutions (answer 1 to question 1)

28. For each of the LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) activity- and project outcomes listed below, indicate if they were implemented at your educational institution and, if yes, what was the respective degree of impact on your institution?

		NOT IMPLEMENTED	IMPLEMENTED WITH NO IMPACT	IMPLEMENTED WITH LOW IMPACT ON INSTITUTION	IMPLEMENTED WITH HIGH IMPACT ON INSTITUTION	I DON'T KNOW, I CAN'T ASSESS
1	EXCHANGE OF INFORMATION, EXPERIENCES AND GOOD PRACTICES	1	2	3	4	5
2	PREPARATORY VISITS	1	2	3	4	5
3	MOBILITY	1	2	3	4	5
4	LANGUAGE PREPARATION	1	2	3	4	5

5	DEVELOPMENT OF NEW CURRICULA/ MODULES/ PROGRAMMES	1	2	3	4	5
6	DEVELOPMENT OF NEW TEACHING METHODS	1	2	3	4	5
7	DEVELOPMENT OF NEW METHODS AND TOOLS FOR THE ASSESSMENT OF COMPETENCES AND SKILLS	1	2	3	4	5
8	QUALITY ASSURANCE ACTIVITIES	1	2	3	4	5
9	SEMINARS AND WORKSHOPS	1	2	3	4	5
10	DISSEMINATION AND EXCHANGE OF PROJECT RESULTS AMONG EDUCATIONAL INSTITUTIONS IN CROATIA	1	2	3	4	5
11	DEVELOPMENT OF VIRTUAL AREAS FOR LEARNING (E.G. WEB PAGES)	1	2	3	4	5
12	NEW APPLICATIONS OF ICT	1	2	3	4	5
13	PROMOTION OF TEACHING SKILLS FOR ICT	1	2	3	4	5
14	DEVELOPMENT OF PARTNERSHIPS AND NETWORKS OF PARTNER INSTITUTIONS WITHIN CROATIA	1	2	3	4	5
15	DEVELOPMENT OF INTERNATIONAL PARTNERSHIPS AND NETWORKS OF PARTNER INSTITUTIONS	1	2	3	4	5

29. Did you personally gain any new knowledge and skills as a result of your engagement in one or more LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects, and to what extent?

    1. Not at all

    2. To a small extent

    3. To a moderate extent

    4. To a considerable extent

    5. To a great extent

Condition: project participants (answer 1 to question 2)

30. List any knowledge and skills that you acquired as a result of your engagement in one or more LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects.

_____

_____

Condition: project participants (answer 1 to question 2)

31. To what extent do you use any acquired knowledge and skills in your everyday work?

    0. I don't know, I can't assess

    1. To a small extent

    3. To a certain extent

    4. To a considerable extent

    5. To a great extent

Condition: project participants (answer 1 to question 2)

32. Did you – and if yes, in what way – transfer any knowledge and experience gained as a result of your participation in one or more LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects to other staff members at your institution?

    1. No

    2. I did a presentation for all staff members

    3. I did a presentation for interested staff members

    4. I organised a workshop for interested staff members

    5. I had individual conversations with interested staff members

    6. I prepared and shared some materials

    7. Other ways (specify): _____

Condition: project participants (answer 1 to question 2)

33. Please assess the extent to which you were personally satisfied with each of the below-listed aspects of your participation in one or more LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects:

		1. I AM NOT SATISFIED AT ALL	2. I AM MOSTLY NOT SATISFIED	3. I AM NEITHER SATISFIED NOR DISSATISFIED	4. I AM MOSTLY SATISFIED	5. I AM VERY SATISFIED
1	AMOUNT OF ADMINISTRATIVE WORK	1	2	3	4	5
2	ACQUISITION OF NEW KNOWLEDGE AND SKILLS	1	2	3	4	5
3	ESTABLISHING NEW CONTACTS	1	2	3	4	5
4	BUILDING A NEW NETWORK OF ASSOCIATES	1	2	3	4	5
5	CLIMATE OF COLLEGIALITY AT YOUR INSTITUTION	1	2	3	4	5
6	PERSONAL AND PROFESSIONAL GROWTH AND DEVELOPMENT	1	2	3	4	5
7	IMPROVED SELF-CONFIDENCE	1	2	3	4	5
8	SUPPORT BY THE HEAD OF INSTITUTION	1	2	3	4	5
9	SUPPORT BY THE ADMINISTRATIVE AND TECHNICAL SERVICE	1	2	3	4	5
10	COOPERATION WITH THE AMEUP	1	2	3	4	5
11	APPLICABILITY AND USEFULNESS OF ACQUIRED KNOWLEDGE / EXPERIENCE AT YOUR JOB	1	2	3	4	5
12	OPENNESS OF YOUR COLLEAGUES TO LEARN FROM YOU (RELATED TO ANY KNOWLEDGE AND EXPERIENCE YOU ACQUIRED IN THE PROJECT)	1	2	3	4	5
13	READINESS OF YOUR COLLEAGUES TO APPLY ANY KNOWLEDGE AND SKILLS YOU PERSONALLY ACQUIRED IN THE PROJECT	1	2	3	4	5

Condition: project participants (answer 1 to question 2)

34. Assess the extent to which your personal participation in one or more LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects contributed to progress made in the:

		1. NOT AT ALL	2. SMALL	3. CERTAIN	4. CONSIDERABLE	5. GREAT
1	PROFESSIONAL COMPETENCES OF YOUR COLLEAGUES	1	2	3	4	5
2	SPECIFIC COMPETENCES OF LEARNERS AT YOUR INSTITUTION (I.E. CHILDREN, PUPILS AND ADULT LEARNERS)	1	2	3	4	5
3	KEY COMPETENCES OF THE TEACHING STAFF AT YOUR INSTITUTION (E.G. LEARNING HOW TO LEARN, SOCIAL AND CIVIC COMPETENCES, COMPETENCES RELATED TO INITIATIVE AND ENTREPRENEURSHIP, CULTURAL AWARENESS AND EXPRESSION, COMPETENCES IN MATHEMATICS AND SCIENCE, DIGITAL COMPETENCES, ETC.)	1	2	3	4	5
4	KEY COMPETENCES OF THE LEARNERS AT YOUR ORGANISATION (I.E. CHILDREN, PUPILS AND ADULT LEARNERS) (E.G. LEARNING HOW TO LEARN, SOCIAL AND CIVIC COMPETENCES, COMPETENCES RELATED TO INITIATIVE AND ENTREPRENEURSHIP, CULTURAL AWARENESS AND EXPRESSION, COMPETENCES IN MATHEMATICS AND SCIENCE, DIGITAL COMPETENCES, ETC.)	1	2	3	4	5
5	PROFICIENCY OF YOUR COLLEAGUES IN FOREIGN LANGUAGES (LISTENING, SPEAKING, WRITING)	1	2	3	4	5
6	PROFICIENCY OF THE LEARNERS AT YOUR INSTITUTION (I.E. CHILDREN, PUPILS AND ADULT LEARNERS) IN FOREIGN LANGUAGES (LISTENING, SPEAKING, WRITING)	1	2	3	4	5
7	EDUCATIONAL CONTENT/ CURRICULUM	1	2	3	4	5
8	TEACHING PRACTICES AND METHODS	1	2	3	4	5
9	APPLICATION OF ICT	1	2	3	4	5
10	ORGANISATION OF MOBILITY AS WELL AS PROCEDURES SUPPORTING MOBILITY OF THE TEACHING STAFF AND/OR LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS)	1	2	3	4	5

Condition: project participants (answer 1 to question 2)

IMPACT OF LLP PROJECTS ON THE INSTITUTION

Please assess the extent to which the participation of your institution in one or more LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects impacted progress made in each of the following groups of activities/fields of work at your institution.

35. The first group of activities is related to the professional development of the teaching staff at your institution. For each activity, indicate whether the participation of your institution in one or more LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	PARTICIPATION IN ADDITIONAL EDUCATIONAL PROGRAMMES RELEVANT TO PROFESSIONAL DEVELOPMENT	0	1	2	3	4	5
2	PARTICIPATION IN ONLINE SEMINARS (E.G. WEBINARS, ONLINE COURSES, ETC.)	0	1	2	3	4	5
3	PARTICIPATION IN ADDITIONAL EDUCATIONAL PROGRAMMES ABROAD (I.E. CLASSROOM OBSERVATIONS)	0	1	2	3	4	5
4	MOTIVATION TO ENGAGE IN PROFESSIONAL DEVELOPMENT	0	1	2	3	4	5
5	OPENNESS TO PERSONAL AND PROFESSIONAL CHALLENGES	0	1	2	3	4	5
6	ACQUISITION, CLARIFICATION AND/OR PERFECTION OF ONE'S SKILLS, KNOWLEDGE AND ATTITUDES	0	1	2	3	4	5

36. The second group of activities is related to the capacity for project management at your institution. For each activity, indicate whether the participation of your institution in one or more LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	AWARENESS OF PUBLISHED CALLS FOR PROPOSALS	0	1	2	3	4	5
2	SUPPORT FOR STAFF INITIATIVES RELATED TO THE SUBMISSION OF NEW PROJECTS	0	1	2	3	4	5
3	PROVISION OF PROJECT-RELATED ADMINISTRATIVE SUPPORT	0	1	2	3	4	5
4	PROVISION OF INFORMATION AND SUPPORT RELATED TO LEGAL AND PERSONNEL ISSUES (E.G. DRAFTING AGREEMENTS, DRAWING UP PUBLIC CALLS, COLLECTING DOCUMENTATION, ETC.)	0	1	2	3	4	5
5	PROVISION OF ADVICE, MANAGEMENT OF AND REPORTING ON PROJECT-RELATED FINANCIAL ISSUES (E.G. PAYMENTS, TRAVEL ORDERS, FINANCIAL REPORTS, ETC.)	0	1	2	3	4	5
6	PROVISION OF PROMPT AND ADEQUATE TECHNICAL SUPPORT (E.G. EQUIPMENT MAINTENANCE AND PROCUREMENT, USE OF EQUIPMENT AND SOFTWARE, ETC.)	0	1	2	3	4	5

		0.	1.	2.	3.	4.	5.
7	PROVISION OF SUPPORT IN THE PROMOTION OF PROJECTS AND OTHER KEY ACTIVITIES ON THE INTERNET, IN SOCIAL MEDIA (E.G. FACEBOOK), IN NEWSLETTERS, ETC.	0	1	2	3	4	5
8	COORDINATION BETWEEN PROFESSIONAL SERVICES PROVIDING SUPPORT TO TEACHING STAFF	0	1	2	3	4	5
9	PREPAREDNESS OF STAFF TO PARTICIPATE IN NEW PROJECTS	0	1	2	3	4	5
10	VALORISATION OF STAFF PARTICIPATION IN MOBILITY PROGRAMMES/ PROJECTS	0	1	2	3	4	5

37. The third group of activities is related to the development of specific professional knowledge and skills as well as language competences among staff at your institution. For each activity, indicate whether the participation of your institution in one or more LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	COMMUNICATION COMPETENCES IN A FOREIGN LANGUAGE	0	1	2	3	4	5
2	COMPETENCES FOR WORKING WITH SPECIAL EDUCATIONAL NEEDS LEARNERS (I.E. CHILDREN, PUPILS)	0	1	2	3	4	5
3	SOCIAL COMPETENCES OF STAFF	0	1	2	3	4	5

		0.	1.	2.	3.	4.	5.
4	ORGANISATIONAL AND MANAGEMENT SKILLS OF STAFF (I.E. ABILITY AND READINESS TO ORGANISE AND MANAGE PROJECTS AND TEAMS)	0	1	2	3	4	5
5	FOREIGN LANGUAGE COURSES FOR STAFF	0	1	2	3	4	5
6	ICT COURSES FOR STAFF	0	1	2	3	4	5

38. The fourth group of activities is related to the employment of new pedagogic methods at your institution. For each activity, indicate whether the participation of your institution in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	TEACHING STAFF'S AWARENESS OF NEW FORMS AND METHODS OF TEACHING	0	1	2	3	4	5
2	TRAINING OF TEACHING STAFF IN THE USE OF NEW FORMS AND METHODS OF TEACHING	0	1	2	3	4	5
3	EMPLOYMENT OF DIVERSE METHODS AND FORMS OF TEACHING	0	1	2	3	4	5
4	UTILISATION OF NEW TEACHING MATERIALS	0	1	2	3	4	5
5	EMPLOYMENT OF COOPERATIVE LEARNING	0	1	2	3	4	5
6	ENRICHMENT OF THE CONTENT OF THE SUBJECT TAUGHT	0	1	2	3	4	5
7	MOTIVATION OF TEACHING STAFF TO INTRODUCE CHANGES AND INNOVATION INTO THEIR EDUCATIONAL WORK/TEACHING	0	1	2	3	4	5

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
8	KNOWLEDGE ABOUT DIDACTIC METHODS USED IN OTHER COUNTRIES	0	1	2	3	4	5
9	IMPLEMENTATION OF CROSS-CURRICULAR INTEGRATION	0	1	2	3	4	5

39. The fifth group of activities is related to (inter-)sectoral and international partnerships of your institution. For each activity, indicate whether the participation of your institution in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	COOPERATION WITH CIVIL SOCIETY ORGANISATIONS	0	1	2	3	4	5
2	COOPERATION WITH COMPANIES IN CROATIA	0	1	2	3	4	5
3	COOPERATION WITH ECONOMIC OPERATORS	0	1	2	3	4	5
4	COOPERATION WITH OTHER EDUCATIONAL INSTITUTIONS IN CROATIA	0	1	2	3	4	5
5	COOPERATION WITH OTHER EDUCATIONAL INSTITUTIONS ABROAD	0	1	2	3	4	5
6	NURTURING OF CONTACTS WITH FOREIGN PROJECT PARTNERS	0	1	2	3	4	5
7	EXCHANGE OF LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS) WITH PARTNER INSTITUTIONS	0	1	2	3	4	5
8	NURTURING OF CONTACTS BETWEEN DOMESTIC AND FOREIGN LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS)	0	1	2	3	4	5

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
9	NURTURING OF CONTACTS BETWEEN DOMESTIC AND FOREIGN TEACHERS	0	1	2	3	4	5

40. The sixth group of activities is related to the reputation and recognition of your institution in the local community. For each activity, indicate whether the participation of your institution in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	ORGANISATION OF ACTIVITIES OPEN TO THE GENERAL PUBLIC	0	1	2	3	4	5
2	PARTICIPATION OF PARENTS IN THE INSTITUTION'S ACTIVITIES	0	1	2	3	4	5
3	DEVELOPMENT OF EXTRACURRICULAR ACTIVITIES IN COOPERATION WITH SPORT, CULTURAL AND SIMILAR ORGANISATIONS	0	1	2	3	4	5
4	DEGREE OF COOPERATION WITH LOCAL AUTHORITIES	0	1	2	3	4	5
5	DEGREE OF RECOGNITION IN AND COOPERATION WITH THE LOCAL COMMUNITY	0	1	2	3	4	5

41. The seventh group of activities is related to internal institutional organisation and cooperation among staff. For each activity, indicate whether the participation of your institution in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	POSSESSING THE EQUIPMENT AND COMPUTER PROGRAMMES REQUIRED FOR HIGH-QUALITY TASK PERFORMANCE	0	1	2	3	4	5
2	SUPPORTING STAFF IN PROPOSING CHANGES TO THE OPERATION OF THE INSTITUTION	0	1	2	3	4	5
3	EXPRESSING CRITICAL OPINIONS AND IDEAS RELATED TO ISSUES RELEVANT TO THE OPERATION OF THE INSTITUTION	0	1	2	3	4	5
4	HAVING CLEAR PROCEDURES AND DELEGATING RESPONSIBILITIES FOR THE PERFORMANCE OF SPECIFIC TASKS	0	1	2	3	4	5
5	APPLYING RULES AND PROCEDURES CONSISTENTLY TO ALL EMPLOYEES	0	1	2	3	4	5
6	CREATING A SENSE OF COMMUNITY AMONG STAFF	0	1	2	3	4	5
7	LEARNING MORE ABOUT COLLEAGUES WITHIN WORK ENVIRONMENTS	0	1	2	3	4	5
8	DISPLAYING MUTUAL TRUST AMONG STAFF	0	1	2	3	4	5
9	RESPECTING DIFFERENT OPINIONS AMONG STAFF	0	1	2	3	4	5
10	DISPLAYING HIGH-QUALITY AND REGULAR COMMUNICATION AMONG STAFF ON ALL LEVELS	0	1	2	3	4	5
11	ENSURING TRANSPARENT AND FULL INFORMATION ON ISSUES RELEVANT TO THE OPERATION OF THE INSTITUTION (INCLUDING INFORMATION ON OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT AND MOBILITY, OPPORTUNITIES RELATED TO APPLICATIONS FOR CALLS FOR PROJECT PROPOSALS, ETC.)	0	1	2	3	4	5
12	ENCOURAGING PROFESSIONAL DEVELOPMENT OF STAFF (BY PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES INSIDE AND OUTSIDE OF THE INSTITUTION, SHARING KNOWLEDGE AND EXCHANGING EXPERIENCES WITH THE PURPOSE OF ENHANCING EDUCATIONAL COMPETENCES OF STAFF)	0	1	2	3	4	5
13	RECOGNISING AND AWARDING STAFF EXCELLENCE AND SUCCESS	0	1	2	3	4	5
14	ENCOURAGING COOPERATION AND TEAMWORK AMONG STAFF	0	1	2	3	4	5
15	DISPLAYING READINESS ON THE PART OF HEADS OF INSTITUTIONS TO SUPPORT STAFF IN LLP PARTICIPATION	0	1	2	3	4	5
16	DISPLAYING COOPERATION BETWEEN STAFF AND HEADS OF INSTITUTIONS	0	1	2	3	4	5
17	DISPLAYING AWARENESS ON THE PART OF HEADS OF INSTITUTIONS OF THE ACTIVITIES IN WHICH TEACHING STAFF ARE INCLUDED	0	1	2	3	4	5
18	ENCOURAGING INTERNATIONAL MOBILITY OF STAFF	0	1	2	3	4	5

42. The eighth group of activities is related to the implementation of the European dimension in education at your institution. For each activity, indicate whether the participation of your institution in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	AWARENESS OF EUROPEAN CULTURAL AND MORAL VALUES AMONG STAFF	0	1	2	3	4	5
2	AWARENESS OF A COMMON EUROPEAN HERITAGE AMONG STAFF	0	1	2	3	4	5
3	KNOWLEDGE ABOUT AND UNDERSTANDING OF EDUCATION SYSTEMS IN PARTNER COUNTRIES	0	1	2	3	4	5
4	FORMATION OF EUROPEAN IDENTITY AND CITIZENSHIP	0	1	2	3	4	5
5	EDUCATION ABOUT DIFFERENT CULTURES	0	1	2	3	4	5
6	RESPECT FOR DIFFERENT CULTURES	0	1	2	3	4	5
7	KNOWLEDGE ABOUT EUROPEAN INSTITUTIONS AND THEIR ACTIVITIES	0	1	2	3	4	5

43. The ninth group of activities is related to learners (i.e. children, pupils and adult learners) at your institution. For each activity, indicate whether the participation of your institution in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	AWARENESS OF LANGUAGE DIFFERENCES IN EUROPE AMONG LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	0	1	2	3	4	5
2	SELF-CONFIDENCE WHILE USING AND SPEAKING FOREIGN LANGUAGES AMONG LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	0	1	2	3	4	5
3	FOREIGN LANGUAGES KNOWLEDGE	0	1	2	3	4	5
4	RESPONSIBILITY OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) TO FULFILL THEIR DUTIES	0	1	2	3	4	5
5	INTEREST IN OTHER EUROPEAN COUNTRIES AND THEIR CULTURES	0	1	2	3	4	5
6	RESPECT FOR DIFFERENCES	0	1	2	3	4	5
7	EXPRESSION OF CREATIVE TALENTS	0	1	2	3	4	5
8	DEVELOPMENT OF ICT AND COMPUTING SKILLS	0	1	2	3	4	5
9	KNOWLEDGE AND USE OF LEARNING STRATEGIES	0	1	2	3	4	5
10	DEVELOPMENT OF AN ENTREPRENEURIAL ATTITUDE AND SELF-INITIATIVE	0	1	2	3	4	5
11	COOPERATION SKILLS	0	1	2	3	4	5
12	DESIRE FOR COOPERATION WITH PEERS IN HOME COUNTRY AND ABROAD	0	1	2	3	4	5
13	DESIRE TO GAIN NEW KNOWLEDGE	0	1	2	3	4	5

		0.	1.	2.	3.	4.	5.
14	CRITICAL THINKING ABILITY	0	1	2	3	4	5
15	MOTIVATION TO LEARN FOREIGN LANGUAGES	0	1	2	3	4	5
16	RELATIONSHIP BETWEEN TEACHING STAFF AND LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	0	1	2	3	4	5
17	DEVELOPMENT OF DEMOCRATIC ENVIRONMENT THROUGH WORK WITH LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	0	1	2	3	4	5
18	INCLUSION OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) IN DECISION MAKING	0	1	2	3	4	5
19	IMPLEMENTATION OF ADDITIONAL ACTIVITIES FOR LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	0	1	2	3	4	5

44. The tenth group of activities is related to persons with disabilities and persons with fewer opportunities at your institution. For each activity, indicate whether the participation of your institution in LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig) projects had an impact on the related progress.

		0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
1	SUPPORT FOR LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) WITH DISABILITIES AND/OR DEVELOPMENTAL DISABILITIES	0	1	2	3	4	5
2	INCLUSION OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) WITH DISABILITIES AND/OR DEVELOPMENTAL DISABILITIES	0	1	2	3	4	5

		0.	1.	2.	3.	4.	5.
3	SUPPORT FOR LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) FROM A DISADVANTAGED SOCIO-ECONOMIC BACKGROUND (E.G. CHILDREN FROM POOR FAMILIES, ROMA CHILDREN, ETC.)	0	1	2	3	4	5
4	INCLUSION OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) FROM A DISADVANTAGED SOCIO-ECONOMIC BACKGROUND (E.G. CHILDREN FROM POOR FAMILIES, ROMA CHILDREN, ETC.)	0	1	2	3	4	5

Definition of terms:

Persons with disabilities - persons with physical, mental or health disabilities who cannot participate in the activities of a mobility project without additional financial support.
Persons with fewer opportunities - persons from a disadvantaged socio-economic background.

45. To what extent have the following obstacles to LLP participation (formerly Comenius, Leonardo da Vinci and Grundtvig, and presently Erasmus+) been present at your institution?

		0. I DON'T KNOW, I CAN'T ASSESS	1. NOT AT ALL	2. SMALL	3. CERTAIN	4. CONSIDERABLE	5. GREAT
1	LOW INTEREST OF EMPLOYEES IN PROJECT PARTICIPATION	0	1	2	3	4	5
2	INSUFFICIENT FOREIGN LANGUAGE SKILLS	0	1	2	3	4	5
3	ABSENCE OF VALORISATION OF PROJECT PARTICIPATION IN THE PROCESS OF PROFESSIONAL ADVANCEMENT	0	1	2	3	4	5
4	INABILITY TO OBTAIN APPROVAL FOR PARTICIPATION IN MOBILITY	0	1	2	3	4	5

5	INABILITY TO FIND SUBSTITUTES FOR EMPLOYEES WHO WOULD LIKE TO PARTAKE IN MOBILITY	0	1	2	3	4	5
6	LOW AWARENESS OF MOBILITY OPPORTUNITIES AMONG STAFF	0	1	2	3	4	5
7	EXCESSIVE WORKLOAD	0	1	2	3	4	5
8	INADEQUATE COMMUNICATION BETWEEN TEACHING STAFF AND ADMINISTRATIVE AND TECHNICAL STAFF	0	1	2	3	4	5
9	ABSENCE OF VALORISATION OF ACTIVITIES RELATED TO INTERNATIONAL PROJECTS AT THE INSTITUTION	0	1	2	3	4	5
10	LOW SUPPORT FROM PARTNER INSTITUTIONS ABROAD	0	1	2	3	4	5
11	INSUFFICIENT INSTITUTIONAL FUNDS TO COVER PROJECT-RELATED COSTS	0	1	2	3	4	5
12	INSUFFICIENT KNOWLEDGE OF ADMINISTRATIVE STAFF IN THE AREA OF PROJECT IMPLEMENTATION	0	1	2	3	4	5
13	PROJECT PARTICIPATION PLACING TOO HIGH OF A DEMAND ON THE INSTITUTION'S ADMINISTRATIVE, HUMAN AND FINANCIAL RESOURCES	0	1	2	3	4	5
14	ADMINISTRATIVE FORMALITIES RELATED TO PROJECT PARTICIPATION DISCOURAGING STAFF FROM PARTICIPATION IN MOBILITY	0	1	2	3	4	5

15	PARTICIPATION IN SUCH PROJECTS NOT RANKING AMONG INSTITUTION'S PRIORITIES	0	1	2	3	4	5
16	DIFFICULTY FINDING A MATCHING PARTNER INSTITUTION DUE TO SPECIFICITIES OF THE PROGRAMME	0	1	2	3	4	5

46. Did you face any other obstacles or problems in the implementation of LLP (i.e. Comenius, Leonardo da Vinci or Grundtvig), other than those already mentioned in this questionnaire?

If yes, please specify.

1) Legal obstacles: _____

2) Procedural obstacles: _____

3) Accounting obstacles: _____

4) Other obstacles: _____

Thank you for completing the questionnaire.

APPENDIX 3: COMENIUS, GRUNDTVIG AND LEONARDO DA VINCI SECTORAL PROGRAMMES – TABLES WITH RESEARCH FINDINGS

1. DESCRIPTION OF COLLECTIVE RESPONSES TO INDIVIDUAL ITEMS MEASURING THE INSTITUTIONAL IMPACT OF LLP PARTICIPATION ON PROGRESS MADE IN TEN DIMENSIONS OF IMPACT.

PREPAREDNESS TO PARTICIPATE IN THE ACTIVITIES OF PROFESSIONAL DEVELOPMENT (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
PARTICIPATION IN ADDITIONAL EDUCATIONAL PROGRAMMES RELEVANT TO PROFESSIONAL DEVELOPMENT	13.1%	5.1%	21.2%	27.6%	26.6%	6.3%
PARTICIPATION IN ONLINE SEMINARS (E.G. WEBINARS, ONLINE COURSES, ETC.)	24.3%	9.9%	21.8%	24.0%	15.9%	4.1%
PARTICIPATION IN ADDITIONAL EDUCATIONAL PROGRAMMES ABROAD (I.E. CLASSROOM OBSERVATION)	30.5%	13.2%	17.1%	17.4%	16.6%	5.2%
MOTIVATION TO ENGAGE IN PROFESSIONAL DEVELOPMENT	7.6%	3.2%	18.1%	22.6%	35.3%	13.2%
OPENNESS TO PERSONAL AND PROFESSIONAL CHALLENGES	6.9%	2.4%	15.2%	24.0%	34.1%	17.4%
ACQUISITION, CLARIFICATION AND/OR PERFECTION OF ONE'S SKILLS, KNOWLEDGE AND ATTITUDES	7.8%	3.1%	16.1%	26.0%	31.9%	15.0%

EMPLOYMENT OF NEW PEDAGOGIC METHODS (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
TEACHING STAFF'S AWARENESS OF NEW FORMS AND METHODS OF TEACHING	7.8%	6.2%	24.9%	26.2%	28.6%	6.3%
TRAINING OF TEACHING STAFF IN THE USE OF NEW FORMS AND METHODS OF TEACHING	8.9%	8.1%	23.4%	28.8%	25.2%	5.6%
EMPLOYMENT OF DIVERSE METHODS AND FORMS OF TEACHING	7.7%	6.5%	22.4%	28.6%	27.8%	7.1%
UTILISATION OF NEW TEACHING MATERIALS	7.7%	7.0%	19.7%	30.3%	28.1%	7.1%
EMPLOYMENT OF COOPERATIVE LEARNING	8.6%	7.5%	19.5%	28.7%	26.6%	9.1%
ENRICHMENT OF THE CONTENT OF THE SUBJECT TAUGHT	8.5%	5.1%	18.2%	26.2%	32.1%	9.9%
MOTIVATION OF TEACHING STAFF TO INTRODUCE CHANGES AND INNOVATION INTO THEIR EDUCATIONAL WORK/TEACHING	6.7%	6.0%	19.2%	25.0%	32.1%	10.9%
KNOWLEDGE ABOUT DIDACTIC METHODS USED IN OTHER COUNTRIES	7.0%	6.6%	20.2%	25.1%	29.6%	11.5%
IMPLEMENTATION OF CROSS-CURRICULAR INTEGRATION	9.7%	8.6%	20.0%	26.0%	25.7%	9.9%

DEVELOPMENT OF SPECIFIC PROFESSIONAL KNOWLEDGE AND SKILLS AND LANGUAGE COMPETENCES (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
COMMUNICATION COMPETENCES IN A FOREIGN LANGUAGE	7.4%	8.5%	19.0%	21.5%	31.2%	12.3%
COMPETENCES FOR WORKING WITH SPECIAL EDUCATIONAL NEEDS LEARNERS (I.E. CHILDREN, PUPILS)	23.8%	18.3%	21.8%	17.6%	14.2%	4.3%
SOCIAL COMPETENCES OF STAFF	8.1%	6.6%	18.9%	24.3%	33.2%	9.0%
ORGANISATIONAL AND MANAGEMENT SKILLS OF STAFF (I.E. ABILITY AND READINESS TO ORGANISE AND MANAGE PROJECTS AND TEAMS)	6.5%	6.8%	17.1%	24.2%	33.5%	12.0%
FOREIGN LANGUAGE COURSES FOR STAFF	11.9%	13.8%	18.1%	23.3%	24.3%	8.6%
ICT COURSES FOR STAFF	10.4%	10.0%	17.6%	24.8%	27.1%	10.0%

CAPACITY FOR PROJECT MANAGEMENT (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
AWARENESS OF PUBLISHED CALLS FOR PROPOSALS	5.4%	4.5%	18.3%	20.6%	37.3%	13.8%
SUPPORT FOR STAFF INITIATIVES RELATED TO THE SUBMISSION OF NEW PROJECTS	5.1%	3.9%	13.9%	20.6%	38.9%	17.5%
PROVISION OF PROJECT-RELATED ADMINISTRATIVE SUPPORT	6.8%	8.5%	18.1%	28.0%	29.6%	9.0%

PROVISION OF INFORMATION AND SUPPORT RELATED TO LEGAL AND PERSONNEL ISSUES (E.G. DRAFTING AGREEMENTS, DRAWING UP PUBLIC CALLS, COLLECTING DOCUMENTATION, ETC.)	8.9%	9.7%	18.4%	25.9%	28.6%	8.5%
PROVISION OF ADVICE, MANAGEMENT OF AND REPORTING ON PROJECT-RELATED FINANCIAL ISSUES (E.G. PAYMENTS, TRAVEL ORDERS, FINANCIAL REPORTS, ETC.)	9.6%	12.0%	17.1%	25.0%	28.5%	7.9%
PROVISION OF PROMPT AND ADEQUATE TECHNICAL SUPPORT (E.G. EQUIPMENT MAINTENANCE AND PROCUREMENT, USE OF EQUIPMENT AND SOFTWARE, ETC.)	11.1%	10.9%	18.4%	27.1%	25.7%	6.8%
PROVISION OF SUPPORT IN THE PROMOTION OF PROJECTS AND OTHER KEY ACTIVITIES ON THE INTERNET, IN SOCIAL MEDIA (E.G. FACEBOOK), IN NEWSLETTERS, ETC.	9.4%	8.8%	17.7%	25.0%	26.7%	12.3%
COORDINATION BETWEEN PROFESSIONAL SERVICES PROVIDING SUPPORT TO TEACHING STAFF	8.8%	9.6%	17.9%	25.3%	28.3%	10.1%
PREPAREDNESS OF STAFF TO PARTICIPATE IN NEW PROJECTS	5.4%	8.1%	18.7%	24.7%	31.8%	11.4%
VALORISATION OF STAFF PARTICIPATION IN MOBILITY PROGRAMMES/ PROJECTS	8.1%	12.0%	18.7%	26.7%	25.7%	8.9%

INTERNAL INSTITUTIONAL ORGANIZATION AND COOPERATION AMONG STAFF (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
POSSESSING THE EQUIPMENT AND COMPUTER PROGRAMMES REQUIRED FOR HIGH-QUALITY TASK PERFORMANCE	9.6%	14.5%	19.6%	23.2%	26.6%	6.6%
SUPPORTING STAFF IN PROPOSING CHANGES TO THE OPERATION OF THE INSTITUTION	6.1%	8.6%	19.0%	25.8%	31.3%	9.1%
EXPRESSING CRITICAL OPINIONS AND IDEAS RELATED TO ISSUES RELEVANT TO THE OPERATION OF THE INSTITUTION	6.0%	7.9%	20.5%	30.2%	28.1%	7.3%
HAVING CLEAR PROCEDURES AND DELEGATING RESPONSIBILITIES FOR THE PERFORMANCE OF SPECIFIC TASKS	7.3%	13.7%	18.9%	26.7%	26.6%	6.8%
APPLYING RULES AND PROCEDURES CONSISTENTLY TO ALL EMPLOYEES	8.9%	15.0%	20.4%	26.7%	23.6%	5.4%
CREATING A SENSE OF COMMUNITY AMONG STAFF	6.5%	10.7%	19.2%	25.8%	28.1%	9.7%
LEARNING MORE ABOUT COLLEAGUES WITHIN WORK ENVIRONMENTS	6.1%	9.9%	15.4%	25.7%	31.5%	11.4%
DISPLAYING MUTUAL TRUST AMONG STAFF	6.6%	10.1%	16.9%	27.8%	28.2%	10.4%
RESPECTING DIFFERENT OPINIONS AMONG STAFF	6.3%	9.6%	18.1%	28.3%	28.0%	9.7%
DISPLAYING HIGH-QUALITY AND REGULAR COMMUNICATION AMONG STAFF ON ALL LEVELS	6.0%	9.7%	18.0%	27.1%	29.3%	10.0%

ENSURING TRANSPARENT AND FULL INFORMATION ON ISSUES RELEVANT TO THE OPERATION OF THE INSTITUTION (INCLUDING INFORMATION ON OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT AND MOBILITY, OPPORTUNITIES RELATED TO APPLICATIONS FOR CALLS FOR PROJECT PROPOSALS, ETC.)	5.9%	7.5%	16.8%	26.0%	31.9%	11.9%
ENCOURAGING PROFESSIONAL DEVELOPMENT OF STAFF (BY PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES INSIDE AND OUTSIDE OF THE INSTITUTION, SHARING KNOWLEDGE AND EXCHANGING EXPERIENCES WITH THE PURPOSE OF ENHANCING THE EDUCATIONAL COMPETENCES OF STAFF)	5.5%	6.8%	16.5%	24.8%	32.9%	13.5%
RECOGNISING AND AWARDING STAFF EXCELLENCE AND SUCCESS	9.0%	16.5%	18.2%	22.6%	24.9%	8.9%
ENCOURAGING COOPERATION AND TEAMWORK AMONG STAFF	6.3%	9.0%	15.7%	24.8%	32.0%	12.2%
DISPLAYING READINESS ON THE PART OF HEADS OF INSTITUTIONS TO SUPPORT STAFF IN LLP PARTICIPATION	5.2%	6.6%	10.7%	20.2%	34.6%	22.8%
DISPLAYING COOPERATION BETWEEN STAFF AND HEADS OF INSTITUTIONS	5.4%	6.6%	10.9%	20.9%	35.6%	20.6%
DISPLAYING AWARENESS ON THE PART OF HEADS OF INSTITUTIONS OF THE ACTIVITIES IN WHICH TEACHING STAFF ARE INCLUDED	5.4%	6.0%	13.1%	21.7%	33.6%	20.2%
ENCOURAGING INTERNATIONAL MOBILITY OF STAFF	6.7%	6.0%	13.1%	20.3%	31.5%	22.5%

DEVELOPMENT OF (INTER-)SECTORAL AND INTERNATIONAL PARTNERSHIPS (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
COOPERATION WITH CIVIL SOCIETY ORGANISATIONS	24.1%	16.7%	23.8%	21.0%	12.7%	1.7%
COOPERATION WITH COMPANIES IN CROATIA	23.8%	16.9%	24.2%	20.9%	12.2%	2.0%
COOPERATION WITH ECONOMIC OPERATORS ABROAD	27.2%	24.5%	19.2%	16.1%	10.3%	2.6%
COOPERATION WITH OTHER EDUCATIONAL INSTITUTIONS IN CROATIA	14.9%	13.9%	23.6%	26.0%	17.5%	4.0%
COOPERATION WITH OTHER EDUCATIONAL INSTITUTIONS ABROAD	12.3%	13.6%	20.4%	19.1%	24.7%	9.9%
NURTURING OF CONTACTS WITH FOREIGN PROJECT PARTNERS	9.4%	7.6%	17.2%	17.9%	28.9%	19.0%
EXCHANGE OF LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS) WITH PARTNER INSTITUTIONS	25.3%	14.7%	11.3%	13.5%	21.0%	14.2%
NURTURING OF CONTACTS BETWEEN DOMESTIC AND FOREIGN LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS)	19.4%	12.3%	14.1%	15.1%	23.3%	15.9%
NURTURING OF CONTACTS BETWEEN DOMESTIC AND FOREIGN TEACHERS	9.6%	7.7%	19.6%	18.8%	27.5%	16.8%

REPUTATION AND RECOGNITION OF THE INSTITUTION IN THE LOCAL COMMUNITY (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
ORGANISATION OF ACTIVITIES OPEN TO THE GENERAL PUBLIC	9.8%	7.8%	17.9%	22.5%	27.6%	14.4%
PARTICIPATION OF PARENTS IN THE INSTITUTION'S ACTIVITIES	10.7%	11.6%	18.1%	24.5%	23.5%	11.5%
DEVELOPMENT OF EXTRACURRICULAR ACTIVITIES IN COOPERATION WITH SPORT, CULTURAL AND SIMILAR ORGANISATIONS	12.4%	12.0%	18.7%	23.2%	23.5%	10.3%
DEGREE OF COOPERATION WITH LOCAL AUTHORITIES	10.6%	12.8%	18.2%	25.0%	23.3%	10.1%
DEGREE OF RECOGNITION IN AND COOPERATION WITH THE LOCAL COMMUNITY	9.3%	10.8%	17.5%	23.8%	25.2%	13.2%

EUROPEAN DIMENSION IN EDUCATION (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
AWARENESS OF EUROPEAN CULTURAL AND MORAL VALUES AMONG STAFF	5.8%	5.8%	18.7%	26.0%	32.6%	11.2%
AWARENESS OF A COMMON EUROPEAN HERITAGE AMONG STAFF	6.1%	7.5%	19.4%	28.3%	28.3%	10.4%
KNOWLEDGE ABOUT AND UNDERSTANDING OF EDUCATION SYSTEMS IN PARTNER COUNTRIES	5.9%	5.2%	17.5%	26.7%	32.3%	12.4%
FORMATION OF EUROPEAN IDENTITY AND CITIZENSHIP	6.2%	8.4%	19.8%	30.8%	25.3%	9.4%
EDUCATION ABOUT DIFFERENT CULTURES	5.2%	2.9%	13.7%	19.2%	35.8%	23.2%

RESPECT FOR DIFFERENT CULTURES	5.0%	3.3%	12.8%	18.7%	37.0%	23.3%
KNOWLEDGE ABOUT EUROPEAN INSTITUTIONS AND THEIR ACTIVITIES	6.0%	6.0%	19.2%	27.3%	29.0%	12.4%

PERSONAL DEVELOPMENT OF LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS) (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
AWARENESS OF LANGUAGE DIFFERENCES IN EUROPE AMONG LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	11.1%	5.1%	12.9%	19.3%	33.0%	18.7%
SELF-CONFIDENCE WHILE USING AND SPEAKING FOREIGN LANGUAGE AMONG LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	13.3%	5.8%	10.7%	15.7%	32.4%	22.1%
FOREIGN LANGUAGES KNOWLEDGE	12.5%	6.1%	10.5%	18.7%	34.1%	18.1%
RESPONSIBILITY OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) TO FULFILL THEIR DUTIES	13.1%	6.5%	11.8%	19.7%	33.3%	15.6%
INTEREST IN OTHER EUROPEAN COUNTRIES AND THEIR CULTURES	10.7%	3.3%	9.9%	17.8%	34.3%	24.0%
RESPECT FOR DIFFERENCES	10.5%	3.7%	9.6%	15.0%	36.9%	24.3%
EXPRESSION OF CREATIVE TALENTS	10.7%	3.9%	9.5%	18.5%	35.2%	22.3%
DEVELOPMENT OF ICT AND COMPUTING SKILLS	12.3%	5.9%	12.0%	20.3%	33.4%	16.0%
KNOWLEDGE AND USE OF LEARNING STRATEGIES	13.4%	8.2%	14.9%	29.9%	24.5%	9.2%
DEVELOPMENT OF ENTREPRENEURIAL ATTITUDE AND SELF-INITIATIVE	12.5%	6.5%	15.1%	26.2%	27.9%	11.9%
COOPERATION SKILLS	11.1%	4.6%	11.6%	22.6%	34.0%	16.0%
DESIRE FOR COOPERATION WITH PEERS IN HOME COUNTRY AND ABROAD	12.0%	4.6%	9.3%	16.1%	32.4%	25.5%

DESIRE TO GAIN NEW KNOWLEDGE	10.1%	3.8%	11.2%	19.6%	34.9%	20.3%
CRITICAL THINKING ABILITY	10.4%	5.4%	13.7%	24.5%	32.8%	13.2%
MOTIVATION TO LEARN FOREIGN LANGUAGES	11.5%	4.4%	10.5%	17.4%	32.8%	23.4%
RELATIONSHIP BETWEEN TEACHING STAFF AND LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	10.4%	3.9%	9.7%	20.6%	36.6%	18.8%
DEVELOPMENT OF DEMOCRATIC ENVIRONMENT THROUGH WORK WITH LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	11.3%	4.8%	9.5%	22.5%	36.3%	15.6%
INCLUSION OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) IN DECISION MAKING	11.9%	5.5%	12.7%	26.2%	30.9%	12.7%
IMPLEMENTATION OF ADDITIONAL ACTIVITIES FOR LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	11.9%	5.5%	10.3%	22.6%	34.3%	15.4%

PERSONS WITH DISABILITIES AND PERSONS WITH FEWER OPPORTUNITIES (N=868)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
SUPPORT FOR LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) WITH DISABILITIES AND/OR DEVELOPMENTAL DISABILITIES	37.9%	11.3%	13.6%	17.4%	15.1%	4.6%
INCLUSION OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) WITH DISABILITIES AND/OR DEVELOPMENTAL DISABILITIES	38.2%	11.0%	14.4%	16.3%	15.7%	4.5%

	0. I DON'T KNOW, I CAN'T ASSESS	1. NOT AT ALL	2. SMALL	3. CERTAIN	4. CONSIDERABLE	5. GREAT
SUPPORT FOR LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) FROM A DISADVANTAGED SOCIO-ECONOMIC BACKGROUND (E.G. CHILDREN FROM POOR FAMILIES, ROMA CHILDREN, ETC.)	31.9%	9.5%	13.3%	17.8%	20.5%	7.0%
INCLUSION OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) FROM A DISADVANTAGED SOCIO-ECONOMIC BACKGROUND (E.G. CHILDREN FROM POOR FAMILIES, ROMA CHILDREN, ETC.)	32.4%	10.4%	13.3%	18.0%	19.1%	6.8%

2. DESCRIPTION OF COLLECTIVE RESULTS FOR INDIVIDUAL ITEMS MEASURING INSTITUTIONAL OBSTACLES (N=868)

	0. I DON'T KNOW, I CAN'T ASSESS	1. NOT AT ALL	2. SMALL	3. CERTAIN	4. CONSIDERABLE	5. GREAT
LOW INTEREST OF EMPLOYEES IN PROJECT PARTICIPATION	7.4%	18.0%	17.1%	30.4%	22.4%	4.7%
INSUFFICIENT FOREIGN LANGUAGE SKILLS	5.3%	13.2%	19.7%	32.4%	25.1%	4.3%
ABSENCE OF VALORISATION OF PROJECT PARTICIPATION IN THE PROCESS OF PROFESSIONAL ADVANCEMENT	9.5%	23.8%	18.3%	21.8%	17.8%	8.9%
INABILITY TO OBTAIN APPROVAL FOR PARTICIPATION IN MOBILITY	6.2%	57.6%	19.4%	11.5%	4.6%	0.7%
INABILITY TO FIND SUBSTITUTES FOR EMPLOYEES WHO WOULD LIKE TO PARTAKE IN MOBILITY	6.4%	49.9%	20.7%	14.5%	6.6%	1.9%
LOW AWARENESS OF MOBILITY OPPORTUNITIES AMONG STAFF	5.7%	27.4%	21.5%	25.5%	15.3%	4.4%
EXCESSIVE WORKLOAD	5.7%	18.4%	19.9%	23.5%	23.0%	9.5%

INADEQUATE COMMUNICATION BETWEEN TEACHING STAFF AND ADMINISTRATIVE AND TECHNICAL STAFF	6.3%	39.1%	26.6%	17.4%	7.6%	2.9%
ABSENCE OF VALORISATION OF ACTIVITIES RELATED TO INTERNATIONAL PROJECTS AT THE INSTITUTION	9.6%	29.7%	23.4%	17.8%	13.3%	6.1%
LOW SUPPORT FROM PARTNER INSTITUTIONS ABROAD	19.1%	32.9%	25.1%	16.2%	5.5%	1.3%
INSUFFICIENT INSTITUTIONAL FUNDS TO COVER PROJECT-RELATED COSTS	10.8%	17.7%	16.7%	22.1%	19.7%	13.0%
INSUFFICIENT KNOWLEDGE OF ADMINISTRATIVE STAFF IN THE AREA OF PROJECT IMPLEMENTATION	10.2%	29.7%	23.1%	20.8%	11.8%	4.3%
PROJECT PARTICIPATION PLACING TOO HIGH OF A DEMAND ON THE INSTITUTION'S ADMINISTRATIVE, HUMAN AND FINANCIAL RESOURCES	7.5%	15.3%	17.6%	24.4%	26.1%	9.1%
ADMINISTRATIVE FORMALITIES RELATED TO PROJECT PARTICIPATION DISCOURAGING STAFF FROM PARTICIPATION IN MOBILITY	8.3%	16.2%	18.6%	20.7%	26.7%	9.5%
PARTICIPATION IN SUCH PROJECTS NOT RANKING AMONG INSTITUTION'S PRIORITIES	9.4%	39.6%	25.9%	19.0%	5.4%	0.8%
DIFFICULTY FINDING A MATCHING PARTNER INSTITUTION DUE TO SPECIFICITIES OF THE PROGRAMME	13.2%	44.3%	22.4%	15.5%	3.7%	0.9%

3. CORRELATION BETWEEN COLLECTIVE ASSESSMENTS OF INSTITUTIONAL OBSTACLES AND REPORTED PROGRESS IN THE DIMENSIONS OF INSTITUTIONAL IMPACT (N=868)

OBSTACLES	1. PREPAREDNESS FOR PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES	2. EMPLOYMENT OF NEW PEDAGOGIC METHODS	3. DEVELOPMENT OF SPECIFIC PROFESSIONAL KNOWLEDGE AND SKILLS AND LANGUAGE COMPETENCES	4. INTERNAL ORGANISATION OF INSTITUTION AND CAPACITIES FOR PROJECT MANAGEMENT	5. INTERNAL ORGANISATION OF INSTITUTION AND COOPERATION AMONG STAFF	6. DEVELOPMENT OF (INTER-) SECTORAL AND INTERNATIONAL PARTNERSHIPS	7. REPUTATION AND RECOGNITION OF INSTITUTION IN LOCAL COMMUNITY	8. EUROPEAN DIMENSION IN EDUCATION	9. LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS)	10. PERSONS WITH DISABILITIES AND PERSONS WITH FEWER OPPORTUNITIES
LOW INTEREST OF EMPLOYEES IN PROJECT PARTICIPATION	-.263**	-.289**	-.309**	-.389**	-.349**	-.295**	-.322**	-.348**	-.263**	-.161**
INSUFFICIENT FOREIGN LANGUAGE SKILLS	-.171**	-.153**	-.223**	-.194**	-.190**	-.161**	-.147**	-.164**	-.140**	-0.058
ABSENCE OF VALORISATION OF PROJECT PARTICIPATION IN THE PROCESS OF PROFESSIONAL ADVANCEMENT	-.141**	-.099**	-.113**	-.160**	-.188**	-.111**	-.153**	-.146**	-.071*	-0.068
INABILITY TO OBTAIN APPROVAL FOR PARTICIPATION IN MOBILITY	-.136**	-.139**	-.215**	-.244**	-.201**	-.153**	-.143**	-.173**	-.135**	-0.06
INABILITY TO FIND SUBSTITUTES FOR EMPLOYEES WHO WOULD LIKE TO PARTAKE IN MOBILITY	-.128**	-.133**	-.192**	-.212**	-.209**	-.156**	-.146**	-.181**	-.160**	-0.067
LOW AWARENESS OF MOBILITY OPPORTUNITIES AMONG STAFF	-.281**	-.328**	-.334**	-.395**	-.386**	-.322**	-.313**	-.353**	-.257**	-.183**
EXCESSIVE WORKLOAD	-.173**	-.214**	-.189**	-.234**	-.223**	-.147**	-.164**	-.218**	-.086*	-.093*
INADEQUATE COMMUNICATION BETWEEN TEACHING STAFF AND ADMINISTRATIVE AND TECHNICAL STAFF	-.179**	-.203**	-.262**	-.341**	-.322**	-.210*	-.212*	-.237**	-.151**	-.163**
ABSENCE OF VALORISATION OF ACTIVITIES RELATED TO INTERNATIONAL PROJECTS AT THE INSTITUTION	-.165**	-.183**	-.193**	-.285**	-.321**	-.155**	-.197**	-.187**	-.125**	-.133**
LOW SUPPORT FROM PARTNER INSTITUTIONS ABROAD	-.251**	-.218**	-.243**	-.246**	-.271**	-.242**	-.227**	-.265**	-.246**	-.093*
INSUFFICIENT INSTITUTIONAL FUNDS TO COVER PROJECT-RELATED COSTS	-.172**	-.194**	-.231**	-.254**	-.250**	-.193**	-.191**	-.231**	-.161**	-.107*
INSUFFICIENT KNOWLEDGE OF ADMINISTRATIVE STAFF IN THE AREA OF PROJECT IMPLEMENTATION	-.210**	-.175**	-.209**	-.315**	-.269**	-.208**	-.186**	-.196**	-.132**	-.157**
PROJECT PARTICIPATION PLACING TOO HIGH OF A DEMAND ON THE INSTITUTION'S ADMINISTRATIVE, HUMAN AND FINANCIAL RESOURCES	-.157**	-.171**	-.180**	-.263**	-.224**	-.197**	-.176**	-.187**	-.111**	-.094*
ADMINISTRATIVE FORMALITIES RELATED TO PROJECT PARTICIPATION DISCOURAGING STAFF FROM PARTICIPATION IN MOBILITY	-.176**	-.182**	-.204**	-.252**	-.232**	-.196*	-.197*	-.196**	-.134**	-.101*
PARTICIPATION IN SUCH PROJECTS NOT RANKING AMONG INSTITUTION'S PRIORITIES	-.262**	-.289**	-.274**	-.321**	-.274**	-.216**	-.233**	-.287**	-.210**	-.152**
DIFFICULTY FINDING A MATCHING PARTNER INSTITUTION DUE TO SPECIFICITIES OF THE PROGRAMME	-.185**	-.159**	-.204**	-.194**	-.185**	-.172**	-.171**	-.219**	-.175**	-0.048

* $p<0.05$
** $p<0.01$

4. FACTOR ANALYSIS OF COLLECTIVE RESULTS FOR ITEMS MEASURING INSTITUTIONAL OBSTACLES TO LLP PARTICIPATION

CORRELATION MATRIX

	FACTORS			
	1	2	3	4
PROJECT PARTICIPATION PLACING TOO HIGH OF A DEMAND ON THE INSTITUTION'S ADMINISTRATIVE. HUMAN AND FINANCIAL RESOURCES	.885	-.306	.390	.377
ADMINISTRATIVE FORMALITIES RELATED TO PROJECT PARTICIPATION DISCOURAGING STAFF FROM PARTICIPATION IN MOBILITY	.873	-.273	.440	.355
EXCESSIVE WORKLOAD	.714	-.489	.344	.268
INSUFFICIENT INSTITUTIONAL FUNDS TO COVER PROJECT-RELATED COSTS	.705	-.451	.307	.351
INSUFFICIENT KNOWLEDGE OF ADMINISTRATIVE STAFF IN THE AREA OF PROJECT IMPLEMENTATION	.595	-.581	.519	.355
INABILITY TO OBTAIN APPROVAL FOR PARTICIPATION IN MOBILITY	.314	-.830	.237	.311
INABILITY TO FIND SUBSTITUTES FOR EMPLOYEES WHO WOULD LIKE TO PARTAKE IN MOBILITY	.355	-.830	.208	.279
INADEQUATE COMMUNICATION BETWEEN TEACHING STAFF AND ADMINISTRATIVE AND TECHNICAL STAFF	.501	-.683	.445	.370
ABSENCE OF VALORISATION OF ACTIVITIES RELATED TO INTERNATIONAL PROJECTS AT THE INSTITUTION	.552	-.652	.534	.262
LOW AWARENESS OF MOBILITY OPPORTUNITIES AMONG STAFF	.573	-.605	.469	.342
LOW INTEREST OF EMPLOYEES IN PROJECT PARTICIPATION	.431	-.236	.828	.314
INSUFFICIENT FOREIGN LANGUAGE SKILLS	.292	-.188	.823	.262
ABSENCE OF VALORISATION OF PROJECT PARTICIPATION IN THE PROCESS OF PROFESSIONAL ADVANCEMENT	.419	-.453	.667	.141
DIFFICULTY FINDING A MATCHING PARTNER INSTITUTION DUE TO SPECIFICITIES OF THE PROGRAMME	.299	-.270	.242	.883
PARTICIPATION IN SUCH PROJECTS NOT RANKING AMONG INSTITUTION'S PRIORITIES	.402	-.284	.292	.734
LOW SUPPORT FROM PARTNER INSTITUTIONS ABROAD	.436	-.552	.316	.593
FACTOR EIGENVALUES AFTER OBLIMIN ROTATION	4.90	4.34	3.68	2.94

Extraction method: principal component method

Rotation method: oblimin

5. DESCRIPTION OF RESPONSES BY HEADS OF INSTITUTIONS TO INDIVIDUAL ITEMS MEASURING THE INSTITUTIONAL IMPACT OF LLP PARTICIPATION ON PROGRESS MADE ACROSS TEN DIMENSIONS OF IMPACT.

1. PREPAREDNESS TO PARTICIPATE IN THE ACTIVITIES OF PROFESSIONAL DEVELOPMENT (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
PARTICIPATION IN ADDITIONAL EDUCATIONAL PROGRAMMES RELEVANT TO PROFESSIONAL DEVELOPMENT	11.7%	1.4%	20.0%	26.2%	34.5%	6.2%
PARTICIPATION IN ONLINE SEMINARS (E.G. WEBINARS, ONLINE COURSES, ETC.)	17.9%	7.6%	21.4%	26.9%	22.8%	3.4%
PARTICIPATION IN ADDITIONAL EDUCATIONAL PROGRAMMES ABROAD (I.E. CLASS OBSERVATIONS)	31.7%	9.0%	15.2%	15.2%	24.8%	4.1%
MOTIVATION TO ENGAGE IN PROFESSIONAL DEVELOPMENT	4.8%	0.7%	13.1%	24.8%	44.8%	11.7%
OPENNESS TO PERSONAL AND PROFESSIONAL CHALLENGES	3.4%	0.0%	11.7%	26.2%	42.8%	15.9%
ACQUIRING, CLARIFYING AND/OR PERFECTING ONE'S SKILLS, KNOWLEDGE AND ATTITUDES	5.5%	0.0%	11.7%	25.5%	46.2%	11.0%

2. EMPLOYMENT OF NEW PEDAGOGIC METHODS (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
TEACHING STAFF'S AWARENESS OF NEW FORMS AND METHODS OF TEACHING	6.9%	2.1%	19.3%	26.2%	40.7%	4.8%

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
TRAINING OF TEACHING STAFF IN THE USE OF NEW FORMS AND METHODS OF TEACHING	8.3%	4.1%	15.9%	32.4%	35.9%	3.4%
EMPLOYMENT OF DIVERSE METHODS AND FORMS OF TEACHING	7.6%	1.4%	16.6%	30.3%	39.3%	4.8%
UTILISATION OF NEW TEACHING MATERIALS	9.0%	0.0%	13.1%	35.2%	38.6%	4.1%
EMPLOYMENT OF COOPERATIVE LEARNING	6.2%	4.1%	15.9%	26.9%	38.6%	8.3%
ENRICHMENT OF THE CONTENT OF THE SUBJECT TAUGHT	8.3%	1.4%	12.4%	22.8%	46.2%	9.0%
MOTIVATION OF TEACHING STAFF TO INTRODUCE CHANGES AND INNOVATION INTO THEIR EDUCATIONAL WORK/TEACHING	6.9%	2.1%	16.6%	19.3%	46.9%	8.3%
KNOWLEDGE ABOUT DIDACTIC METHODS USED IN OTHER COUNTRIES	5.5%	2.8%	17.2%	24.8%	37.2%	12.4%
IMPLEMENTATION OF CROSS-CURRICULAR INTEGRATION	10.3%	5.5%	15.2%	24.8%	33.1%	11.0%

3. DEVELOPMENT OF SPECIFIC PROFESSIONAL KNOWLEDGE AND SKILLS AND LANGUAGE COMPETENCES (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
COMMUNICATION COMPETENCES IN A FOREIGN LANGUAGE	4.8%	4.8%	13.8%	20.7%	40.0%	15.9%
COMPETENCES IN WORKING WITH SPECIAL EDUCATIONAL NEEDS LEARNERS (I.E. CHILDREN, PUPILS)	22.1%	13.1%	20.0%	24.8%	15.9%	4.1%
SOCIAL COMPETENCES OF STAFF	6.9%	2.8%	19.3%	24.1%	37.9%	9.0%

ORGANISATIONAL AND MANAGEMENT SKILLS OF STAFF (I.E. ABILITY AND READINESS TO ORGANISE AND MANAGE PROJECTS AND TEAMS)	4.1%	2.1%	18.6%	25.5%	38.6%	11.0%
FOREIGN LANGUAGE COURSES FOR STAFF	6.9%	7.6%	18.6%	22.8%	33.1%	11.0%
ICT COURSES FOR STAFF	6.9%	7.6%	18.6%	17.9%	37.2%	11.7%

4. CAPACITY FOR PROJECT MANAGEMENT (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
AWARENESS OF PUBLISHED CALLS FOR PROPOSALS	3.4%	2.1%	17.9%	22.8%	42.8%	11.0%
SUPPORT FOR STAFF INITIATIVES RELATED TO THE SUBMISSION OF NEW PROJECTS	2.8%	1.4%	11.7%	20.0%	47.6%	16.6%
PROVISION OF PROJECT-RELATED ADMINISTRATIVE SUPPORT	5.5%	8.3%	13.8%	30.3%	33.8%	8.3%
PROVISION OF INFORMATION AND SUPPORT RELATED TO LEGAL AND PERSONNEL ISSUES (E.G. DRAFTING AGREEMENTS, DRAWING UP PUBLIC CALLS, COLLECTING DOCUMENTATION, ETC.)	6.9%	8.3%	13.8%	27.6%	35.9%	7.6%
PROVISION OF ADVICE, MANAGEMENT OF AND REPORTING ON PROJECT-RELATED FINANCIAL ISSUES (E.G. PAYMENTS, TRAVEL ORDERS, FINANCIAL REPORTS, ETC.)	6.9%	7.6%	14.5%	24.8%	40.0%	6.2%

PROVISION OF PROMPT AND ADEQUATE TECHNICAL SUPPORT (E.G. EQUIPMENT MAINTENANCE AND PROCUREMENT, USE OF EQUIPMENT AND SOFTWARE, ETC.)	11.0%	6.2%	17.9%	29.0%	28.3%	7.6%
PROVISION OF SUPPORT IN THE PROMOTION OF PROJECTS AND OTHER KEY ACTIVITIES ON THE INTERNET, IN SOCIAL MEDIA (E.G. FACEBOOK), IN NEWSLETTERS, ETC.	8.3%	5.5%	15.9%	27.6%	33.1%	9.7%
COORDINATION BETWEEN PROFESSIONAL SERVICES PROVIDING SUPPORT TO TEACHING STAFF	8.3%	2.8%	17.2%	29.0%	34.5%	8.3%
PREPAREDNESS OF STAFF TO PARTICIPATE IN NEW PROJECTS	2.8%	2.8%	17.2%	28.3%	40.7%	8.3%
VALORISATION OF STAFF PARTICIPATION IN MOBILITY PROGRAMMES/ PROJECTS	4.1%	5.5%	15.9%	26.9%	37.9%	9.7%

5. INTERNAL INSTITUTIONAL ORGANIZATION AND COOPERATION AMONG STAFF (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
POSSESSING THE EQUIPMENT AND COMPUTER PROGRAMMES REQUIRED FOR HIGH-QUALITY TASK PERFORMANCE	13.8%	11.0%	17.2%	24.1%	28.3%	5.5%
SUPPORTING STAFF IN PROPOSING CHANGES TO THE OPERATION OF THE INSTITUTION	4.8%	4.1%	15.2%	21.4%	44.8%	9.7%
EXPRESSING CRITICAL OPINIONS AND IDEAS RELATED TO ISSUES RELEVANT TO THE OPERATION OF THE INSTITUTION	4.1%	5.5%	16.6%	25.5%	37.9%	10.3%
HAVING CLEAR PROCEDURES AND DELEGATING RESPONSIBILITIES FOR THE PERFORMANCE OF SPECIFIC TASKS	6.2%	5.5%	17.2%	26.9%	35.9%	8.3%
APPLYING RULES AND PROCEDURES CONSISTENTLY TO ALL EMPLOYEES	7.6%	7.6%	17.2%	28.3%	33.1%	6.2%
CREATING A SENSE OF COMMUNITY AMONG STAFF	5.5%	4.1%	14.5%	31.7%	35.2%	9.0%
LEARNING MORE ABOUT COLLEAGUES WITHIN WORK ENVIRONMENTS	4.8%	2.8%	13.1%	29.7%	38.6%	11.0%
DISPLAYING MUTUAL TRUST AMONG STAFF	4.8%	2.8%	15.9%	30.3%	35.9%	10.3%
RESPECTING DIFFERENT OPINIONS AMONG STAFF	4.8%	4.8%	15.2%	31.7%	33.8%	9.7%
DISPLAYING HIGH-QUALITY AND REGULAR COMMUNICATION AMONG STAFF ON ALL LEVELS	4.8%	4.1%	15.9%	26.9%	38.6%	9.7%
ENSURING TRANSPARENT AND FULL INFORMATION ON ISSUES RELEVANT TO THE OPERATION OF THE INSTITUTION (INCLUDING INFORMATION ON OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT AND MOBILITY, OPPORTUNITIES RELATED TO APPLICATIONS FOR CALLS FOR PROJECT PROPOSALS, ETC.)	4.1%	3.4%	13.1%	28.3%	40.0%	11.0%

ENCOURAGING PROFESSIONAL DEVELOPMENT OF STAFF (BY PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES INSIDE AND OUTSIDE OF THE INSTITUTION, SHARING KNOWLEDGE AND EXCHANGING EXPERIENCES WITH THE PURPOSE OF ENHANCING EDUCATIONAL COMPETENCES OF STAFF)	4.1%	3.4%	11.7%	22.8%	43.4%	14.5%
RECOGNISING AND AWARDING STAFF EXCELLENCE AND SUCCESS	5.5%	9.7%	13.1%	20.7%	44.1%	6.9%
ENCOURAGING COOPERATION AND TEAMWORK AMONG STAFF	4.1%	4.8%	12.4%	20.7%	46.2%	11.7%
DISPLAYING READINESS ON THE PART OF HEADS OF INSTITUTIONS TO SUPPORT STAFF IN LLP PARTICIPATION	4.1%	2.1%	8.3%	14.5%	47.6%	23.4%
DISPLAYING COOPERATION BETWEEN STAFF AND HEADS OF INSTITUTIONS	4.1%	1.4%	8.3%	14.5%	49.7%	22.1%
DISPLAYING AWARENESS ON THE PART OF HEADS OF INSTITUTIONS OF THE ACTIVITIES IN WHICH TEACHING STAFF ARE INCLUDED	4.1%	2.8%	9.0%	15.2%	46.2%	22.8%
ENCOURAGING INTERNATIONAL MOBILITY OF STAFF	4.8%	2.1%	11.7%	15.2%	41.4%	24.8%

6. DEVELOPMENT OF (INTER-)SECTORAL AND INTERNATIONAL PARTNERSHIPS (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
COOPERATION WITH CIVIL SOCIETY ORGANISATIONS	30.3%	14.5%	24.1%	18.6%	11.7%	0.7%

COOPERATION WITH COMPANIES IN CROATIA	29.0%	15.9%	24.8%	17.9%	11.0%	1.4%
COOPERATION WITH ECONOMIC OPERATORS	30.3%	20.0%	24.1%	15.9%	9.7%	0.0%
COOPERATION WITH OTHER EDUCATIONAL INSTITUTIONS IN CROATIA	15.9%	9.0%	21.4%	33.8%	18.6%	1.4%
COOPERATION WITH OTHER EDUCATIONAL INSTITUTIONS ABROAD	11.7%	8.3%	23.4%	20.7%	28.3%	7.6%
NURTURING OF CONTACTS WITH FOREIGN PROJECT PARTNERS	11.0%	4.8%	17.2%	15.9%	33.1%	17.9%
EXCHANGE OF LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS) WITH PARTNER INSTITUTIONS	31.7%	12.4%	11.0%	11.7%	22.8%	10.3%
NURTURING OF CONTACTS BETWEEN DOMESTIC AND FOREIGN LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS)	24.1%	13.1%	10.3%	12.4%	26.2%	13.8%
NURTURING OF CONTACTS BETWEEN DOMESTIC AND FOREIGN TEACHERS	9.7%	5.5%	17.2%	22.1%	29.7%	15.9%

7. REPUTATION AND RECOGNITION OF THE INSTITUTION IN THE LOCAL COMMUNITY (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
ORGANISATION OF ACTIVITIES OPEN TO THE GENERAL PUBLIC	9.7%	6.9%	14.5%	21.4%	35.2%	12.4%
PARTICIPATION OF PARENTS IN THE INSTITUTION'S ACTIVITIES	12.4%	9.7%	13.1%	26.2%	26.9%	11.7%

DEVELOPMENT OF EXTRACURRICULAR ACTIVITIES IN COOPERATION WITH SPORT, CULTURAL AND SIMILAR ORGANISATIONS	12.4%	10.3%	15.2%	22.1%	31.7%	8.3%
DEGREE OF COOPERATION WITH LOCAL AUTHORITIES	9.7%	11.7%	17.9%	27.6%	23.4%	9.7%
DEGREE OF RECOGNITION IN AND COOPERATION WITH THE LOCAL COMMUNITY	9.7%	11.0%	12.4%	25.5%	24.8%	16.6%

8. EUROPEAN DIMENSION IN EDUCATION (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
AWARENESS OF EUROPEAN CULTURAL AND MORAL VALUES AMONG STAFF	3.4%	6.2%	14.5%	24.1%	38.6%	13.1%
AWARENESS OF A COMMON EUROPEAN HERITAGE AMONG STAFF	3.4%	4.8%	18.6%	28.3%	35.2%	9.7%
KNOWLEDGE ABOUT AND UNDERSTANDING OF EDUCATION SYSTEMS IN PARTNER COUNTRIES	4.1%	4.8%	17.2%	22.1%	40.0%	11.7%
FORMATION OF EUROPEAN IDENTITY AND CITIZENSHIP	4.1%	5.5%	19.3%	29.0%	33.8%	8.3%
EDUCATION ABOUT DIFFERENT CULTURES	3.4%	2.1%	9.0%	22.1%	43.4%	20.0%
RESPECT FOR DIFFERENT CULTURES	3.4%	4.1%	5.5%	22.8%	44.1%	20.0%
KNOWLEDGE ABOUT EUROPEAN INSTITUTIONS AND THEIR ACTIVITIES	4.1%	3.4%	13.8%	31.0%	36.6%	11.0%

9. PERSONAL DEVELOPMENT OF LEARNERS (I.E. CHILDREN, PUPILS AND ADULT LEARNERS) (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
AWARENESS OF LANGUAGE DIFFERENCES IN EUROPE AMONG LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	15.2%	3.4%	10.3%	17.9%	33.1%	20.0%
SELF-CONFIDENCE IN USING AND SPEAKING FOREIGN LANGUAGES AMONG LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	17.2%	6.2%	4.1%	13.8%	33.1%	25.5%
FOREIGN LANGUAGES KNOWLEDGE	17.2%	6.9%	4.1%	15.2%	36.6%	20.0%
RESPONSIBILITY OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) TO FULFILL THEIR DUTIES	17.2%	6.2%	5.5%	15.2%	40.0%	15.9%
INTEREST IN OTHER EUROPEAN COUNTRIES AND THEIR CULTURES	14.5%	2.8%	6.2%	15.2%	36.6%	24.8%
RESPECT FOR DIFFERENCES	14.5%	2.8%	4.8%	13.8%	40.0%	24.1%
EXPRESSION OF CREATIVE TALENTS	14.5%	3.4%	5.5%	12.4%	41.4%	22.8%
DEVELOPMENT OF ICT AND COMPUTING SKILLS	15.9%	5.5%	9.0%	15.9%	37.9%	15.9%
KNOWLEDGE AND USE OF LEARNING STRATEGIES	16.6%	6.2%	7.6%	32.4%	28.3%	9.0%
DEVELOPMENT OF ENTREPRENEURIAL ATTITUDE AND SELF-INITIATIVE	15.9%	5.5%	7.6%	29.0%	30.3%	11.7%
COOPERATION SKILLS	14.5%	3.4%	6.2%	24.1%	35.9%	15.9%
DESIRE FOR COOPERATION WITH PEERS IN HOME COUNTRY AND ABROAD	15.9%	3.4%	6.2%	14.5%	38.6%	21.4%
DESIRE TO GAIN NEW KNOWLEDGE	14.5%	4.1%	4.8%	22.8%	36.6%	17.2%
CRITICAL THINKING ABILITY	14.6%	5.6%	7.6%	21.5%	40.3%	10.4%
MOTIVATION TO LEARN FOREIGN LANGUAGES	15.2%	3.4%	5.5%	15.2%	38.6%	22.1%

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
RELATIONSHIP BETWEEN TEACHING STAFF AND LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	14.5%	4.1%	5.5%	17.9%	42.1%	15.9%
DEVELOPMENT OF DEMOCRATIC ENVIRONMENT THROUGH WORK WITH LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	13.1%	4.8%	5.5%	20.0%	45.5%	11.0%
INCLUSION OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) IN DECISION MAKING	15.9%	4.1%	8.3%	24.1%	40.0%	7.6%
IMPLEMENTATION OF ADDITIONAL ACTIVITIES FOR LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS)	15.2%	5.5%	6.9%	22.8%	37.2%	12.4%

10. PERSONS WITH DISABILITIES AND PERSONS WITH FEWER OPPORTUNITIES (RESPONSES BY HEADS OF INSTITUTIONS, N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
SUPPORT FOR LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) WITH DISABILITIES AND/ OR DEVELOPMENTAL DISABILITIES	41.4%	7.6%	15.2%	14.5%	18.6%	2.8%
INCLUSION OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) WITH DISABILITIES AND/ OR DEVELOPMENTAL DISABILITIES	40.0%	6.2%	15.9%	13.8%	21.4%	2.8%
SUPPORT FOR LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) FROM A DISADVANTAGED SOCIO-ECONOMIC BACKGROUND (E.G. CHILDREN FROM POOR FAMILIES, ROMA CHILDREN, ETC.)	33.1%	4.8%	13.8%	15.9%	26.9%	5.5%

INCLUSION OF LEARNERS (I.E. CHILDREN, PUPILS, ADULT LEARNERS) FROM A DISADVANTAGED SOCIO-ECONOMIC BACKGROUND (E.G. CHILDREN FROM POOR FAMILIES, ROMA CHILDREN, ETC.)	35.9%	6.2%	11.7%	14.5%	26.9%	4.8%

DESCRIPTION OF RESPONSES BY HEADS OF INSTITUTIONS TO INDIVIDUAL ITEMS MEASURING INSTITUTIONAL OBSTACLES (N=145)

	0. NOT APPLICABLE	1. NO IMPACT	2. LOW IMPACT	3. MODERATE IMPACT	4. STRONG IMPACT	5. VERY STRONG IMPACT
LOW INTEREST OF EMPLOYEES IN PROJECT PARTICIPATION	2.1%	19.4%	17.4%	36.8%	21.5%	2.8%
INSUFFICIENT FOREIGN LANGUAGE SKILLS	2.1%	13.2%	16.7%	38.2%	27.1%	2.8%
ABSENCE OF VALORISATION OF PROJECT PARTICIPATION IN THE PROCESS OF PROFESSIONAL ADVANCEMENT	2.1%	29.2%	17.4%	29.9%	18.8%	2.8%
INABILITY TO OBTAIN APPROVAL FOR PARTICIPATION IN MOBILITY	2.8%	71.5%	17.4%	7.6%	0.7%	0.0%
INABILITY TO FIND SUBSTITUTES FOR EMPLOYEES WHO WOULD LIKE TO PARTAKE IN MOBILITY	3.5%	61.8%	16.7%	11.8%	4.2%	2.1%
LOW AWARENESS OF MOBILITY OPPORTUNITIES AMONG STAFF	4.9%	30.6%	28.5%	28.5%	4.9%	2.8%
EXCESSIVE WORKLOAD	2.1%	27.8%	25.7%	22.9%	18.1%	3.5%
INADEQUATE COMMUNICATION BETWEEN TEACHING STAFF AND ADMINISTRATIVE AND TECHNICAL STAFF	2.1%	55.6%	27.8%	13.2%	1.4%	0.0%
ABSENCE OF VALORISATION OF ACTIVITIES RELATED TO INTERNATIONAL PROJECTS AT THE INSTITUTION	4.2%	40.3%	25.7%	17.4%	10.4%	2.1%

LOW SUPPORT FROM PARTNER INSTITUTIONS ABROAD	13.2%	39.6%	24.3%	17.4%	5.6%	0.0%
INSUFFICIENT INSTITUTIONAL FUNDS TO COVER PROJECT-RELATED COSTS	2.8%	17.4%	17.4%	27.8%	21.5%	13.2%
INSUFFICIENT KNOWLEDGE OF ADMINISTRATIVE STAFF IN THE AREA OF PROJECT IMPLEMENTATION	4.2%	31.3%	28.5%	21.5%	12.5%	2.1%
PROJECT PARTICIPATION PLACING TOO HIGH OF A DEMAND ON THE INSTITUTION'S ADMINISTRATIVE, HUMAN AND FINANCIAL RESOURCES	2.8%	13.9%	18.1%	31.3%	25.7%	8.3%
ADMINISTRATIVE FORMALITIES RELATED TO PROJECT PARTICIPATION DISCOURAGING STAFF FROM PARTICIPATION IN MOBILITY	3.5%	17.4%	20.1%	23.6%	28.5%	6.9%
PARTICIPATION IN SUCH PROJECTS NOT RANKING AMONG INSTITUTION'S PRIORITIES	2.8%	51.4%	27.8%	15.3%	2.8%	0.0%
DIFFICULTY FINDING A MATCHING PARTNER INSTITUTION DUE TO SPECIFICITIES OF THE PROGRAMME	5.6%	52.1%	20.8%	17.4%	4.2%	0.0%

APPENDIX 4: QUESTIONNAIRE FOR THE ERASMUS SECTORAL PROGRAMME

Dear Ms /Mr,
this questionnaire was designed to collect information on and your impressions of the impact of the Erasmus programme on your HEI.

While completing the questionnaire, please bear in mind the following:

- the questionnaire refers to the **Erasmus** sectoral programme, which was implemented under the LLP (Lifelong Learning Programme) until the end of the 2013/14 **call year**, and only to **the decentralised actions** of the Erasmus programme (i.e. the individual mobility of students, teaching and non-teaching staff, and the Erasmus Intensive Language Courses (EILC)).

- the questionnaire does not refer to Erasmus centralised actions (e.g. Erasmus – Academic Networks, Erasmus – Multilateral Projects, Erasmus – Accompanying Measures, Curriculum Development, Thematic Networks, Jean Monet, etc.).

- the questionnaire does not refer to the Erasmus Mundus programme or the new seven-year Erasmus+ programme, which was launched in the academic year 2014/15.

- in the context of the questionnaire, the term "Institution" refers to the higher education institution/faculty/department at which you personally carry out work related to Erasmus.

If you do not have answers to some of the questions in the questionnaire, please look for additional information. If you still do not find answers to some of the questions, leave them blank.

All collected data will be analysed collectively, rather than separately for each institution. Confidentiality of the collected data is guaranteed.

1. QUESTIONS FOR COORDINATORS:

1.1. Sex: m f

1.2. Functions/work you perform at your HEI (faculty, department):
(multiple answers are possible)

1. Erasmus Coordinator (or main person in charge of the Erasmus programme at the institution)

2. ECTS Coordinator

3. Employee in the international cooperation/mobility office/service

4. Teaching

5. Scientific research

6. Management (e.g. head of department, vice-dean, commissioner, etc.)

7. Other administrative function (which):_____

Condition: answers 4 or 5 to question 1.2.

1.2.1. Your academic title:

1. Associate title (assistant, junior researcher, senior assistant, post-doc)

2. Assistant Professor / lecturer

3. Associate Professor / senior lecturer

4. Full Professor / college professor

5. Lector

6. Senior Lector

7. Other

1.3. How is your work related to the Erasmus programme valorised? Valorisation refers to any compensation or recognition received on top of your regular salary. (multiple answers are possible)

1. I receive a monthly bonus in addition to my salary

2. Periodic financial incentive (once or several times per year)

3. Reduced teaching workload

4. Formal recognition (e.g. formal titles appearing after staff names on an institution's website)

5. No valorisation

6. Valorised in another way (specify): _____

1.4. Which activities/work related to the Erasmus programme do you personally perform at your HEI?
(multiple answers are possible)

1. Preparation of calls for applications for outbound students and (non-)teaching staff

2. Submission of grant applications for financial support to the AMEUP

3. Selection of mobility candidates among students and (non-)teaching staff

4. Signing agreements with successful mobility candidates (students and (non-)teaching staff)

5. Supporting outbound students and (non-)teaching staff (e.g. providing information, etc.)

6. Monitoring student and (non-)teaching staff mobility

7. Supporting inbound students and (non-)teaching staff (e.g. providing information, etc.)

8. Entering data into IT mobility tools (e.g. Mobility Tool, MoveOn, etc.)

9. Reporting to the AMEUP (i.e. interim and final report)

10. Recognition and validation of mobility periods for outbound students

11. Contacting other institutions and establishing international cooperation with partner institutions worldwide

12. Other activities/work (specify): _____

1.5. Besides Erasmus-related work, do you also perform work related to other international mobility programmes?

1. Erasmus is the only mobility programme I work on

2. I also work on other international mobility programmes

Condition: answer 2 to question 1.5

1.5.1. Assess the amount of time that you spend working on Erasmus-related tasks as compared to the amount of time that you spend working on other international mobility programmes.

1. I work much more on the Erasmus programme

2. I work slightly more on the Erasmus programme

3. I work equally on the Erasmus programme and other international mobility programmes

4. I work slightly more on other international mobility programmes

5. I work much more on other international mobility programmes

2. INSTITUTION PROFILE

2.1. Indicate your HEI:

1. Polytechnic of Međimurje in Čakovec

2. RRiF College of Financial Management

3. Josip Juraj Strossmayer University of Osijek

4. Juraj Dobrila University of Pula

5. University North

6. University of Dubrovnik

7. University of Rijeka

8. University of Split

9. University of Zadar

10. University of Zagreb

11. Zagreb University of Applied Sciences

12. Marko Marulić Polytechnic of Knin

13. Polytechnic of Karlovac

14. Polytechnic of Požega

15. Polytechnic of Rijeka

16. Polytechnic of Slavonski Brod

17. Polytechnic Velika Gorica

18. "VERN" University of Applied Sciences

19. University College of Economics, Entrepreneurship and Management "Nikola Šubić Zrinski"

20. Univesity College of Management and Design Aspira

21. University of Applied Sciences Baltazar Adam Krčelić

22. Križevci College of Agriculture

23. Algebra University College

24. Zagreb School of Economics and Management

25. Polytechnic of Applied Health Studies in Zagreb

2.2. Indicate at which institutional level you perform Erasmus-related work:

1. University

2. Polytechnic

3. School of professional higher education (college)

4. University constituent unit – faculty

5. University constituent unit – department

6. Faculty department

2.3. Indicate the field profile of your HEI: (multiple answers are possible)

1. Teacher training

2. Humanities (languages not included)

3. Languages and Philology

4. Art and Design

5. Social sciences, business and law

6. Natural sciences

7. Technical sciences, engineering, processing industry and construction

8. Agriculture

9. Health and Social care

10. Services

11. Interdisciplinary scientific fields

12. Other fields (specify): _____

2.4. Fill in the (approximate) number of students and staff members at your HEI in the current academic year:

1. Total number of home students (full-time and part-time combined): ____

2. Total number of teaching staff members (external associates included): ____

3. Total number of non-teaching staff members: ____

2.5. Does your HEI have an ECTS catalogue/information package in English?

1. Yes

2. No

2.6. Who is responsible for the recognition of ECTS credits earned during a student mobility period at your HEI?

1. Nobody; we do not check ECTS credits awarded after a student returns from mobility

2. I am

3. Someone else (fill in that person's function): _____

2.7. Indicate call years in which your HEI participated in the Erasmus programme.

1. Year 2009

2. Year 2010

3. Year 2011

4. Year 2012

5. Year 2013

2.8. Did your HEI adopt specific rulebooks/documents related to the implementation of the Erasmus programme? If so, please specify.

1. No

2. Yes (specify): _____

2.9. Fill in the (approximate) number of your Erasmus partner institutions and the number of institutions with which you realised student and staff exchanges in the 2009-2013 period.

1. Number of active Erasmus inter-institutional agreements in the 2009-2013 period:_____

2. Based on which, within the framework of the Erasmus programme, in the same period (2009-2013), we realised exchanges of students and staff with the following number of partner institutions: _____.

2.10. Fill in the (approximate) total number of students and (non-)teaching staff at your   HEI (faculty, department...) in the 2009-2013 period, in the following categories:

1. Number of inbound (guest) teaching staff under the Erasmus guest teacher programmes: __

2. Number of inbound (guest) teaching staff under the Erasmus professional development programmes: __

3. Number of inbound (guest) non-teaching staff under the Erasmus professional development programmes: __

4. Number of inbound Erasmus students: ____

5. Number of other inbound international students (Erasmus students excluded): ____

Condition: answers 4 or 5 or 6 to question 2.2. (this question only concerns faculty and department levels)

2.10.1. Also, fill in the (approximate) number of students, teaching and non-teaching staff in your HEI (faculty, department...) in the 2009-2013 period, in the following categories:

1. Number of outbound teaching staff under the Erasmus guest teacher programmes: ___

2. Number of outbound teaching staff under the Erasmus professional development programmes: ___

3. Number of outbound non-teaching staff under the Erasmus professional development programmes: ___

4. Number of outbound Erasmus students: ___

2.11. Did your HEI have any outbound Erasmus students who received additional support for persons with disabilities (i.e. Erasmus special needs grant)?

1. Yes

2. No

2.12. Indicate if your HEI provides any of the study programmes listed below. (multiple answers are possible)

1. A programme with international content (e.g. International Relations, European Law, etc.)

2. A programme that applies an international comparative approach to traditional/original content (e.g. International Comparative Education, etc.)

3. A programme preparing students for international careers (e.g. International Business Management, etc.)

4. A foreign language or linguistics programme

5. An interdisciplinary programme, such as regional or field studies, covering more than one country (e.g. European Studies, Scandinavian Studies, Asian Studies, etc.)

6. A joint or double degree programme

7. A programme including compulsory courses provided at a foreign institution by local teachers

8. A programme specially designed for foreign students

2.13. Which of the following is provided by your HEI? (multiple answers are possible)

1. Courses provided exclusively in a foreign language

2. Courses potentially provided in both Croatian and a foreign language (including courses taught in a foreign language designed specifically for foreign students as well as courses taught in a foreign language designed primarily for domestic students)

3. Foreign language training courses

4. Modules (i.e. groups of courses) conducted in a foreign language

5. Programmes of study conducted in a foreign language

For each point listed above (use conditions, entry: for first entry use number, for second use text)

2.13.1.1. Number of courses provided exclusively in a foreign language: __
2.13.2.1. Specify languages that these courses are provided in: _____
2.13.1.2. Number of courses that are provided in both Croatian and a foreign language: __
2.13.2.2. Specify languages that these courses are provided in:
_____
2.13.1.3. Number of foreign language training courses: __
2.13.2.3. Specify languages that foreign language training courses are provided for: _____
2.13.1.4. Number of modules (i.e. groups of courses) conducted in a foreign language: __
2.13.2.4. Specify languages that these modules are provided in:
_____
2.13.1.5. Number of study programmes conducted in a foreign language: __
2.13.2.5. Specify languages that these study programmes are provided in:
_____

2.14. Is the work of teachers conducting courses in foreign languages valorised and/or compensated in the ways listed below?

	1. NO	2. YES, SOMETIMES, BUT NOT AS A RULE	3. YES, THIS IS THE USUAL PRACTICE
1. FOREIGN LANGUAGES COURSES	1	2	3
2. SPECIALISED WORKSHOPS OR OTHER FORMS OF PROFESSIONAL DEVELOPMENT	1	2	3
3. MONTHLY FINANCIAL BONUS	1	2	3
4. PERIODIC FINANCIAL BONUS OR INCENTIVE BASED ON SPECIAL AGREEMENTS (I.E. ONCE OR SEVERAL TIMES A YEAR)	1	2	3
5. REDUCED TEACHING WORKLOAD	1	2	3
6. FORMAL RECOGNITION (E.G. FORMAL TITLES APPEARING AFTER STAFF NAMES ON AN INSTITUTION'S WEBSITE)	1	2	3
7. NO VALORISATION	1	2	3

2.14.1. In addition to the above, are there any other forms of valorisation and/or compensation received in exchange for the work done by teachers conducting courses in foreign languages at your HEI?

_____

2.15. According to your knowledge, are courses conducted in foreign languages that are listed in the study programme ever not conducted in certain academic years?

1. I don't know, I can't assess

2. No, never

3. Yes, sometimes

4. Yes, often

Condition: answers 3 or 4 to question 2.15

2.15.1. Please indicate the reasons for not conducting the courses in foreign languages included in the study programmes:
(multiple answers are possible)

1. Insufficient interest on the part of home students

2. These courses are provided only if we have foreign (guest) students and are not provided in the years when this is not the case

3. Other reason (specify): _____

2.16. Can you assess, based on your personal experience and the experience of your colleagues, the percentage of inbound (guest) Erasmus students who have adequate language competences to fulfil their academic duties?

1. I can't assess

2. 0-25%

3. 26-50%

4. 51-75%

5. 76-100%

2.17. Can you assess in the same way the percentage of outbound (home) Erasmus students who have adequate language competences to fulfil their academic duties abroad?

1. I can't assess

2. 0-25%

3. 26-50%

4. 51-75%

5. 76-100%

2.18. Did your HEI, in the 2009-2013 period (i.e. the period of LLP implementation), require that students pass certain language tests before embarking on mobility?

1. Yes

2. No

3. I don't know

2.19. Aside from regular classes, which of the following activities are offered by your HEI (or were offered in 2009-2013 period) to inbound (guest) students?

1. Croatian language courses within EILC (Erasmus Intensive Language Courses)

2. Summer schools and/or workshops in a foreign language

3. Co-mentoring of inbound students (i.e. sharing mentorship with their home

mentor)

4. Organised social events for inbound students and teachers

5. Organised social events for inbound and home students

6. Organised presentations by foreign students for teachers and home students

7. Student-mentor system for inbound students

8. Teacher-mentor system for inbound students

9. System to provide information on inbound students to teachers

10. E-learning system

11. Something else (what) _____

2.20. Which of the following services are offered by your HEI to home students interested in mobility? (multiple answers are possible)

1. Opportunities for one-on-one consultation with the staff of international relations/mobility offices/services

2. Foreign language classes prior to mobility

3. Organisation of dialogues/meetings with former Erasmus students

4. Organisation of Erasmus info days

5. Organisation of info days on international mobility, including dissemination of information on Erasmus

6. Special funds for students with disabilities (HEI funds, other sources of financing besides Erasmus)

7. Special funds for students from disadvantaged socio-economic backgrounds (i.e. student-parents, older students and others) (HEI funds, other sources of financing besides Erasmus)

8. Special funds for outbound students who are classified neither as students from disadvantaged socio-economic backgrounds nor as students with disabilities

9. Targeted dissemination of information on mobility for students with disabilities

10. Targeted dissemination of information on mobility for students from disadvantaged socio-economic backgrounds (i.e. student-parents, older students and others)

2.21. How does your HEI inform students and (non-)teaching staff about the Erasmus programme?

1. We do not inform students and (non-)teaching staff

2. Information is disseminated via email

3. Materials and information are available on the institution's website

4. Promotional Erasmus leaflets

5. Erasmus is discussed in research and teaching councils/faculty or department meetings

6. One-on-one consultations with interested students and/or (non-)teaching staff, on request

7. In other ways (specify):_____

3. IMPACT OF ERASMUS PROGRAMME ON YOUR HEI

THE FOLLOWING LIST CONTAINS VARIOUS ACTIVITIES IN HIGHER EDUCATION. FOR EACH ACTIVITY, INDICATE WHETHER ERASMUS PLAYED A ROLE IN LAUNCHING THE ACTIVITY AT YOUR HEI AND WHETHER, IN THE 2009-2013 PERIOD, ERASMUS CONTRIBUTED TO ANY PROGRESS MADE IN ITS IMPLEMENTATION, AND TO WHAT EXTENT.

For each activity, choose one answer on the assessment scale in the category "Erasmus launched this activity:"

0. We do not implement this activity

1. Yes

2. No

3. I don't know

and one answer on the assessment scale in the category "Erasmus contributed to the progress made in this activity:"

1. Not at all

2. To a small extent

3. To a moderate extent

4. To a considerable extent

5. To a large extent

If you indicated that a certain activity is not implemented at your HEI, leave the second assessment scale blank.

3.1.1. The first set of activities refers to the European dimension in education.

For each activity, choose one answer on the assessment scale that refers to "Erasmus launched this activity" and one answer on the assessment scale that refers to "Erasmus contributed to the progress made in this activity," whereby the numbers indicate the following answers:

1. Not at all

2. To a small extent

3. To a moderate extent

4. To a considerable extent

5. To a large extent

If you indicated that a certain activity is not implemented at your HEI, leave the second assessment scale blank.

EUROPEAN DIMENSION IN EDUCATION	ERASMUS LAUNCHED				ERASMUS CONTRIBUTED TO THE PROGRESS MADE				
	NOT IMPLEMENTED	YES	NO	I DON'T KNOW	1	2	3	4	5
1. AVAILABILITY OF FOREIGN LANGUAGE COURSES FOR STUDENTS AND TEACHERS	0	1	2	3	1	2	3	4	5
2. OPPORTUNITY TO LEARN LESS-WIDELY SPOKEN EUROPEAN LANGUAGES (I.E. BESIDES ENGLISH, FRENCH, SPANISH AND GERMAN)	0	1	2	3	1	2	3	4	5
3. INCREASE IN THE NUMBER OF OUTBOUND STUDENTS	0	1	2	3	1	2	3	4	5
4. INCREASE IN THE NUMBER OF INBOUND STUDENTS	0	1	2	3	1	2	3	4	5
5. SHORT-TERM INTERNATIONAL MOBILITY PERIODS FOR HOME TEACHERS	0	1	2	3	1	2	3	4	5
6. HOSTING OF FOREIGN GUEST TEACHERS	0	1	2	3	1	2	3	4	5
7. DEVELOPMENT OF PROCEDURES FOR THE RECOGNITION OF ACADEMIC DEGREES OBTAINED IN EUROPEAN EDUCATIONAL INSTITUTIONS WITH THE PURPOSE OF FACILITATING ACADEMIC PROGRESSION AT YOUR INSTITUTION	0	1	2	3	1	2	3	4	5
8. COOPERATION WITH EUROPEAN HEIS	0	1	2	3	1	2	3	4	5
9. INTENSIFICATION OF INTERNATIONAL COOPERATION WITH EUROPEAN HEIS	0	1	2	3	1	2	3	4	5
10. DEVELOPMENT OF PROCEDURES FOR THE REGULATION OF INTERNATIONAL MOBILITY RECOGNITION IN ACCORDANCE WITH THE OBLIGATIONS DEFINED IN THE PROGRAMME/ CHARTER	0	1	2	3	1	2	3	4	5

| 11. | DEVELOPMENT OF CORRESPONDENCE COURSES AND DISTANCE LEARNING (I.E. E-LEARNING) IN A FOREIGN LANGUAGE | 0 | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

3.1.2. The second set of activities refers to the building of institutional capacity for international mobility.
For each activity, choose one answer on the assessment scale that refers to "Erasmus launched this activity" and one answer on the assessment scale that refers to "Erasmus contributed to the progress made in this activity," whereby the numbers indicate the following answers:

1. Not at all

2. To a small extent

3. To a moderate extent

4. To a considerable extent

5. To a large extent

If you indicated that a certain activity is not implemented at your HEI, leave the second assessment scale blank.

BUILDING OF INSTITUTIONAL CAPACITIES FOR INTERNATIONAL MOBILITY	ERASMUS LAUNCHED				ERASMUS CONTRIBUTED TO THE PROGRESS MADE				
	NOT IMPLEMENTED	YES	NO	I DON'T KNOW	1	2	3	4	5
1. ESTABLISHMENT OF INTERNATIONAL RELATIONS/MOBILITY OFFICES/SERVICES	0	1	2	3	1	2	3	4	5
2. EMPLOYMENT OF NEW INTERNATIONAL RELATIONS/MOBILITY STAFF	0	1	2	3	1	2	3	4	5
3. ACADEMIC SUPPORT FOR STAFF AND STUDENTS INTERESTED IN MOBILITY (WITH RESPECT TO THE APPLICATION PROCEDURE, SELECTION OF A HOST INSTITUTION, ETC.)	0	1	2	3	1	2	3	4	5

4.	NON-ACADEMIC SUPPORT FOR INBOUND (I.E. GUEST) STUDENTS (WITH RESPECT TO SUBSIDIES, ACCOMMODATION, LEISURE TIME ACTIVITIES, ETC.)	0	1	2	3	1	2	3	4	5
5.	NON-ACADEMIC SUPPORT FOR OUTBOUND (I.E. HOME) STUDENTS (WITH RESPECT TO SUBSIDIES, ACCOMMODATION, LEISURE TIME ACTIVITIES, ETC.)	0	1	2	3	1	2	3	4	5
6.	FOREIGN LANGUAGE TRAINING FOR ADMINISTRATIVE STAFF	0	1	2	3	1	2	3	4	5
7.	FOREIGN LANGUAGE TRAINING FOR TEACHING STAFF	0	1	2	3	1	2	3	4	5
8.	PUBLICATION OF INSTRUCTIONAL AND PROMOTIONAL MATERIALS IN FOREIGN LANGUAGES (E.G. STUDENT GUIDES, PROMOTIONAL LEAFLETS, WEBSITES, ETC.)	0	1	2	3	1	2	3	4	5
9.	DEVELOPMENT OF AN INTERNATIONAL COOPERATION STRATEGY	0	1	2	3	1	2	3	4	5
10.	DEVELOPMENT OF ECTS RECOGNITION PROCEDURES FOR STUDIES-ORIENTED STUDENT MOBILITY	0	1	2	3	1	2	3	4	5
11.	DEVELOPMENT OF ECTS RECOGNITION PROCEDURES FOR PLACEMENTS-ORIENTED STUDENT MOBILITY	0	1	2	3	1	2	3	4	5
12.	INCREASED INTERNATIONAL VISIBILITY AND ATTRACTIVENESS OF THE INSTITUTION	0	1	2	3	1	2	3	4	5

3.1.3. The third set of activities refers to the internationalisation of the curriculum.
For each activity, choose one answer on the assessment scale that refers to "Erasmus launched this activity" and one answer on the assessment scale that refers to "Erasmus contributed to the progress made in this activity," whereby the numbers indicate the following answers:

1. Not at all

2. To a small extent

3. To a moderate extent

4. To a considerable extent

5. To a large extent

If you indicated that a certain activity is not implemented at your HEI, leave the second assessment scale blank.

INTERNATIONALISATION OF THE CURRICULUM		ERASMUS LAUNCHED			ERASMUS CONTRIBUTED TO THE PROGRESS MADE				
		NOT IMPLEMENTED	YES	NO	I DON'T KNOW	1	2	3	4	5
1.	SIGNIFICANT MODIFICATIONS TO EXISTING PROGRAMMES OF STUDY	0	1	2	3	1	2	3	4	5
2.	INTRODUCTION OF NEW PROGRAMMES OF STUDY	0	1	2	3	1	2	3	4	5
3.	ENRICHING EXISTING COURSES BY INTRODUCING INTERNATIONAL CONTENT	0	1	2	3	1	2	3	4	5
4.	INTRODUCTION OF COURSES TAUGHT IN A FOREIGN LANGUAGE	0	1	2	3	1	2	3	4	5
5.	AN INCREASE IN THE NUMBER OF COURSES TAUGHT IN A FOREIGN LANGUAGE	0	1	2	3	1	2	3	4	5
6.	USE OF COMPARATIVE STUDIES IN TEACHING AND RESEARCH	0	1	2	3	1	2	3	4	5
7.	INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERDISCIPLINARY STUDY PROGRAMMES	0	1	2	3	1	2	3	4	5
8.	INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERNATIONAL AND INTERCULTURAL STUDIES	0	1	2	3	1	2	3	4	5
9.	INTRODUCTION OF COMPULSORY FOREIGN LANGUAGE COURSES IN THE CURRICULUM	0	1	2	3	1	2	3	4	5
10.	INTRODUCTION OF PROGRAMMES OF STUDY TAUGHT IN ENGLISH/ A FOREIGN LANGUAGE	0	1	2	3	1	2	3	4	5
11.	INTRODUCTION OF JOINT DEGREES	0	1	2	3	1	2	3	4	5
12.	INTERNATIONALISATION OF TEACHING AND LEARNING (E.G. PROVISION OF COURSES IN FOREIGN LANGUAGES BY HOME TEACHERS, HOSTING FOREIGN TEACHERS, USE OF FOREIGN LANGUAGE LITERATURE, ETC.)	0	1	2	3	1	2	3	4	5
13.	INCREASED LEVEL OF INTERDISCIPLINARY QUALITY OF STUDY PROGRAMMES	0	1	2	3	1	2	3	4	5
14.	INTRODUCTION OF NEW FORMS OF STUDENT EVALUATION	0	1	2	3	1	2	3	4	5
15.	INTRODUCTION OF NEW TEACHING METHODS (E.G. PROBLEM-BASED LEARNING)	0	1	2	3	1	2	3	4	5
16.	INTRODUCTION OF REGULAR STUDENT EVALUATION OF TEACHING	0	1	2	3	1	2	3	4	5
17.	INTRODUCTION OF/ AN INCREASE IN LANGUAGE LEARNING AND INTERCULTURAL LEARNING FOR TEACHERS	0	1	2	3	1	2	3	4	5

3.1.4. **The fourth set of activities refers to the strengthening of the social dimension in international mobility.**
For each activity, choose one answer on the assessment scale that refers to "Erasmus launched this activity" and one answer on the assessment scale that refers to "Erasmus contributed to the progress made in this activity," whereby the numbers indicate the following answers:

1. Not at all

2. To a small extent

3. To a moderate extent

4. To a considerable extent

5. To a large extent

If you indicated that certain activity is not implemented in your HEI, leave the second answer blank.

STRENGTHENING OF THE SOCIAL DIMENSION IN INTERNATIONAL MOBILITY		ERASMUS LAUNCHED				ERASMUS CONTRIBUTED TO THE PROGRESS MADE				
		NOT IMPLEMENTED	YES	NO	I DON'T KNOW	1	2	3	4	5
1.	TARGETED DISSEMINATION OF MOBILITY INFORMATION TO STUDENTS FROM DISADVANTAGED SOCIO-ECONOMIC BACKGROUNDS	0	1	2	3	1	2	3	4	5
2.	TARGETED DISSEMINATION OF MOBILITY INFORMATION TO STUDENTS WITH DISABILITIES AND DEVELOPMENTAL DISABILITIES	0	1	2	3	1	2	3	4	5
3.	TARGETED DISSEMINATION OF MOBILITY INFORMATION TO STUDENT-PARENTS	0	1	2	3	1	2	3	4	5
4.	TARGETED DISSEMINATION OF MOBILITY INFORMATION TO OLDER STUDENTS	0	1	2	3	1	2	3	4	5

3.1.5. **The fifth and final set of activities refers to the development of international partnerships and the internationalisation of research.**
For each activity, choose one answer on the estimation scale that refers to "Erasmus launched this activity" and one answer on the estimation scale that refers to "Erasmus contributed to the progress made in this activity," whereby the numbers indicate the following answers:

1. Not at all

2. To a small extent

3. To a moderate extent

4. To a considerable extent

5. To a large extent

If you indicated that a certain activity is not implemented at your HEI, leave the second assessment scale blank.

DEVELOPMENT OF INTERNATIONAL PARTNERSHIPS AND THE INTERNATIONALISATION OF RESEARCH		ERASMUS LAUNCHED				ERASMUS CONTRIBUTED TO THE PROGRESS MADE				
		NOT IMPLEMENTED	YES	NO	I DON'T KNOW	1	2	3	4	5
1.	INCREASE IN THE NUMBER OF PARTNER INSTITUTIONS (AS COMPARED TO THE PERIOD PRECEDING ERASMUS IMPLEMENTATION)	0	1	2	3	1	2	3	4	5
2.	INCREASE IN TEACHERS' PARTICIPATION IN INTERNATIONAL PROJECTS (RELATED TO TEACHING OR RESEARCH)	0	1	2	3	1	2	3	4	5
3.	INCREASE IN TEACHERS' PARTICIPATION IN INTERNATIONAL CONFERENCES	0	1	2	3	1	2	3	4	5
4.	INCREASE IN COOPERATION WITH THE BUSINESS SECTOR (E.G. INDUSTRY, SERVICES, ETC.)	0	1	2	3	1	2	3	4	5
5.	INCREASE IN THE NUMBER OF INTERNATIONAL PUBLICATIONS (WITH FOREIGN CO-AUTHORS, FOREIGN EDITORS OR FOREIGN LANGUAGE CONTENT) AS A RESULT OF CONTACTS ESTABLISHED THROUGH ERASMUS	0	1	2	3	1	2	3	4	5
6.	INTEGRATION OF AN INTERNATIONAL PERSPECTIVE INTO NATIONAL RESEARCH PROJECTS	0	1	2	3	1	2	3	4	5
7.	INCREASE IN THE SOCIAL IMPORTANCE AND IMPACT OF RESEARCH TOPICS	0	1	2	3	1	2	3	4	5
8.	FOSTERING EXCELLENCE AND COMPETITIVENESS OF INTERNATIONAL RESEARCH	0	1	2	3	1	2	3	4	5

3.2. To what extent were the following problems, which can occur in the context of Erasmus implementation, present at your HEI?

		1. NOT PRESENT	2. MOSTLY NOT PRESENT	3. NEITHER PRESENT NOR NOT PRESENT	4. MOSTLY PRESENT	5. FULLY PRESENT
1.	UPON RETURN, OUTBOUND STUDENTS FACE DIFFICULTIES WITH REINTEGRATION INTO THE PROGRAMME.	1	2	3	4	5
2.	INBOUND STUDENTS SHOW LITTLE INTEREST IN CLASSES AND LEARNING.	1	2	3	4	5
3.	WE HAVE A SIGNIFICANT NUMBER OF OLDER STUDENTS WHO SIMULTANEOUSLY STUDY AND WORK AND ARE THUS PREVENTED FROM EMBARKING ON MOBILITY.	1	2	3	4	5
4.	WE HAVE A SIGNIFICANT NUMBER OF STUDENTS FROM DISADVANTAGED SOCIO-ECONOMIC BACKGROUNDS WHO CANNOT EMBARK ON MOBILITY (DUE TO FINANCIAL REASONS, STUDENT-PARENT STATUS, EMPLOYMENT STATUS, ETC.)	1	2	3	4	5
5.	WE HAVE MANY EXTERNAL ASSOCIATES (LECTURERS) WHO ARE NOT PERMANENTLY EMPLOYED ON THE BASIS OF AN EMPLOYMENT CONTRACT (WHICH IS A PREREQUISITE FOR MOBILITY)	1	2	3	4	5
6.	ERASMUS IS TOO EXPENSIVE FOR US – IT PLACES TOO HIGH OF A DEMAND ON OUR ADMINISTRATIVE, FINANCIAL AND HUMAN RESOURCES.	1	2	3	4	5
7.	INBOUND ERASMUS STUDENTS POTENTIALLY TAKE THE PLACES OF FOREIGN STUDENTS WHO WOULD BE PAYING TUITION FEES.	1	2	3	4	5
8.	ERASMUS USES RESOURCES WHICH WE WOULD LIKE TO DIRECT TOWARDS ATTRACTING EXCELLENT INTERNATIONAL STUDENTS WHO WOULD OBTAIN A DEGREE AT OUR HEI.	1	2	3	4	5
9.	ERASMUS EXPERIENCE AT FOREIGN UNIVERSITIES ENCOURAGES OUR STUDENTS TO PURSUE HIGHER-LEVEL DEGREES ABROAD, WHILE WE WOULD PREFER TO RETAIN THEM AT OUR HEI.	1	2	3	4	5
10.	ERASMUS EXPENDS FINANCIAL AND HUMAN RESOURCES WHICH WE WOULD PREFER TO USE FOR INTENSIFICATION OF RESEARCH.	1	2	3	4	5
11.	ERASMUS IMPLEMENTATION REQUIRES EXTENSIVE INTERNATIONAL NETWORKING, WHILE WE PREFER TO FOCUS ON FEWER PARTNERS WITH WHOM WE COOPERATE INTENSIVELY.	1	2	3	4	5
12.	ERASMUS IMPLEMENTATION REQUIRES EXTENSIVE INTERNATIONAL NETWORKING, WHILE WE PREFER TO FOCUS ON ESTABLISHING AND STRENGTHENING DOMESTIC PARTNERSHIPS.	1	2	3	4	5
13.	DUE TO THE SPECIFICITIES OF OUR STUDY PROGRAMMES, IT IS DIFFICULT TO FIND PARTNER INSTITUTIONS WITH SIMILAR PROGRAMMES.	1	2	3	4	5
14.	WE WERE NOT ABLE TO USE UP ERASMUS FUNDS DUE TO A LOW NUMBER OF APPLICANTS.	1	2	3	4	5

3.3. To what extent were the following obstacles to Erasmus implementation present at your HEI?

		1. NOT AT ALL	2. MOSTLY NOT PRESENT	3. MODERATELY PRESENT	4. MOSTLY PRESENT	5. PRONOUNCEDLY PRESENT
1.	LOW INTEREST AMONG STUDENTS IN INTERNATIONAL MOBILITY FOR STUDIES OR PLACEMENTS	1	2	3	4	5
2.	INSUFFICIENT FOREIGN LANGUAGE SKILLS AMONG STUDENTS TO SPEND A STUDY PERIOD ABROAD	1	2	3	4	5
3.	INSUFFICIENT NUMBER OF GRANTS TO SUPPORT ALL STUDENTS INTERESTED IN ERASMUS MOBILITY	1	2	3	4	5
4.	NON-RECOGNITION OF ECTS CREDITS AWARDED TO STUDENTS DURING AN ERASMUS STUDY PERIOD ABROAD	1	2	3	4	5
5.	NON-VALIDATION OF ERASMUS PLACEMENTS (EITHER BY AWARDING ECTS CREDITS OR BY INCLUDING THE PLACEMENT IN THE DIPLOMA SUPPLEMENT)	1	2	3	4	5
6.	INCOMPATIBILITY BETWEEN OUR STUDY PROGRAMMES AND THOSE OF FOREIGN PARTNER INSTITUTIONS (DUE TO WHICH THE RECOGNITION OF ECTS CREDITS IS NOT POSSIBLE)	1	2	3	4	5
7.	EXTENSION OF STUDENTS' TOTAL DURATION OF STUDY DUE TO MOBILITY	1	2	3	4	5

8.	INABILITY OF STUDENTS TO FIND PLACEMENTS ABROAD	1	2	3	4	5
9.	CANCELLATION OF MOBILITY BY STUDENTS AFTER THE CANCELLATION DEADLINE	1	2	3	4	5
10.	LACK OF INTEREST IN ERASMUS TEACHER MOBILITY AMONG TEACHING STAFF	1	2	3	4	5
11.	INSUFFICIENT AWARENESS OF ERASMUS OPPORTUNITIES AMONG TEACHING STAFF	1	2	3	4	5
12.	INSUFFICIENT FOREIGN LANGUAGE SKILLS AMONG (NON-) TEACHING STAFF	1	2	3	4	5
13.	EXCESSIVE TEACHING AND RESEARCH WORKLOAD PREVENTING TEACHING STAFF FROM EMBARKING ON MOBILITY	1	2	3	4	5
14.	INABILITY TO SECURE SUBSTITUTES IF TEACHERS DECIDE TO EMBARK ON MOBILITY	1	2	3	4	5
15.	INSUFFICIENT COMMUNICATION BETWEEN TEACHING AND ADMINISTRATIVE STAFF	1	2	3	4	5
16.	NON-VALORISATION OF WORK ON MOBILITY PROJECTS CARRIED OUT BY TEACHING STAFF	1	2	3	4	5
17.	MOBILITY-RELATED ADMINISTRATIVE TASKS DISCOURAGE TEACHING STAFF FROM PROMOTING OR PARTICIPATING IN MOBILITY	1	2	3	4	5

18.	INSUFFICIENT NUMBER OF COURSES PROVIDED IN A FOREIGN LANGUAGE TO ATTRACT FOREIGN STUDENTS	1	2	3	4	5
19.	INSUFFICIENT SUPPORT FROM POTENTIAL FOREIGN HOST HEIS	1	2	3	4	5
20.	DELAYED GRANT AWARD DECISION BY THE AMEUP	1	2	3	4	5
21.	INSUFFICIENT FUNDS TO COVER HEIS' OWN EXPENSES RELATED TO ERASMUS	1	2	3	4	5
22.	FINANCIAL AND ADMINISTRATIVE RULES OF THE ERASMUS PROGRAMME	1	2	3	4	5
23.	SHORTAGE OF ADMINISTRATIVE STAFF TO ENSURE EFFICIENT ERASMUS IMPLEMENTATION	1	2	3	4	5
24.	SHORTAGE OF RESEARCH AND TEACHING STAFF WHO WOULD PARTICIPATE IN ERASMUS IMPLEMENTATION AT OUR HEI	1	2	3	4	5
25.	INADEQUATE SPATIAL CONDITIONS FOR EFFICIENT ERASMUS IMPLEMENTATION	1	2	3	4	5

3.3.1. Did you face any other obstacles or problems in Erasmus implementation, other than those listed in this questionnaire?
_____

3.4. To what extent were you satisfied with the support that you received from the AMEUP staff in the implementation of the Erasmus programme?

Scale:

1. Highly dissatisfied

2. Mostly dissatisfied

3. Neither satisfied nor dissatisfied

4. Mostly satisfied

5. Highly satisfied

3.4.1. Please elaborate on your previous answer. What were you satisfied or dissatisfied with?
_____

3.5. The following statements refer to the teaching staff working with inbound Erasmus students. To what extent is each of the statements true for the teachers at your HEI?

If you cannot assess, do not answer the question.

		1. NOT TRUE AT ALL	2. TRUE FOR A MINORITY OF TEACHERS	3. TRUE FOR APPROXI- MATELY ONE HALF OF TEACHERS	4. TRUE FOR A MAJORITY OF TEACHERS	5. TRUE FOR ALL OR ALMOST ALL TEACHERS
1.	WORK WITH INBOUND STUDENTS MOSTLY INVOLVES INDIVIDUAL EFFORT ON THE PART OF CERTAIN TEACHERS.	1	2	3	4	5
2.	WORK WITH INBOUND STUDENTS TAKES TOO MUCH OF TEACHERS' TIME.	1	2	3	4	5
3.	TEACHERS ARE NOT MOTIVATED TO TAKE ON ADDITIONAL WORK INVOLVING INBOUND STUDENTS.	1	2	3	4	5
4.	WORK WITH INBOUND STUDENTS IS NOT ADEQUATELY COMPENSATED.	1	2	3	4	5
5.	WORK WITH INBOUND STUDENTS IS ALWAYS LIMITED TO REGULAR CLASSES AND CONSULTATIONS, AND DOES NOT INVOLVE ANY ADDITIONAL ACTIVITIES.	1	2	3	4	5

3.6. Does your HEI systematically monitor Erasmus implementation and results, and in what way?
(multiple answers are possible)

1. Yes, we analyse the reports submitted by former Erasmus participants (i.e. students and (non-)teaching staff).

2. Yes, Erasmus implementation and results are discussed at board/council meetings within my department/HEI.

3. Yes, we compile databases (e.g. international mobility, partner institutions, etc.).

4. Yes, we regularly produce reports.

5. We do not monitor Erasmus implementation and results systematically, but former Erasmus participants (i.e. staff and students) from our HEI have integrated their experience into their everyday activities at the HEI.

6. No, we do not monitor Erasmus implementation and results systematically.

7. I don't know.

8. Yes, we conduct monitoring in other ways (specify): _____

4. INCREASING THE IMPACT OF THE ERASMUS PROGRAMME

4.1. What, in your opinion, should be done in the future in order for Erasmus to become more useful for your HEI?
_____

4.2. In your opinion, what could your HEI do to additionally increase the number of students participating in Erasmus mobility?

1. _____

2. _____

3. _____

4.3. In your opinion, what could your HEI do to additionally increase the number of the (non-)teaching staff participating in Erasmus mobility?

1. _____

2. _____

3. _____

4.4. Referrals for further contacts related to research into Erasmus impact

Condition: Answers 1 or 2 or 3 to question 2.2. (only at the level of universities, polytechnics and school of professional higher education)

Thank you for completing this questionnaire. In order to evaluate the impact of the Erasmus programme on HEIs in Croatia, we also plan to conduct a series of in-depth interviews with key persons (i.e. decision-makers) in Erasmus implementation at HEIs, who have the most experience as persons in charge of international cooperation. The purpose of these interviews is to collect information on the experience, observations and perceptions of employees in charge of international cooperation on the impact of participation in Erasmus activities on the development of the institution.

Please offer a referral to a potential interviewee – a person who was responsible for decision-making in the context of international cooperation and implementation of the Erasmus programme at your HEI in the period between academic years 2009/10 and 2012/13.

Please note that we plan to conduct a total of 12 interviews in Croatia, which means that we might not contact the person you referred us to.

If you have already submitted this information to the AMEUP, please leave the gaps blank.
Thank you very much for your cooperation!

First and last name: _____

Position in the period between academic years 2009/2010 and 2012/2013: _____

Contact (e-mail and/or phone number): _____

APPENDIX 5: THE ERASMUS SECTORAL PROGRAMME: DESCRIPTION OF RESPONSES BY ERASMUS COORDINATORS AND PERSONS CHARGED WITH TASKS RELATED TO THE IMPLEMENTATION OF THE ERASMUS PROGRAMME (I.E. ECTS COORDINATORS AT UNIVERSITY CONSTITUENT UNITS, STAFF OF FACULTY INTERNATIONAL COOPERATION OFFICES) (TOTAL N=88)

1. ASSESSMENT OF INSTITUTIONAL IMPACT OF THE ERASMUS PROGRAMME ON PARTICIPATING HEIS

1.1. EUROPEAN DIMENSION IN EDUCATION

	A	B		C	
	TOTAL NUMBER OF VALID ANSWERS	ACTIVITY IS IMPLEMENTED AT THE HEI		ERASMUS LAUNCHED THE ACTIVITY	
		N	% OF A	N	% OF B
AVAILABILITY OF FOREIGN LANGUAGE COURSES FOR STUDENTS AND TEACHERS	77	44	57.1%	15	34.1%
OPPORTUNITY TO LEARN LESS-WIDELY SPOKEN EUROPEAN LANGUAGES (I.E. BESIDES ENGLISH, FRENCH, SPANISH AND GERMAN)	75	30	40.0%	6	20.0%
INCREASE IN THE NUMBER OF OUTBOUND STUDENTS	82	80	97.6%	77	96.3%
INCREASE IN THE NUMBER OF INBOUND STUDENTS	82	78	95.1%	70	89.7%
SHORT-TERM INTERNATIONAL MOBILITY PERIODS FOR HOME TEACHERS	81	75	92.6%	52	69.3%
HOSTING FOREIGN GUEST TEACHERS	76	72	94.7%	51	70.8%
DEVELOPMENT OF PROCEDURES FOR THE RECOGNITION OF ACADEMIC DEGREES OBTAINED IN EUROPEAN EDUCATIONAL INSTITUTIONS WITH THE PURPOSE OF FACILITATING ACADEMIC PROGRESSION AT YOUR INSTITUTION	72	58	80.6%	21	36.2%
COOPERATION WITH EUROPEAN HEIS	82	80	97.6%	60	75.0%
INTENSIFICATION OF INTERNATIONAL COOPERATION WITH EUROPEAN HEIS	83	82	98.8%	71	86.6%
DEVELOPMENT OF PROCEDURES FOR THE REGULATION OF INTERNATIONAL MOBILITY RECOGNITION IN ACCORDANCE WITH THE OBLIGATIONS DEFINED IN THE PROGRAMME/CHARTER	77	72	93.5%	61	84.7%
DEVELOPMENT OF CORRESPONDENCE COURSES AND DISTANCE LEARNING (E-LEARNING) IN A FOREIGN LANGUAGE	74	41	55.4%	11	26.8%

	THE EXTENT TO WHICH ERASMUS CONTRIBUTED TO THE PROGRESS MADE						
	NOT AT ALL	SMALL	MODERATE	CONSID-ERABLE	LARGE	N	M
AVAILABILITY OF FOREIGN LANGUAGE COURSES FOR STUDENTS AND TEACHERS	26.5%	11.8%	26.5%	17.6%	17.6%	34	2.88
OPPORTUNITY TO LEARN LESS-WIDELY SPOKEN EUROPEAN LANGUAGES (I.E. BESIDES ENGLISH, FRENCH, SPANISH AND GERMAN)	45.5%	13.6%	9.1%	18.2%	13.6%	22	2.41
INCREASE IN THE NUMBER OF OUTBOUND STUDENTS	0.0%	5.3%	6.7%	28.0%	60.0%	75	4.43
INCREASE IN THE NUMBER OF INBOUND STUDENTS	1.4%	11.0%	13.7%	26.0%	47.9%	73	4.08
SHORT-TERM INTERNATIONAL MOBILITY PERIODS FOR HOME TEACHERS	5.7%	18.6%	27.1%	21.4%	27.1%	70	3.46
HOSTING FOREIGN GUEST TEACHERS	4.3%	22.9%	32.9%	21.4%	18.6%	70	3.27
DEVELOPMENT OF PROCEDURES FOR THE RECOGNITION OF ACADEMIC DEGREES OBTAINED IN EUROPEAN EDUCATIONAL INSTITUTIONS WITH THE PURPOSE OF FACILITATING ACADEMIC PROGRESSION AT YOUR INSTITUTION	19.0%	16.7%	42.9%	7.1%	14.3%	42	2.81
COOPERATION WITH EUROPEAN HEIS	1.3%	18.2%	11.7%	35.1%	33.8%	77	3.82
INTENSIFICATION OF INTERNATIONAL COOPERATION WITH EUROPEAN HEIS	0.0%	10.3%	19.2%	26.9%	43.6%	78	4.04
DEVELOPMENT OF PROCEDURES FOR THE REGULATION OF INTERNATIONAL MOBILITY RECOGNITION IN ACCORDANCE WITH THE OBLIGATIONS DEFINED IN THE PROGRAMME/CHARTER	1.6%	4.8%	28.6%	30.2%	34.9%	63	3.92
DEVELOPMENT OF CORRESPONDENCE COURSES AND DISTANCE LEARNING (E-LEARNING) IN A FOREIGN LANGUAGE	34.8%	30.4%	21.7%	4.3%	8.7%	23	2.22

1.2. BUILDING OF INSTITUTIONAL CAPACITY FOR INTERNATIONAL MOBILITY

	A	B		C	
	TOTAL NUMBER OF VALID ANSWERS	ACTIVITY IS IMPLEMENTED AT THE HEI		ERASMUS LAUNCHED THE ACTIVITY	
		N	% OF A	N	% OF B
ESTABLISHMENT OF INTERNATIONAL RELATIONS/MOBILITY OFFICES/SERVICES	82	65	79.3%	41	63.1%
EMPLOYMENT OF NEW INTERNATIONAL RELATIONS/MOBILITY STAFF	82	65	79.3%	30	46.2%
ACADEMIC SUPPORT FOR STAFF AND STUDENTS INTERESTED IN MOBILITY (WITH RESPECT TO THE APPLICATION PROCEDURE, SELECTION OF A HOST INSTITUTION, ETC.)	83	80	96.4%	65	81.3%
NON-ACADEMIC SUPPORT FOR INBOUND (I.E. GUEST) STUDENTS (WITH RESPECT TO SUBSIDIES, ACCOMMODATION, LEISURE TIME ACTIVITIES, ETC.)	78	70	89.7%	44	62.9%
NON-ACADEMIC SUPPORT FOR OUTBOUND (I.E. HOME) STUDENTS (WITH RESPECT TO SUBSIDIES, ACCOMMODATION, LEISURE TIME ACTIVITIES, ETC.)	78	68	87.2%	47	69.1%
FOREIGN LANGUAGE TRAINING FOR ADMINISTRATIVE STAFF	75	50	66.7%	18	36.0%
FOREIGN LANGUAGE TRAINING FOR TEACHING STAFF	74	49	66.2%	17	34.7%
PUBLICATION OF INSTRUCTIONAL AND PROMOTIONAL MATERIALS IN FOREIGN LANGUAGES (E.G. STUDENT GUIDES, PROMOTIONAL LEAFLETS, WEBSITES, ETC.)	79	72	91.1%	49	68.1%
DEVELOPMENT OF AN INTERNATIONAL COOPERATION STRATEGY	80	72	90.0%	46	63.9%
DEVELOPMENT OF ECTS RECOGNITION PROCEDURES FOR STUDIES-ORIENTED STUDENT MOBILITY	80	76	95.0%	66	86.8%
DEVELOPMENT OF ECTS RECOGNITION PROCEDURES FOR PLACEMENTS-ORIENTED STUDENT MOBILITY	76	61	80.3%	50	82.0%
INCREASED INTERNATIONAL VISIBILITY AND ATTRACTIVENESS OF THE INSTITUTION	76	75	98.7%	64	85.3%

	THE EXTENT TO WHICH ERASMUS CONTRIBUTED TO THE PROGRESS MADE						
	NOT AT ALL	SMALL	MODER-ATE	CON-SIDER-ABLE	LARGE	N	M
ESTABLISHMENT OF INTERNATIONAL RELATIONS/ MOBILITY OFFICES/SERVICES	11.9%	1.7%	16.9%	27.1%	42.4%	59	3.86
EMPLOYMENT OF NEW INTERNATIONAL RELATIONS/ MOBILITY STAFF	34.0%	8.0%	20.0%	22.0%	16.0%	50	2.78
ACADEMIC SUPPORT FOR STAFF AND STUDENTS INTERESTED IN MOBILITY (WITH RESPECT TO THE APPLICATION PROCEDURE, SELECTION OF A HOST INSTITUTION, ETC.)	4.1%	4.1%	27.0%	35.1%	29.7%	74	3.82
NON-ACADEMIC SUPPORT FOR INBOUND (I.E. GUEST) STUDENTS (WITH RESPECT TO SUBSIDIES, ACCOMMODATION, LEISURE TIME ACTIVITIES, ETC.)	6.9%	15.5%	31.0%	24.1%	22.4%	58	3.40
NON-ACADEMIC SUPPORT FOR OUTBOUND (I.E. HOME) STUDENTS (WITH RESPECT TO SUBSIDIES, ACCOMMODATION, LEISURE TIME ACTIVITIES, ETC.)	9.4%	13.2%	30.2%	28.3%	18.9%	53	3.34
FOREIGN LANGUAGE TRAINING FOR ADMINISTRATIVE STAFF	36.1%	11.1%	30.6%	11.1%	11.1%	36	2.50
FOREIGN LANGUAGE TRAINING FOR TEACHING STAFF	24.2%	21.2%	21.2%	21.2%	12.1%	33	2.76
PUBLICATION OF INSTRUCTIONAL AND PROMOTIONAL MATERIALS IN FOREIGN LANGUAGES (E.G. STUDENT GUIDES, PROMOTIONAL LEAFLETS, WEBSITES, ETC.)	6.3%	9.5%	33.3%	27.0%	23.8%	63	3.52
DEVELOPMENT OF AN INTERNATIONAL COOPERATION STRATEGY	3.2%	9.5%	30.2%	41.3%	15.9%	63	3.57
DEVELOPMENT OF ECTS RECOGNITION PROCEDURES FOR STUDIES-ORIENTED STUDENT MOBILITY	2.9%	7.1%	15.7%	40.0%	34.3%	70	3.96
DEVELOPMENT OF ECTS RECOGNITION PROCEDURES FOR PLACEMENTS-ORIENTED STUDENT MOBILITY	3.6%	7.3%	25.5%	32.7%	30.9%	55	3.80
INCREASED INTERNATIONAL VISIBILITY AND ATTRACTIVENESS OF THE INSTITUTION	0.0%	8.7%	21.7%	39.1%	30.4%	69	3.91

1.3. INTERNATIONALISATION OF THE CURRICULUM

	A	B		C	
	TOTAL NUMBER OF VALID ANSWERS	ACTIVITY IS IMPLEMENTED AT THE HEI		ERASMUS LAUNCHED THE ACTIVITY	
		N	% OF A	N	% OF B
SIGNIFICANT MODIFICATIONS TO EXISTING PROGRAMMES OF STUDY	78	66	84.6%	8	12.1%
INTRODUCTION OF NEW PROGRAMMES OF STUDY	77	68	88.3%	11	16.2%
ENRICHMENT OF EXISTING COURSES BY INTRODUCING INTERNATIONAL CONTENT	79	72	91.1%	28	38.9%
INTRODUCTION OF COURSES TAUGHT IN A FOREIGN LANGUAGE	81	76	93.8%	56	73.7%
AN INCREASE IN THE NUMBER OF COURSES TAUGHT IN A FOREIGN LANGUAGE	80	74	92.5%	57	77.0%
USE OF COMPARATIVE STUDIES IN TEACHING AND RESEARCH	76	58	76.3%	14	24.1%
INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERDISCIPLINARY STUDY PROGRAMMES	78	55	70.5%	9	16.4%
INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERNATIONAL AND INTERCULTURAL STUDIES	76	47	61.8%	4	8.5%
INTRODUCTION OF COMPULSORY FOREIGN LANGUAGE COURSES IN THE CURRICULUM	79	73	92.4%	12	16.4%
INTRODUCTION OF PROGRAMMES OF STUDY TAUGHT IN ENGLISH/ A FOREIGN LANGUAGE	81	53	65.4%	14	26.4%
INTRODUCTION OF JOINT DEGREES	79	53	67.1%	5	9.4%
INTERNATIONALISATION OF TEACHING AND LEARNING (E.G. PROVISION OF COURSES IN FOREIGN LANGUAGES BY HOME TEACHERS, HOSTING FOREIGN TEACHERS, USE OF FOREIGN LANGUAGE LITERATURE, ETC.)	81	77	95.1%	44	57.1%
INCREASED LEVEL OF INTERDISCIPLINARY QUALITY OF STUDY PROGRAMMES	75	62	82.7%	17	27.4%
INTRODUCTION OF NEW FORMS OF STUDENT EVALUATION	75	69	92.0%	23	33.3%
INTRODUCTION OF NEW TEACHING METHODS (E.G. PROBLEM-BASED LEARNING)	77	69	89.6%	19	27.5%
INTRODUCTION OF REGULAR STUDENT EVALUATION OF TEACHING	77	76	98.7%	23	30.3%
INTRODUCTION OF/AN INCREASE IN LANGUAGE LEARNING AND INTERCULTURAL LEARNING FOR TEACHERS	72	50	69.4%	5	10.0%

	THE EXTENT TO WHICH ERASMUS CONTRIBUTED TO THE PROGRESS MADE						
	NOT AT ALL	SMALL	MODERATE	CONSIDERABLE	LARGE	N	M
SIGNIFICANT MODIFICATIONS TO EXISTING PROGRAMMES OF STUDY	51.3%	17.9%	20.5%	7.7%	2.6%	39	1.92
INTRODUCTION OF NEW PROGRAMMES OF STUDY	54.8%	7.1%	26.2%	9.5%	2.4%	42	1.98
ENRICHING EXISTING COURSES BY INTRODUCING INTERNATIONAL CONTENT	34.8%	10.9%	17.4%	21.7%	15.2%	46	2.72
INTRODUCTION OF COURSES TAUGHT IN A FOREIGN LANGUAGE	6.7%	11.7%	15.0%	28.3%	38.3%	60	3.80
AN INCREASE IN THE NUMBER OF COURSES TAUGHT IN A FOREIGN LANGUAGE	3.3%	11.7%	16.7%	25.0%	43.3%	60	3.93
USE OF COMPARATIVE STUDIES IN TEACHING AND RESEARCH	34.5%	10.3%	20.7%	24.1%	10.3%	29	2.66
INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERDISCIPLINARY STUDY PROGRAMMES	52.0%	4.0%	28.0%	12.0%	4.0%	25	2.12
INTRODUCTION OF AND/OR AN INCREASE IN THE NUMBER OF INTERNATIONAL AND INTERCULTURAL STUDIES	52.6%	5.3%	31.6%	10.5%		19	2.00
INTRODUCTION OF COMPULSORY FOREIGN LANGUAGE COURSES IN THE CURRICULUM	59.5%	8.1%	21.6%	10.8%		37	1.84
INTRODUCTION OF PROGRAMMES OF STUDY TAUGHT IN ENGLISH/ A FOREIGN LANGUAGE	37.9%	6.9%	24.1%	24.1%	6.9%	29	2.55
INTRODUCTION OF JOINT DEGREES	46.2%	11.5%	11.5%	23.1%	7.7%	26	2.35
INTERNATIONALISATION OF TEACHING AND LEARNING (E.G. PROVISION OF COURSES IN FOREIGN LANGUAGES BY HOME TEACHERS, HOSTING FOREIGN TEACHERS, USE OF FOREIGN LANGUAGE LITERATURE, ETC.)	6.7%	15.0%	30.0%	21.7%	26.7%	60	3.47
INCREASED LEVEL OF INTERDISCIPLINARY QUALITY OF STUDY PROGRAMMES	38.2%	17.6%	29.4%	8.8%	5.9%	34	2.26

INTRODUCTION OF NEW FORMS OF STUDENT EVALUATION	39.0%	9.8%	24.4%	19.5%	7.3%	41	2.46
INTRODUCTION OF NEW TEACHING METHODS (E.G. PROBLEM-BASED LEARNING)	33.3%	15.4%	30.8%	17.9%	2.6%	39	2.41
INTRODUCTION OF REGULAR STUDENT EVALUATION OF TEACHING	53.2%	17.0%	12.8%	10.6%	6.4%	47	2.00
INTRODUCTION OF/ AN INCREASE IN LANGUAGE LEARNING AND INTERCULTURAL LEARNING FOR TEACHERS	47.8%	8.7%	21.7%	8.7%	13.0%	23	2.30

1.4. STRENGTHENING OF THE SOCIAL DIMENSION IN INTERNATIONAL MOBILITY

	A	B		C	
	TOTAL NUMBER OF VALID ANSWERS	ACTIVITY IS IMPLEMENTED AT THE HEI		ERASMUS LAUNCHED THE ACTIVITY	
		N	% OF A	N	% OF B
TARGETED DISSEMINATION OF MOBILITY INFORMATION TO STUDENTS FROM DISADVANTAGED SOCIO-ECONOMIC BACKGROUNDS	77	46	59.7%	17	37.0%
TARGETED DISSEMINATION OF MOBILITY INFORMATION TO STUDENTS WITH DISABILITIES AND DEVELOPMENTAL DISABILITIES	76	45	59.2%	19	42.2%
TARGETED DISSEMINATION OF MOBILITY INFORMATION TO STUDENT-PARENTS	76	38	50.0%	5	13.2%
TARGETED DISSEMINATION OF MOBILITY INFORMATION TO OLDER STUDENTS	77	43	55.8%	12	27.9%

	THE EXTENT TO WHICH ERASMUS CONTRIBUTED TO THE PROGRESS MADE						
	NOT AT ALL	SMALL	MODERATE	CONSIDERABLE	LARGE	N	M
TARGETED DISSEMINATION OF MOBILITY INFORMATION TO STUDENTS FROM DISADVANTAGED SOCIO-ECONOMIC BACKGROUNDS	33.3%	10.0%	13.3%	26.7%	16.7%	30	2.83
TARGETED DISSEMINATION OF MOBILITY INFORMATION TO STUDENTS WITH DISABILITIES AND DEVELOPMENTAL DISABILITIES	27.6%	6.9%	17.2%	27.6%	20.7%	29	3.07

TARGETED DISSEMINATION OF MOBILITY INFORMATION TO STUDENT-PARENTS	60.0%	0.0%	25.0%	5.0%	10.0%	20	2.05
TARGETED DISSEMINATION OF MOBILITY INFORMATION TO OLDER STUDENTS	39.1%	13.0%	17.4%	17.4%	13.0%	23	2.52

1.5. DEVELOPMENT OF INTERNATIONAL PARTNERSHIPS AND THE INTERNATIONALISATION OF RESEARCH

	A	B		C	
	TOTAL NUMBER OF VALID ANSWERS	ACTIVITY IS IMPLEMENTED AT THE HEI		ERASMUS LAUNCHED THE ACTIVITY	
		N	% OF A	N	% OF B
INCREASE IN THE NUMBER OF PARTNER INSTITUTIONS (AS COMPARED TO THE PERIOD PRECEDING ERASMUS IMPLEMENTATION)	81	81	100.0%	75	92.6%
INCREASE IN TEACHERS' PARTICIPATION IN INTERNATIONAL PROJECTS (RELATED TO TEACHING OR RESEARCH)	77	74	96.1%	46	62.2%
INCREASE IN TEACHERS' PARTICIPATION IN INTERNATIONAL CONFERENCES	79	78	98.7%	29	37.2%
INCREASE IN COOPERATION WITH THE BUSINESS SECTOR (E.G. INDUSTRY, SERVICES, ETC.)	71	63	88.7%	15	23.8%
INCREASE IN THE NUMBER OF INTERNATIONAL PUBLICATIONS (WITH FOREIGN CO-AUTHORS, FOREIGN EDITORS OR FOREIGN LANGUAGE CONTENT) AS A RESULT OF CONTACTS ESTABLISHED THROUGH ERASMUS	76	74	97.4%	27	36.5%
INTEGRATION OF AN INTERNATIONAL PERSPECTIVE INTO NATIONAL RESEARCH PROJECTS	74	67	90.5%	21	31.3%
INCREASE IN THE SOCIAL IMPORTANCE AND IMPACT OF RESEARCH TOPICS	74	68	91.9%	19	27.9%
FOSTERING EXCELLENCE AND COMPETITIVENESS OF INTERNATIONAL RESEARCH	75	69	92.0%	29	42.0%

	THE EXTENT TO WHICH ERASMUS CONTRIBUTED TO THE PROGRESS MADE						
	NOT AT ALL	SMALL	MODERATE	CONSIDERABLE	LARGE	N	M
INCREASE IN THE NUMBER OF PARTNER INSTITUTIONS (AS COMPARED TO THE PERIOD PRECEDING ERASMUS IMPLEMENTATION)	0.0%	5.6%	15.5%	25.4%	53.5%	71	4.27

						N	M
INCREASE IN TEACHERS' PARTICIPATION IN INTERNATIONAL PROJECTS (RELATED TO TEACHING OR RESEARCH)	10.2%	22.0%	33.9%	15.3%	18.6%	59	3.10
INCREASE IN TEACHERS' PARTICIPATION IN INTERNATIONAL CONFERENCES	37.0%	18.5%	24.1%	7.4%	13.0%	54	2.41
INCREASE IN COOPERATION WITH THE BUSINESS SECTOR (E.G. INDUSTRY, SERVICES, ETC.)	42.1%	18.4%	26.3%	7.9%	5.3%	38	2.16
INCREASE IN THE NUMBER OF INTERNATIONAL PUBLICATIONS (WITH FOREIGN CO-AUTHORS, FOREIGN EDITORS OR FOREIGN LANGUAGE CONTENT) AS A RESULT OF CONTACTS ESTABLISHED THROUGH ERASMUS	27.7%	23.4%	34.0%	10.6%	4.3%	47	2.40
INTEGRATION OF AN INTERNATIONAL PERSPECTIVE INTO NATIONAL RESEARCH PROJECTS	27.5%	17.5%	25.0%	22.5%	7.5%	40	2.65
INCREASE IN THE SOCIAL IMPORTANCE AND IMPACT OF RESEARCH TOPICS	44.1%	11.8%	35.3%	5.9%	2.9%	34	2.12
FOSTERING EXCELLENCE AND COMPETITIVENESS OF INTERNATIONAL RESEARCH	26.1%	15.2%	37.0%	13.0%	8.7%	46	2.63

2. PROBLEMS AND OBSTACLES RELATED TO THE IMPLEMENTATION OF THE ERASMUS PROGRAMME

2.1. OBSTACLES TO THE IMPLEMENTATION OF THE ERASMUS PROGRAMME

To what extent were the following obstacles to Erasmus implementation present at your HEI?

	NOT PRESENT	MOSTLY NOT PRESENT	NEITHER PRESENT NOR NOT PRESENT	MOSTLY PRESENT	FULLY PRESENT	N	M
UPON RETURN, OUTBOUND STUDENTS FACE DIFFICULTIES WITH REINTEGRATION INTO THE PROGRAMME.	50.0%	37.5%	8.0%	1.1%	3.4%	88	1.70
INBOUND STUDENTS SHOW LITTLE INTEREST IN CLASSES AND LEARNING.	31.8%	40.9%	21.6%	4.5%	1.1%	88	2.02
WE HAVE A SIGNIFICANT NUMBER OF OLDER STUDENTS WHO SIMULTANEOUSLY STUDY AND WORK AND ARE THUS PREVENTED FROM EMBARKING ON MOBILITY.	54.5%	18.2%	11.4%	8.0%	8.0%	88	1.97
WE HAVE A SIGNIFICANT NUMBER OF STUDENTS FROM DISADVANTAGED SOCIO-ECONOMIC BACKGROUNDS WHO CANNOT EMBARK ON MOBILITY (DUE TO FINANCIAL REASONS, STUDENT-PARENT STATUS, EMPLOYMENT STATUS, ETC.)	17.0%	30.7%	36.4%	12.5%	3.4%	88	2.55
WE HAVE MANY EXTERNAL ADJUNCTS (I.E. LECTURERS) WHO ARE NOT PERMANENTLY EMPLOYED ON THE BASIS OF AN EMPLOYMENT CONTRACT (WHICH IS A PREREQUISITE FOR MOBILITY)	43.7%	26.4%	16.1%	10.3%	3.4%	87	2.03
ERASMUS IS TOO EXPENSIVE FOR US – IT PLACES TOO HIGH OF A DEMAND ON OUR ADMINISTRATIVE, FINANCIAL AND HUMAN RESOURCES.	39.1%	26.4%	29.9%	3.4%	1.1%	87	2.01
INBOUND ERASMUS STUDENTS POTENTIALLY TAKE THE PLACES OF FOREIGN STUDENTS WHO WOULD BE PAYING TUITION FEES.	83.0%	9.1%	5.7%	0.0%	2.3%	88	1.30
ERASMUS USES RESOURCES WHICH WE WOULD LIKE TO DIRECT TOWARDS ATTRACTING EXCELLENT INTERNATIONAL STUDENTS WHO WOULD OBTAIN A DEGREE AT OUR HEI.	76.1%	8.0%	12.5%	0.0%	3.4%	88	1.47
ERASMUS EXPERIENCE AT FOREIGN UNIVERSITIES ENCOURAGES OUR STUDENTS TO PURSUE HIGHER-LEVEL DEGREES ABROAD, WHILE WE WOULD PREFER TO RETAIN THEM AT OUR HEI.	42.0%	23.9%	26.1%	4.5%	3.4%	88	2.03

ERASMUS EXPENDS FINANCIAL AND HUMAN RESOURCES WHICH WE WOULD PREFER TO USE FOR INTENSIFICATION OF RESEARCH.	61.4%	20.5%	13.6%	3.4%	1.1%	88	1.63
ERASMUS IMPLEMENTATION REQUIRES EXTENSIVE INTERNATIONAL NETWORKING, WHILE WE PREFER TO FOCUS ON FEWER PARTNERS WITH WHOM WE COOPERATE INTENSIVELY.	53.4%	22.7%	18.2%	4.5%	1.1%	88	1.77
ERASMUS IMPLEMENTATION REQUIRES EXTENSIVE INTERNATIONAL NETWORKING, WHILE WE PREFER TO FOCUS ON ESTABLISHING AND STRENGTHENING DOMESTIC PARTNERSHIPS.	70.5%	14.8%	13.6%	0.0%	1.1%	88	1.47
DUE TO THE SPECIFICITIES OF OUR STUDY PROGRAMMES, IT IS DIFFICULT TO FIND PARTNER INSTITUTIONS WITH SIMILAR PROGRAMMES.	45.5%	23.9%	11.4%	17.0%	2.3%	88	2.07
WE WERE NOT ABLE TO USE UP ERASMUS FUNDS DUE TO A LOW NUMBER OF APPLICANTS.	63.6%	5.7%	15.9%	10.2%	4.5%	88	1.86

2.2. OBSTACLES TO THE IMPLEMENTATION OF THE ERASMUS PROGRAMME

To what extent were the following obstacles to Erasmus implementation present at your HEI?

	NOT PRESENT	MOSTLY NOT PRESENT	NEITHER PRESENT NOR NOT PRESENT	MOSTLY PRESENT	FULLY PRESENT	N	M
LOW INTEREST AMONG STUDENTS IN INTERNATIONAL MOBILITY FOR STUDIES OR PLACEMENTS	33.0%	20.5%	23.9%	17.0%	5.7%	88	2.42
INSUFFICIENT FOREIGN LANGUAGE SKILLS AMONG STUDENTS TO SPEND A STUDY PERIOD ABROAD	33.0%	36.4%	22.7%	5.7%	2.3%	88	2.08

INSUFFICIENT NUMBER OF GRANTS TO SUPPORT ALL STUDENTS INTERESTED IN ERASMUS MOBILITY	14.8%	17.0%	22.7%	28.4%	17.0%	88	3.16
NON-RECOGNITION OF ECTS CREDITS AWARDED TO STUDENTS DURING AN ERASMUS STUDY PERIOD ABROAD	60.2%	25.0%	9.1%	2.3%	3.4%	88	1.64
NON-VALIDATION OF ERASMUS PLACEMENTS (EITHER BY AWARDING ECTS CREDITS OR BY INCLUDING THE PLACEMENT IN THE DIPLOMA SUPPLEMENT)	60.2%	21.6%	12.5%	2.3%	3.4%	88	1.67
INCOMPATIBILITY BETWEEN OUR STUDY PROGRAMMES AND THOSE OF FOREIGN PARTNER INSTITUTIONS (DUE TO WHICH THE RECOGNITION OF ECTS CREDITS IS NOT POSSIBLE)	35.2%	39.8%	15.9%	4.5%	4.5%	88	2.03
EXTENSION OF STUDENTS' TOTAL DURATION OF STUDY DUE TO MOBILITY	28.4%	44.3%	18.2%	6.8%	2.3%	88	2.10
INABILITY OF STUDENTS TO FIND PLACEMENTS ABROAD	23.9%	28.4%	26.1%	14.8%	6.8%	88	2.52
CANCELLATION OF MOBILITY BY STUDENTS AFTER THE CANCELLATION DEADLINE	30.7%	40.9%	21.6%	4.5%	2.3%	88	2.07
LACK OF INTEREST IN ERASMUS TEACHER MOBILITY AMONG TEACHING STAFF	14.9%	17.2%	36.8%	21.8%	9.2%	87	2.93
INSUFFICIENT AWARENESS OF ERASMUS OPPORTUNITIES AMONG TEACHING STAFF	33.3%	29.9%	28.7%	5.7%	2.3%	87	2.14
INSUFFICIENT FOREIGN LANGUAGE SKILLS AMONG (NON-)TEACHING STAFF	26.4%	33.3%	23.0%	11.5%	5.7%	87	2.37

EXCESSIVE TEACHING AND RESEARCH WORKLOAD PREVENTING TEACHING STAFF FROM EMBARKING ON MOBILITY	11.5%	14.9%	25.3%	26.4%	21.8%	87	3.32
INABILITY TO SECURE SUBSTITUTES IF TEACHERS DECIDE TO EMBARK ON MOBILITY	17.2%	29.9%	26.4%	13.8%	12.6%	87	2.75
INSUFFICIENT COMMUNICATION BETWEEN TEACHING AND ADMINISTRATIVE STAFF	44.2%	25.6%	23.3%	5.8%	1.2%	86	1.94
NON-VALORISATION OF WORK ON MOBILITY PROJECTS CARRIED OUT BY TEACHING STAFF	20.7%	25.3%	21.8%	18.4%	13.8%	87	2.79
MOBILITY-RELATED ADMINISTRATIVE TASKS DISCOURAGE TEACHING STAFF FROM PROMOTING OR PARTICIPATING IN MOBILITY	20.7%	24.1%	29.9%	17.2%	8.0%	87	2.68
INSUFFICIENT NUMBER OF COURSES PROVIDED IN A FOREIGN LANGUAGE TO ATTRACT FOREIGN STUDENTS	20.7%	20.7%	23.0%	24.1%	11.5%	87	2.85
INSUFFICIENT SUPPORT FROM POTENTIAL FOREIGN HOST HEIS	27.6%	44.8%	18.4%	4.6%	4.6%	87	2.14
DELAYED GRANT AWARD DECISION BY THE AMEUP	25.3%	32.2%	17.2%	13.8%	11.5%	87	2.54
INSUFFICIENT FUNDS TO COVER HEIS' OWN EXPENSES RELATED TO ERASMUS	17.2%	28.7%	20.7%	21.8%	11.5%	87	2.82
FINANCIAL AND ADMINISTRATIVE RULES OF THE ERASMUS PROGRAMME	20.7%	39.1%	21.8%	13.8%	4.6%	87	2.43
SHORTAGE OF ADMINISTRATIVE STAFF TO ENSURE EFFICIENT ERASMUS IMPLEMENTATION	16.1%	28.7%	20.7%	19.5%	14.9%	87	2.89

SHORTAGE OF RESEARCH AND TEACHING STAFF WHO WOULD PARTICIPATE IN ERASMUS IMPLEMENTATION AT OUR HEI	16.1%	25.3%	28.7%	24.1%	5.7%	87	2.78
INADEQUATE SPATIAL CONDITIONS FOR EFFICIENT ERASMUS IMPLEMENTATION	32.2%	33.3%	16.1%	10.3%	8.0%	87	2.29

2.3 PROBLEMS THAT THE TEACHING STAFF WORKING WITH INBOUND ERASMUS STUDENTS FACE

The following statements refer to the teaching staff working with inbound Erasmus students. To what extent is each of the statements true for the teachers at your HEI?

	NOT TRUE AT ALL	TRUE FOR A MINORITY OF TEACHERS	TRUE FOR APPROX-IMATELY ONE HALF OF TEACH-ERS	TRUE FOR A MAJORITY OF TEACHERS	TRUE FOR ALL OR ALMOST ALL TEACHERS	N	M
WORK WITH INBOUND STUDENTS MOSTLY INVOLVES INDIVIDUAL EFFORT ON THE PART OF CERTAIN TEACHERS.	4.3%	21.4%	8.6%	25.7%	40.0%	70	3.76
WORK WITH INBOUND STUDENTS TAKES TOO MUCH OF TEACHERS' TIME.	13.8%	30.8%	16.9%	27.7%	10.8%	65	2.91
TEACHERS ARE NOT MOTIVATED TO TAKE ON ADDITIONAL WORK INVOLVING INBOUND STUDENTS.	29.4%	38.2%	19.1%	7.4%	5.9%	68	2.22
WORK WITH INBOUND STUDENTS IS NOT ADEQUATELY COMPENSATED.	6.7%	21.7%	5.0%	13.3%	53.3%	60	3.85
WORK WITH INBOUND STUDENTS IS ALWAYS LIMITED TO REGULAR CLASSES AND CONSULTATIONS, AND DOES NOT INVOLVE ANY ADDITIONAL ACTIVITIES.	11.9%	23.9%	13.4%	28.4%	22.4%	67	3.25

APPENDIX 6: RESULTS OF LLP IMPLEMENTATION IN CROATIA BETWEEN 2009 AND 2014

1. LLP PROGRAMME FUNDS (ONLY DECENTRALISED ACTIONS UNDER THE PREROGATIVE OF THE AMEUP)

IMPLEMENTATION PERIOD: 2009-2013
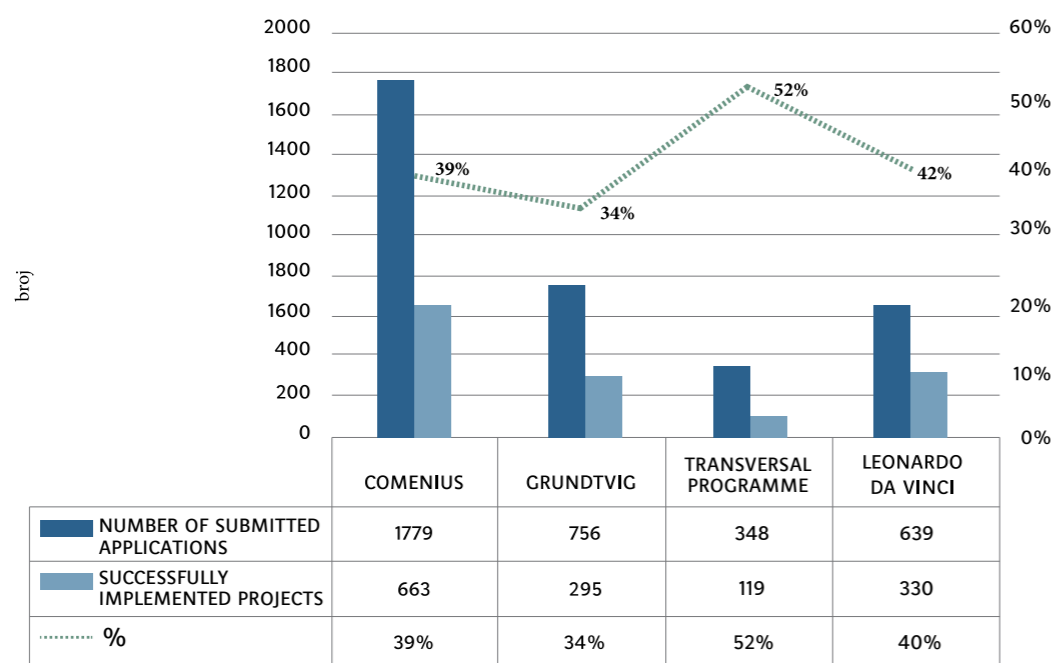TIME PERIOD: 1/1/2009 - 31/12/2014

LIFELONG LEARNING PROGRAMME	FUNDS ALLOCATED TO THE AMEUP BY THE EUROPEAN COMMISSION (INITIAL ALLOCATION + AMENDMENTS)	VALUE OF CONTRACTED FUNDS (SIGNED AGREEMENTS – CANCELLED)	% OF CONTRACTED FUNDS	IMPLEMENTED PROJECTS	% OF IMPLEMENTED IN RELATION TO CONTRACTED
	A	B*	C	E	F
CALL YEAR: 2009					
COMENIUS	49.037.00 €	49.037.00 €	100%	48.081.32 €	98%
LEONARDO DA VINCI	60.608.00 €	60.608.00 €	100%	58.912.84 €	97%
GRUNDTVIG	30.574.29 €	30.984.80 €	101%	30.109.59 €	97%
ERASMUS	264.616.99 €	250.007.08 €	94%	240.512.72 €	96%
PREPARATORY VISITS	65.370.58 €	65.469.00 €	100%	64.182.12 €	98%
TRANSVERSAL ACTIVITIES	24.751.14 €	24.828.94 €	100%	24.137.13 €	97%
TOTAL	494.958.00 €	480.934.82 €	97%	465.935.72 €	96.9%
CALL YEAR: 2010					
COMENIUS	301.980.00 €	307.498.00 €	102%	301.526.25 €	98%
LEONARDO DA VINCI	332.015.00 €	320.257.87 €	96%	301.360.61 €	94%
GRUNDTVIG	130.150.00 €	129.793.00 €	100%	125.646.71 €	97%
ERASMUS	980.250.00 €	980.329.59 €	100%	935.600.11 €	95%
PREPARATORY VISITS	109.600.00 €	107.960.59 €	99%	96.536.85 €	89%
TRANSVERSAL ACTIVITIES	50.610.00 €	54.684.80 €	108%	52.354.14 €	96%
TOTAL	1.904.605.00 €	1.900.523.85 €	99.79%	1.813.024.67 €	95.4%
CALL YEAR: 2011					
COMENIUS	922.000.00 €	981.815.80 €	106%	956.638.40 €	97%
LEONARDO DA VINCI	1.420.000.00 €	1.277.599.71 €	90%	1.223.595.78 €	96%
GRUNDTVIG	283.000.00 €	324.909.50 €	115%	319.273.32 €	98%
ERASMUS	2.382.000.00 €	2.283.790.20 €	96%	2.137.189.03 €	94%
TRANSVERSAL ACTIVITIES	21.000.00 €	35.168.33 €	167%	34.035.54 €	97%
TOTAL	5.028.000.00 €	4.903.283.54 €	98%	4.670.732.07 €	95.3%
CALL YEAR: 2012					
COMENIUS	1.515.798.77 €	1.519.371.08 €	100%	1.450.720.62 €	95%
LEONARDO DA VINCI	2.080.911.11 €	2.081.327.48 €	100%	1.431.729.02 €	69%
GRUNDTVIG	504.674.94 €	502.974.94 €	100%	488.484.82 €	97%
ERASMUS	3.285.416.26 €	3.166.279.52 €	96%	2.969.343.32 €	94%
TRANSVERSAL ACTIVITIES	34.198.92 €	34.955.32 €	102%	31.498.37 €	90%
TOTAL	7.421.000.00 €	7.304.908.34 €	98%	6.371.776.15 € (BALANCE ON 31/12/2014)	87% (BALANCE ON 31/12/2014)
CALL YEAR: 2013					
COMENIUS	1.675.162.00 €	1.679.094.92 €	100%	340.279.83 €	20%
LEONARDO DA VINCI	2.677.183.91 €	2.704.828.83 €	101%	1.223.729.43 €	45%
GRUNDTVIG	538.210.41 €	538.023.78 €	100%	144.496.19 €	27%
ERASMUS	3.809.194.68 €	3.783.194.74 €	99%	2.923.669.86 €	77%
TRANSVERSAL ACTIVITIES	31.000.00 €	30.323.25 €	98%	28.482.74 €	94%
TOTAL	8.730.751.00 €	8.735.468.52 €	100%	4.663.097.26 € (BALANCE ON 31/12/2014)	53.3% (BALANCE ON 31/12/2014)
TOTAL 2009+2010+2011+2012+2013)	23.579.314.00 €	23.329.119.07 €	99%		

Note: The presented data was obtained from European Commission financial reports (Annual Reports). The data for 2010 and 2011 is final, while the 2012 and 2013 calls still include some ongoing projects; the total value of implemented funds will be known in 2016, after the completion of all projects.

*The amounts shown refer to the funds available after an internal distribution of funds among sectoral programmes and activities.

2. SUBMITTED APPLICATIONS AND SUCCESFULLY IMPLEMENTED PROJECTS UNDER THE LEONARDO DA VINCI, GRUNDTVIG AND COMENIUS SECTORAL POGRAMMES, BETWEEN 2010 AND 2014 (STATUS AS OF: 22/4/2015).

	COMENIUS	GRUNDTVIG	TRANSVERSAL PROGRAMME	LEONARDO DA VINCI
NUMBER OF SUBMITTED APPLICATIONS	1779	756	348	639
SUCCESSFULLY IMPLEMENTED PROJECTS	663	295	119	330
%	39%	34%	52%	40%

3. DESTINATION COUNTRIES FOR MOBILITY WITHIN THE FRAMEWORK OF THE COMENIUS, LEONARDO DA VINCI AND GRUNDTVIG SECTORAL PROGRAMMES FROM 2010 TO 2014 (STATUS AS OF 22/4/2015).

	COMENIUS	LEONARDO DA VINCI	GRUNDTVIG
BELGIUM	78	33	27
GREAT BRITAIN	158	117	54
BULGARIA	43	22	8
CZECH REPUBLIC	43	34	18
DENMARK	20	5	7
GERMANY	108	389	54
ESTONIA	11	8	5
GREECE	49	25	23
SPAIN	106	48	42
FRANCE	64	43	24
IRELAND	29	170	9
ITALY	125	95	78
CYPRUS	36	3	14
LITHUANIA	34	5	15
LATVIA	29	14	11
LUXEMBOURG	2	0	0
HUNGARY	41	15	19
MALTA	15	9	10
NETHERLANDS	32	39	10
AUSTRIA	21	33	17
POLAND	102	32	25
PORTUGAL	53	12	26
ROMANIA	75	15	27
SLOVENIA	19	64	18
SLOVAKIA	32	8	11
FINLAND	36	33	12
SWEDEN	37	16	12
SWITZERLAND	1	12	3
ICELAND	10	3	5
LICHTENSTEIN	0	1	0
NORWAY	19	10	6
TURKEY	110	28	21
FORMER YUGOSLAV REPUBLIC OF MACEDONIA	0	7	0
TOTAL	1538	1348	611

4. OVERVIEW OF THE NUMBER OF REALISED MOBILITIES WIHIN THE FRAMEWORK OF THE LLP (ACTIONS IMPLEMENTED BY THE AMEUP ONLY), CALLS ANNOUNCED BETWEEN 2010 AND 2013.

ACTIVITY	TOTAL NUMBER OF STAFF MOBILITIES AT BENEFICIARY ORGANISATIONS	TOTAL NUMBER OF LEARNER MOBILITIES AT EDUCATIONAL INSTITUTIONS, HEIS AND ADULT EDUCATION INSTITUTIONS	TOTAL NUMBER OF REALISED MOBILITIES (B+C)	(OF WHICH) NUMBER OF STAFF MEMBERS WITH SPECIAL NEEDS		(OF WHICH) NUMBER OF LEARNERS WITH SPECIAL NEEDS	
				NO.	%	NO.	%
COMENIUS IN-SERVICE TRAINING (COM02)	340	0	340	0	0	0	0
COMENIUS ASSISTANTS (COM04)	36	0	36	0	0	0	0
COMENIUS PARTNERSHIPS (BILATERAL AND MULTILATERAL)	860	1251	2111	6	0.01	19	0.35
COMENIUS PREPARATORY VISITS (COM09)	144	0	144	0	0.00	0	0.00
COMENIUS REGIO PARTNERSHIPS	49	10	59	0	0	0	0
INDIVIDUAL PUPIL MOBILITY (COM14)	0	1	1	0	0	0	0.00
COMENIUS TOTAL	1429	1262	2691	6	0.004	19	0.02
GRUNDTVIG IN-SERVICE TRAINING (GRU03)	148	0	148	0	0	0	0
GRUNDTVIG PARTNERSHIPS (GRU06)	376	1490	1866	14	0.02	143	0.15
GRUNDTVIG PREPARATORY VISITS (GRU07)	59	0	59	0	0	0	0.00
GRUNDTVIG ASSISTANTS(GRU11)	6	0	6	0	0	0	0
GRUNDTVIG VISITS AND EXCHANGES (GRU12)	34	0	34	0	0.5	0	0.00
GRUNDTVIG WORKSHOPS (GRU3)	0	89	89	0	0	0	0.00
GRUNDTVIG SENIOR VOLUNTEERING PROJECTS (GRU14)	0	0	6	0	6	0	0.00
GRUNDTVIG TOTAL	623	1579	2208	25	0.22	143	0.09
TRANSVERSAL PROGRAMME – STUDY VISITS TOTAL	116	0	116	0	0	0	0
LEONARDO DA VINCI – INITIAL VOCATIONAL TRAINING (IVT) (LEO01)	0	1226	1226	0	18	0	0
LEONARDO DA VINCI – PEOPLE IN THE LABOUR MARKET (PLM)	0	534	534	2	0.01	0	0
LEONARDO DA VINCI – PROFESSIONALS IN VOCATIONAL EDUCATION AND TRAINING (VETPRO)	625	0	612	6	0.025	0	0
LEONARDO DA VINCI PARTNERSHIPS (LEO04)	255	176	431	0	0	0	0
LEONARDO TRANSFER OF INNOVATION (LEO05)	128	0	128	0	0	0	0
LEONARDO PREPARATORY VISITS (LEO06)	125	0	125	0	0	0	0
LEONARDO DA VINCI TOTAL	1133	1936	3056	8	0.007	13	0.007
ERASMUS INDIVIDUAL MOBILITY (ERA 02)	1008	3954	4962	1	1	6	0
ERASMUS INTENSIVE PROGRAMMES (ERA 10)	58	215	273	0	0	0	0
ERASMUS PREPARATORY VISITS (ERA 16)	59	0	59	0	0	0	0
ERASMUS INTENSIVE LANGUAGE COURSES	0	243	243	0	0	0	0
ERASMUS TOTAL	1125	4412	5537	1	0.001	6	0.001
LLP 2009-2013	4426	9189	13608	40	0.01	181	0.02

5. LLP – OUTBOUND ERASMUS MOBILITIES REALISED BETWEEN 1/6/2009 AND 30/9/2014, BY SENDING HEI

CATEGORY OF PARTICIPANTS / ACTIVITY UNDER THE ERASMUS PROGRAMME	STUDENTS — STUDIES AND PLACEMENTS	TEACHING STAFF — TEACHING	TEACHING STAFF — TRAINING	NON-TEACHING STAFF — TRAINING	TOTAL BY HEI
POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC	22	5	2	4	33
RRIF COLLEGE OF FINANCIAL MANAGEMENT	0	6	1	1	8
JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK	298	55	90	14	457
JURAJ DOBRILA UNIVERSITY OF PULA	38	29	8	10	85
UNIVERSITY OF DUBROVNIK	52	32	8	13	105
UNIVERSITY OF RIJEKA	366	32	27	17	442
UNIVERSITY OF SPLIT	646	64	58	20	788
UNIVERSITY OF ZADAR	139	29	11	1	180
UNIVERSITY OF ZAGREB	2264	174	128	45	2611
ZAGREB UNIVERSITY OF APPLIED SCIENCES	59	22	23	8	112
MARKO MARULIĆ POLYTECHNIC OF KNIN	3	0	0	1	4
POLYTECHNIC OF KARLOVAC	7	1	3	1	12
POLYTECHNIC OF POŽEGA	20	0	15	1	36
POLYTECHNIC OF RIJEKA	20	0	1	0	21
POLYTECHNIC OF SLAVONSKI BROD	8	0	3	0	11
POLYTECHNIC OF VARAŽDIN/UNIVERSITY NORTH	8	1	5	0	14
POLYTECHNIC VELIKA GORICA	22	3	0	2	27
"VERN" UNIVERSITY OF APPLIED SCIENCES	45	11	3	2	61
UNIVERSITY COLLEGE OF MANAGEMENT AND DESIGN ASPIRA	2	2	0	2	6
UNIVERSITY OF APPLIED SCIENCES BALTAZAR ADAM KRČELIĆ	9	7	3	0	19
KRIŽEVCI COLLEGE OF AGRICULTURE	37	6	24	0	67
EFFECTUS UNIVERSITY COLLEGE	8	1	0	0	11
ALGEBRA UNIVERSITY COLLEGE	2	3	1	0	6
ZAGREB SCHOOL OF ECONOMICS AND MANAGEMENT	117	5	3	9	134
POLYTECHNIC OF APPLIED HEALTH STUDIES IN ZAGREB	5	0	0	0	5
TOTAL NUMBER OF REALISED MOBILITIES	4189	488	417	151	5245

Student

A person enrolled at a university, polytechnic or school of professional higher education who pursues an education programme leading to a recognised higher education qualification. The student can be enrolled in an undergraduate, graduate or postgraduate study programme.

Teaching staff member

A person holding a research and teaching, art and teaching, teaching, or professional title, as well as a person holding an assistant title who is employed on the basis of an employment agreement at a HEI in Croatia; also applies to junior researcher-assistants.
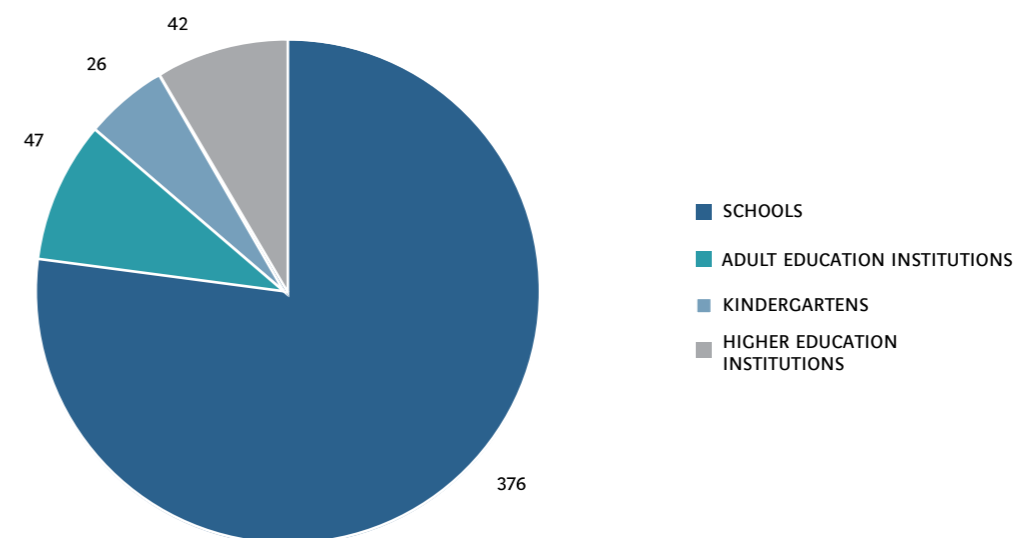
Non-teaching staff member

Professional and administrative staff at HEIs employed on the basis of an employment agreement (e.g. staff working in student offices, accounting, international relations offices, libraries, etc.).

Note: since the Zagreb Polytechnic of Social Studies merged with the University of Zagreb in 2013, the mobilities of students and (non)teaching staff realised by the polytechnic were added to those of the University of Zagreb.

6. DISTRIBUTION OF LLP BENEFICIARY ORGANISATIONS BY COUNTIES, BETWEEN 2009 AND 2014 (STATUS AS OF 26/6/2015)

YEAR	2009	2010	2011	2012	2013	2014
CITY OF ZAGREB	27	54	79	44	91	72
ZAGREB COUNTY	1	11	11	6	20	12
SPLIT-DALMATIA COUNTY	3	15	21	13	18	15
OSIJEK-BARANJA COUNTY	3	10	19	10	11	20
PRIMORJE-GORSKI KOTAR COUNTY	6	18	15	11	11	10
VARAŽDIN COUNTY	4	6	10	10	13	11
ISTRIA COUNTY	3	13	18	7	12	14
VUKOVAR-SYRMIA COUNTY	2	2	3	8	9	3
KOPRIVNICA-KRIŽEVCI COUNTY	4	6	5	3	5	4
POŽEGA-SLAVONIA COUNTY	1	1	1	0	6	6
BROD-POSAVINA COUNTY	1	2	12	1	6	12
MEĐIMURJE COUNTY	0	3	6	5	8	8
ŠIBENIK-KNIN COUNTY	0	4	3	4	5	3
KRAPINA-ZAGORJE COUNTY	2	7	4	4	4	3
SISAK-MOSLAVINA COUNTY	2	4	7	6	4	6
VIROVITICA-PODRAVINA COUNTY	1	1	4	0	3	2
ZADAR COUNTY	1	2	5	1	2	8
BJELOVAR-BILOGORA COUNTY	3	2	4	2	1	4
DUBROVNIK-NERETVA COUNTY	0	1	1	1	3	7
KARLOVAC COUNTY	1	6	9	5	2	14
LIKA-SENJ COUNTY	1	0	0	0	0	1
TOTAL	65	168	237	141	234	235

7. THE NUMBER OF EDUCATIONAL INSTITUTIONS THAT RECEIVED FINANCIAL SUPPORT UNDER THE CALLS PUBLISHED BETWEEN 2009 AND 2014 (AS OF 10/5/2015)

- SCHOOLS
- ADULT EDUCATION INSTITUTIONS
- KINDERGARTENS
- HIGHER EDUCATION INSTITUTIONS

8. THE NUMBER OF BENEFICIARY ORGANISATIONS THAT PARTICIPATED IN THE LLP FOR THE FIRST TIME, BY YEAR (AS OF: 22/4/2015)

Chart categories: SCHOOLS, ADULT EDUCATION INSTITUTIONS, KINDERGARTENS, HIGHER EDUCATION INSTITUTIONS (horizontal axis 0–380).

Legend: 2009, 2010, 2011, 2012, 2013, 2014

	SCHOOLS	ADULT EDUCATION INSTITUTIONS	KINDERGARTENS	HIGHER EDUCATION INSTITUTIONS
2009	20	3	2	8
2010	43	4	2	14
2011	73	4	4	5
2012	95	1	6	5
2013	107	4	8	5
2014	36	1	4	18

9. DISTRIBUTION OF BENEFICIARIES WHO RECEIVED FINANCIAL SUPPORT UNDER THE LLP AND THE ERASMUS+ PROGRAMME, BETWEEN 2009 AND 2014, BY ORGANISATION TYPE (DECENTRALISED ACTIONS IMPLEMENTED BY THE AMEUP ONLY)

PROGRAMME CYCLE							
	A	LLP 2009-2013 (B)				ERASMUS+ 2014 (C)	D
ORGANISATION TYPE		2009	2010	2011	2012	2013	2014	TOTAL NUMBER OF LEGAL ENTITIES BETWEEN 2009 AND 2014 (REPEAT USERS EXCLUDED)

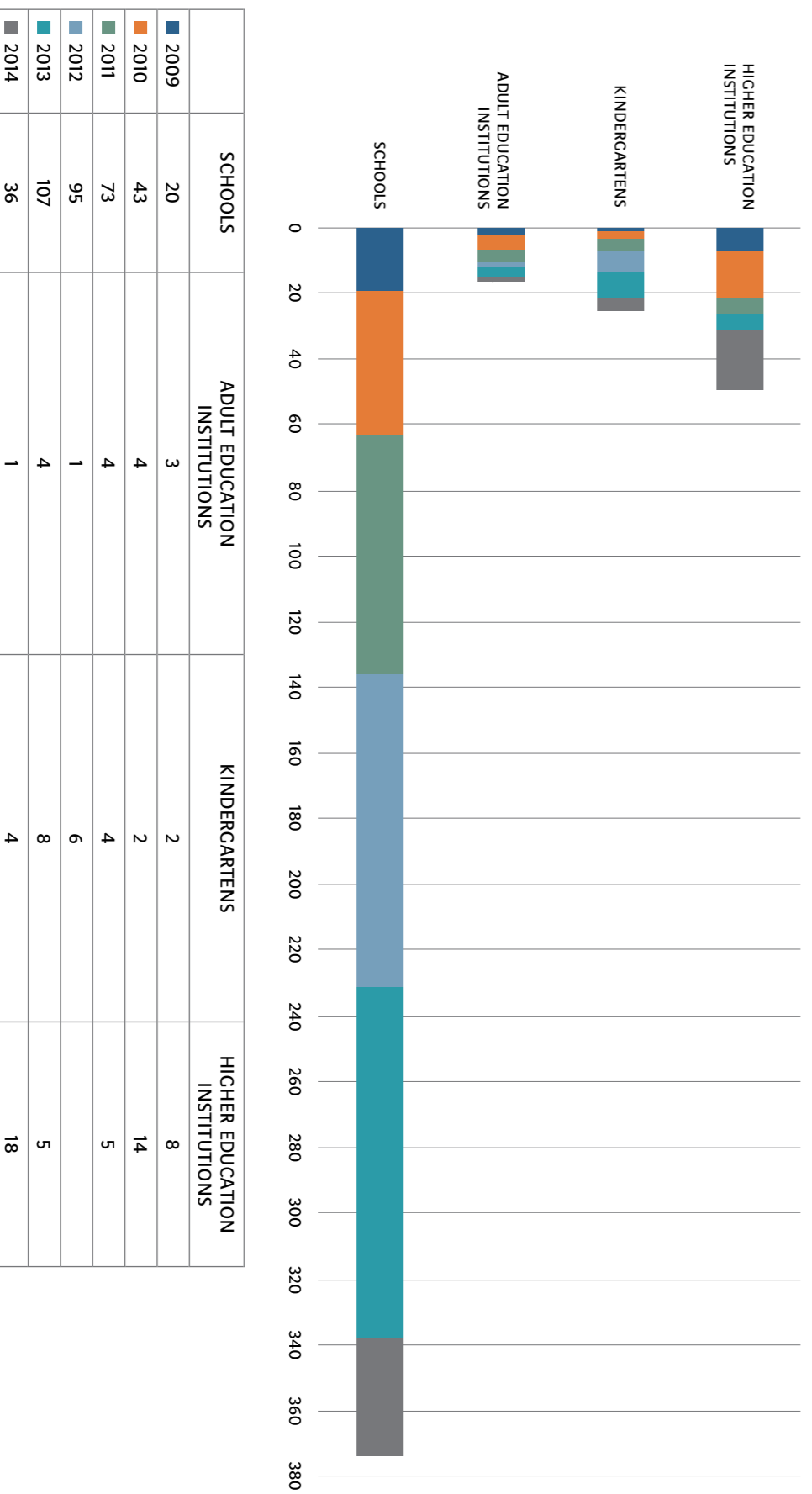| ORGANISATION TYPE	2009	2010	2011	2012	2013	2014	TOTAL (D)
COMPANY		13	23		18	17	61
ECONOMIC INTEREST GROUP		3	5		3	2	10
UNITS OF LOCAL AND REGIONAL SELF-GOVERNMENT		2	2		3	1	8
OTHER			1				1
PUBLIC INSTITUTION		9	11		11	6	24
ELEMENTARY AND SECONDARY SCHOOLS	48	89	136	107	131	89	376
ASSOCIATION		16	22		18	71	111
ADULT EDUCATION INSTITUTION	7	9	9	5	8	7	17
KINDERGARTEN	3	5	6	9	14	5	26
HIGHER EDUCATION INSTITUTION	7	17	19	20	26	36	42
RESEARCH INSTITUTION		2	3		2		4
TOTAL	65	165	237	141	234	235	680

A - applicant or partner organisation type.

B - number of funded organisations per call year within the framework of LLP decentralised actions.

C - number of funded organisations per call year within the framework of the Erasmus+ programme.

D - total number of funded legal entities within the framework of LLP and Erasmus+ decentralised actions.

Note: Legal entities who were funded within the framework of more than one call year are counted only once.

NOTES