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NATIONAL REPORT ON IMPLEMENTATION FIELD TRIALS IN CROATIA

WP3 VALIDATION THROUGH FIELD TRIALS IN REAL ENVIRONMENTS

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Executive Summary

This document provides an overview of the preparation and implementation of the LOOP mentors' capacity programme and teachers' induction programme in Croatian schools, the so-called field trials. The aim of this national report is to present and analyse the results from the field trials conducted in a sample of 149 teachers in different schools in Croatia in the context of the LOOP programme. Employing a quasi-experimental research design, that is dividing the participants between a control group subjected to a less formal and structured intervention and an experimental group subjected to a more formal and structured intervention, the scope of the analysis is to evaluate the relationship between the proposed policy measures and the change they might induce on teachers' perceptions.

To establish the pilot groups and select the teachers to be involved, the Croatian partners built through their contacts a pool of interested schools and teachers, between August and December 2022 allowing the identification and engagement of 149 teachers in the field trials, distributed as follows:

1. Control group of 29 experienced teachers
2. Experimental group of 32 experienced teachers
3. Control group of 45 new teachers
4. Experimental group of 43 new teachers.

As part of the preparation for the field trials, a set of **events**, **involving** a total of **149 Croatian teachers** was promoted, including the:

- **Train the Mentors training course** (E7) - **10 sessions** involving **32 experienced teachers** of the experimental group
- **My induction programme workshop** (E8) - **4 sessions** involving **43 new teachers** of the experimental group
- **Info session for Mentors** (E9) – **3 sessions** involving **29 experienced teachers** of the control group
- **Info session for New Teachers** (E10) – **3 sessions** involving **45 new teachers** of the control group.

The objective of the field trials was to **verify the veracity of the seven hypotheses that grounded the LOOP project** since the proposal stage, which are identified below when presenting the results. The information for the verification of these hypotheses was collected using three complementary methods:

- Through the **implementation** of a **survey** to all participating teachers collected **before** the implementation of the induction programme (ex-ante questionnaire filled in between December/2022 and June/2023) and **after** completing this **implementation** (post-intervention questionnaire filled in between July and October/2023). Of the 149 involved in the field trials: 103 (70%) answered the ex-ante and post-intervention questionnaires.

- One on-line **focus group involving 8 teachers** (5 mentors and 3 new teachers) from the control and experimental group promoted after completing the implementation, in December/2023

- Online **interviews**

The results of the quantitative information (questionnaires) and qualitative data (focus group and interviews) collected are presented in parts A and B of this document, respectively.

Hypothesis 1 - Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher induction programmes

The differences between the control and the experimental groups of experienced and new teachers show that formal training programmes are perceived favourably by both groups of teachers. When asked if the mentoring programme should be mandatory for all mentors, most experienced teachers answered positively both before the intervention and after the intervention. The difference is that the share of those answering, "totally agree" increased substantially after the intervention (from 38% to 67%). Concerning the question if the mentoring programme should be adapted to the school context, the responses of the experienced teachers were almost unequivocally positive before and after the intervention. Concerning the question if the mentoring programme should be adapted to the school context, the responses of the experienced teachers were almost unequivocally positive before and after the intervention. Similarly, the experienced teachers are mostly negative against an informal mentoring programme. However, it appears that, compared to the control group, the intervention, strengthened the stance of the experimental group against an informal approach. Additionally, most teachers of the two groups consider it very important to provide a formal and structured induction programme with tools, guides and activities ready to be used. Combining the results of the field trials for experienced and new teachers we find reasonable evidence in support of Hypothesis 1.

Hypothesis 2 - The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance of the system

In general, we find that the possibility of mentoring contributes to the motivation and maintenance of experienced teachers in the system. Significant differences were also found between the experimental and control groups. Experienced teachers in both groups stated that they liked their job and felt challenged by it. The intervention increased the experimental group's rejection of the idea of leaving teaching for another profession, and they agree in a slightly larger majority that they are satisfied with their career as a teacher. However, the same result is also observed in the control group, while we

cannot find any quantitative evidence in favour of the experimental group. Among the experienced teachers, the majority stated that they would recommend the teaching profession to young people. The control intervention does not appear to significantly influence the experienced teachers' opinion of mentoring as an alternative career option. Finally, the idea of mentoring as an option for an alternative role within the school system remains almost equally popular both before and after the intervention. While in the experimental group, many of the experienced teachers are not thinking of leaving the profession as they see that they will continue to enjoy the teaching profession in the future and would like to have the opportunity to become a mentor as they see it as a career opportunity, and almost all teachers see it as an opportunity to take on a different role in their school and in the education system in general. Therefore, hypothesis 2 is verified.

Hypothesis 3 - Peer-developed teacher's induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system

The evidence, particularly the one stemming for the comparison between the control and the experimental group of experienced teachers, provides some support in favour of the third hypothesis. It appears that mentoring activities are expected to be beneficial for new teachers in terms of boosting their motivation and decreasing the possibility of abandoning the profession. The intervention also seems to considerably boost the professional development of new teaches especially with regards to develop new teachers' sense of belonging in the school culture as well as their ability to interact and cooperate with other teachers.

Hypothesis 4 - Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers

Generally speaking, induction programmes can contribute to the social and cultural inclusion and development of new teachers. The comparison between the control and the experimental groups further shows that formal induction programmes have a positive effect, especially in terms of preparing new teachers to assimilate the schools' culture by themselves. Concerning other aspects examined (managing diverse classrooms, working with school authorities and other stakeholders, working with parents, cooperating with peers, act according to the values and principles of the teachers' profession) the induction programme had positive effects or reduced the ambivalence of new teachers for their self-efficacy (possibly as a result of the increased self-confidence that the programme generated).

Hypothesis 5 - Structured mentoring programmes adapted to the context increase the interest and success of its participants

The evidence from the field trails does provide support in favour of the fifth hypothesis. In particular, the intervention increased the already high levels of confidence among experienced teachers in the control group. What is of particular interest is that results in the experimental group show that the intervention did not affect the change in results or even reduced certain percentages, which can perhaps be justified by the fact that the intervention raised awareness of certain insecurities. The results are even more interesting for the group of new teachers. The control group reported that

teachers' confidence in dealing with most issues is lower, but increased after the intervention. Yet, the experimental intervention acted more effectively, boosting their sense of self-efficacy.

Hypothesis 6 - The training of mentors facilitates the implementation of teachers' induction programmes

The majority of experienced teachers believe that mentoring programmes should be mandatory. Their degree of agreement to this idea increased after the interventions. As we already discussed they are also in favour of a more formal and structured approach in the design of the mentoring programme, equipped with tools, formal guidance and support material, which furthermore will be adapted to the school context. It is worthwhile to note that the participants were already positive towards this approach (as reflected on the high levels of positive statements, i.e. answering "agree" and "totally agree" to the relevant items). Yet, the degree of positivity was boosted after the intervention and especially in the experimental group for certain items (for example a substantial number of them moved from "agree" to "totally agree" when asked about the importance of a formal induction programme).

Thus the replies of experienced teachers offer some indirect evidence in favour of Hypothesis 6.

Hypothesis 7 - Lack of resources and guidance are the reasons for not implementing induction programmes in schools

The results from experienced teachers show that the availability of support material and financial incentives are conditions worth considering when designing and implementing induction programmes. The results from new teachers (especially those stemming from the experimental group) identify the availability of time, space and supporting material as conditions worth considering when designing and implementing induction programmes.

Overall, hypothesis 7 is partially verified from the field trials.

A joint analysis of the quantitative and qualitative evaluation of the field trials allows us to conclude the following (Table 1.) :

Table 1: Verification of the hypotheses.

Hypothesis	Partially verified	Fully verified	Comments
1 - Formal training of mentors' programmes to train experienced teachers and school leaders facilitates the deployment of effective and formal teacher induction programmes		√	
2 - The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of		√	

Hypothesis	Partially verified	Fully verified	Comments
their peers contributes to their motivation and maintenance of the system			
3 - Peer-developed teachers induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system	√		
4 - Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers		√	
5 - Structured mentoring programmes adapted to the context increase the interest and success of its participants	√		
6 - The training of mentors facilitates the implementation of teachers' induction programmes		√	
7 - Lack of resources and guidance are the reasons for not implementing induction programmes in schools	√		

The Croatian teachers also identified a set of recommendations to support the successful implementation of the induction programme in schools. The recommendations are related to the policy considerations to be analysed at the national and school levels and also concerning the teachers involved in the induction programme and they include:

- Experienced teachers should be provided with specific incentives so as to undertake the role of mentors such as recognition of this role while applying for higher positions, reduction of the teaching workload or provision of a financial reward in the form of a special allowance.
- Networking among mentors should be encouraged and facilitated. For example, the existence of a free platform where teachers can connect online, a platform for registering teachers who are willing to provide support as mentors (register as "mentors") and those who need help as a new teacher (register as a "mentee"), a platform connects them and also offers access to materials (LOOP programs) and additional resources and tools (possibility to share good practices).
- It would be preferable to introduce such induction programs in the final years of study (faculty) as a preparation for entering schools. One of the ways is through the National Agency for Education, for which we need to find a way to place our programs (manuals) at least as alternative or secondary literature for the preparation of new teachers in their apprenticeship. It is a long process, but one should never give up. We presented the programs to the management of the agency, which was the first step.

- Propose and introduce courses in the faculty that are closely related to the new modules. For example, courses:
    - Classroom Management
    - Coping with the stress of work at school
    - Relationships with colleagues, professional services and school principals
    - School administration
    - Personal and professional life of teachers
- Perhaps the universities involved in the LOOP project (as well as individuals working in universities) could propose such courses at their universities or perhaps even register new projects (Jean Monnet or similar) for joint courses.

Introduction

The aim of this national report is to present and analyze the results of the field tests conducted on a sample of 149 teachers in Croatia (75 in the experimental group and 74 in the control group) in the context of the LOOP program. The methodology used in the program consists of a quasi-experimental research design that seeks to identify and evaluate the relationship between the proposed policy measures and the change they might induce in teachers' perceptions of their career opportunities, professional development, and motivation.

Specifically, the present analysis aims at testing the following seven hypotheses:

1. Mentors' formal training programmes for experienced teachers and school leaders facilitates the deployment of effective formal teacher induction programmes.
2. The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors contributes to their motivation and maintenance on the system.
3. Peer-developed teacher induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system.
4. Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers.
5. Structured mentoring programs adapted to the context increases the interest and success of its participants.
6. The training of mentors facilitates the implementation of teacher induction programmes.
7. Lack of resources and guidance are the reasons for not implementing induction programmes in schools.

The report is structured as follows: Section 1A of Part A presents the statistical profiles of the field trial participants. Section 2A briefly describes how the field trials were organized, from the initial phase of training and information sessions to their completion. Section 3A presents the results of the analysis of the data collected during the ex-ante and post-intervention surveys.

Part A: The quantitative evaluation of the field trials

To establish the pilot groups and select the teachers to be involved, the Croatian partners built through their contacts a pool of interested schools and teachers, between August and December 2022 allowing the identification and engagement of 149 teachers in the field trials, distributed as follows:

1. Control group of 29 experienced teachers

2. Experimental group of 32 experienced teachers

3. Control group of 45 new teachers

4. Experimental group of 43 new teachers.

In total, 149 Croatian teachers were involved in the field trials of the LOOP project, but only 103 (69%) answered the ex-ante and post-intervention questionnaires. In detail, 46% of the experienced teachers of the two groups answered both questionnaires and 85% of the new teachers of the two groups answered both questionnaires. As can be seen, there is a lower percentage of answers from experienced teachers, which can be explained by the fact that some mentors from the Control group gave up during the field trials, and some of them participated in the activities but did not fill out the final questionnaires.

In this context, the quantitative evaluation of the field trials (Part A) considers only the teachers who replied to the two questionnaires. As such, the sections below presented the data related to the 103 teachers who answered the questionnaires and not all teachers involved in the field trials in Croatia.

Section 1A: The samples of the quantitative evaluation of the field trials

From the 103 teachers that replied to both questionnaires…

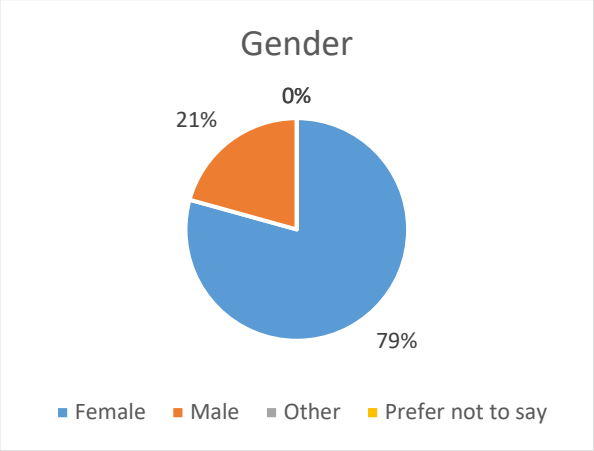
1. 12 are experienced teachers of the control group (41% answered)
2. 16 are experienced teachers of the experimental group (50% answered)
3. 32 are new teachers of the control group (71% answered)
4. 42 are new teachers of the experimental group (100% answered)

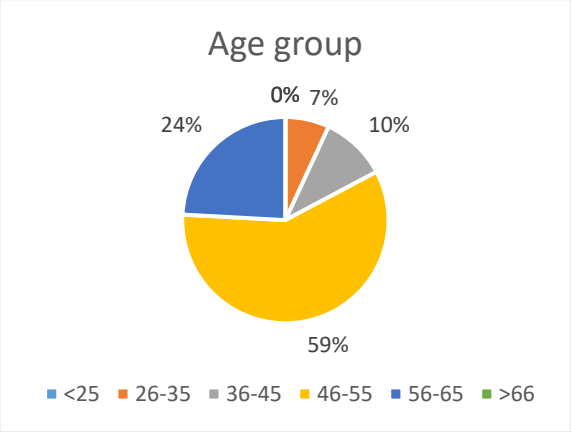
The characterization of the teachers of these four groups is presented below.

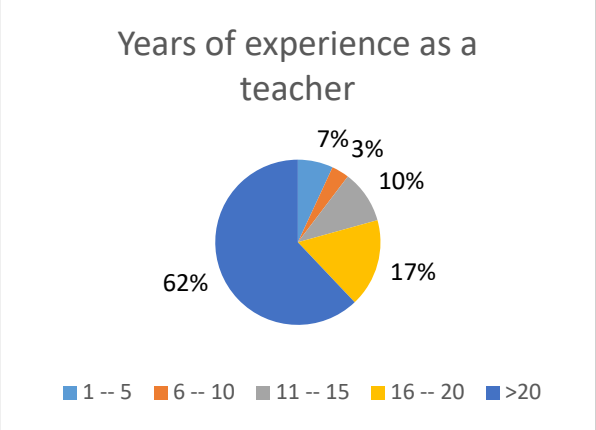
The sample of the control group (experienced teachers)

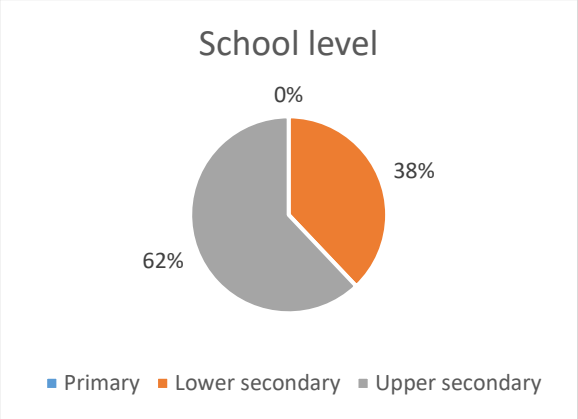
Figure 1 shows the profile of the participants in the control group of experienced teachers. 23 participants are women and 6 are men, reflecting the gender distribution in the Croatian educational system. In total, 29 participants were involved at the beginning. The intervention ended with 12 of them, which did not significantly affect the data obtained, but made it slightly more difficult to carry out the field tests. For this reason, teachers from Montenegro were subsequently included (9 in total). The educational systems of the neighbouring countries have similar problems and there was no language barrier in the implementation of the intervention. In general, the indicated problem was found in all groups, namely lack of motivation of teachers to participate in the field tests and difficulties in filling in the questionnaires. As expected, the majority of participants belonged to the 46-55 and 56-65 age groups (59% and 24% of the sample, respectively), while 10% of them belonged to the 36-45 age group. Accordingly, 62% of the participants have more than 20 years of experience, 17% between 16 and 20 years, 10% between 11 and 15 years, 3% between 6 and 10 years, and 7% between 1 and 5 years. Furthermore, 62% of the participants teach in upper secondary schools and the rest in lower secondary schools (38%). 90% of the experienced teachers in the control group teach in urban schools and 10% in rural schools. The majority of the participants teach in regular schools; however, 3% and 14% of them teach in special and vocational schools, respectively. Finally, 76% of them have mentoring experience.

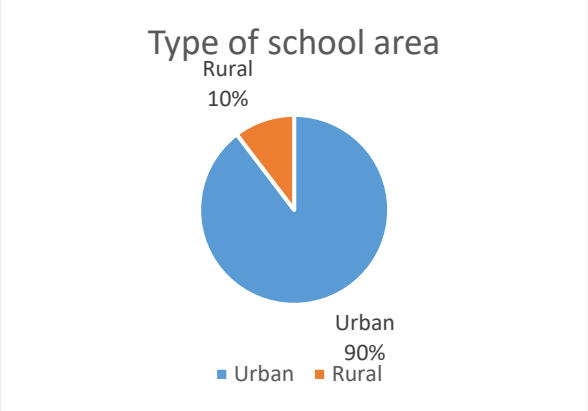
Figure 1: Profile of the participants (control group of experienced teachers)

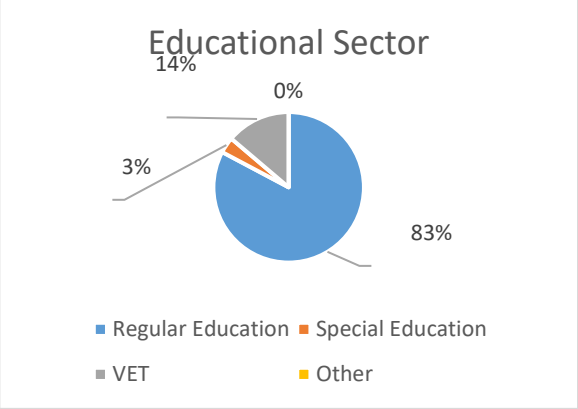


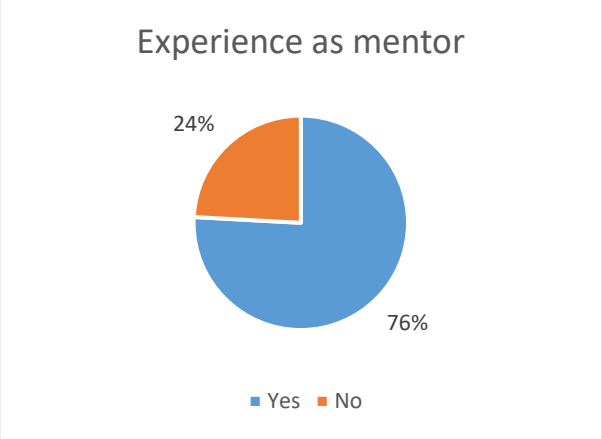










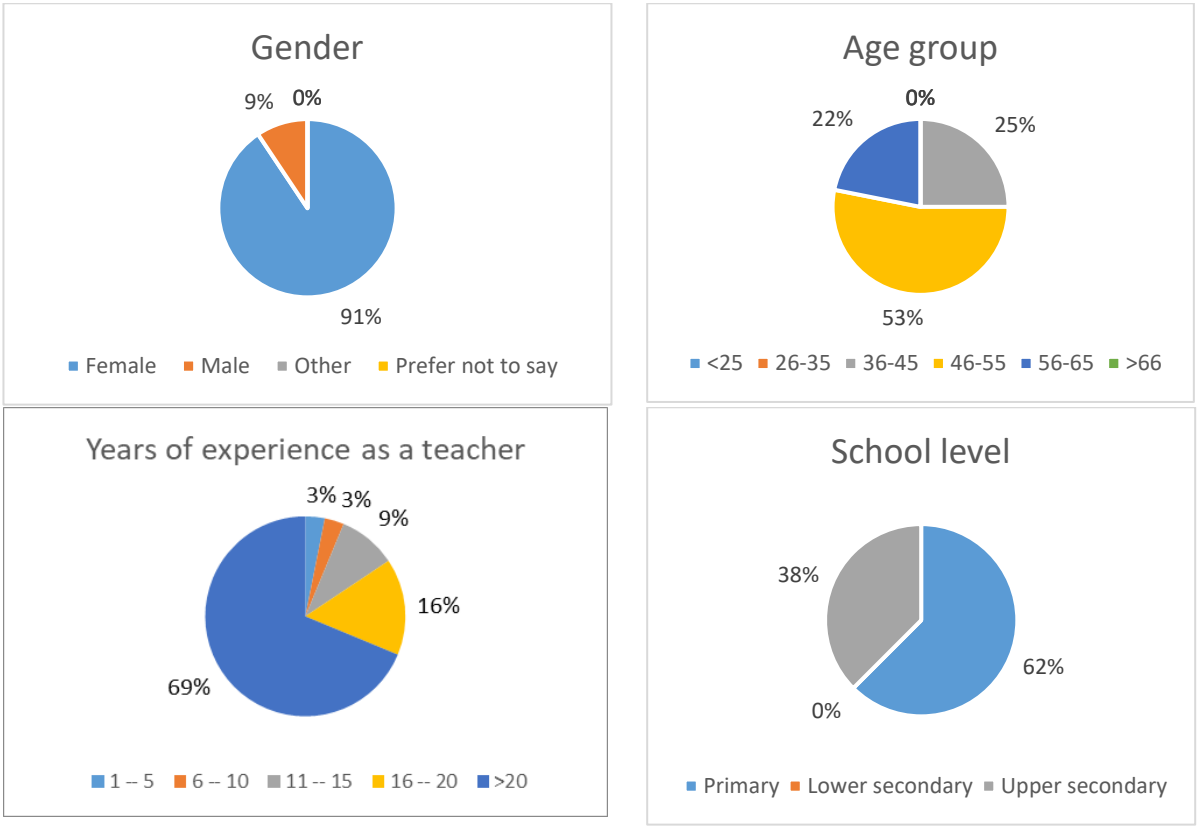


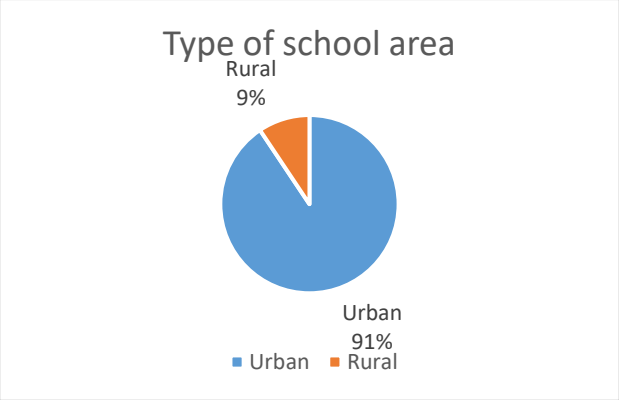
The sample of the experimental group (experienced teachers)

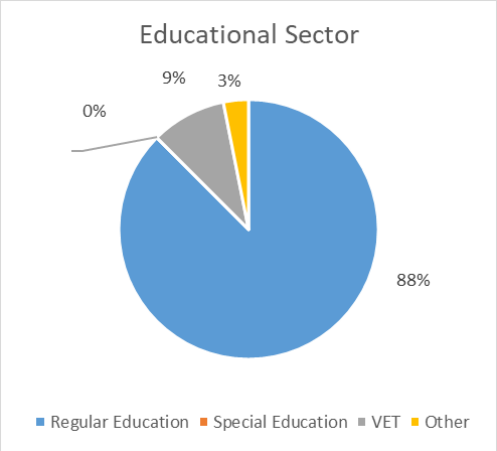
Figure 2 shows the profile of the participants in the experimental group of experienced teachers. Again, three out of four participants are female. The majority of the participants belong to the age groups 46-55 and 36-45 (53% and 25% of the sample, respectively), while 22% of them belong to the age group

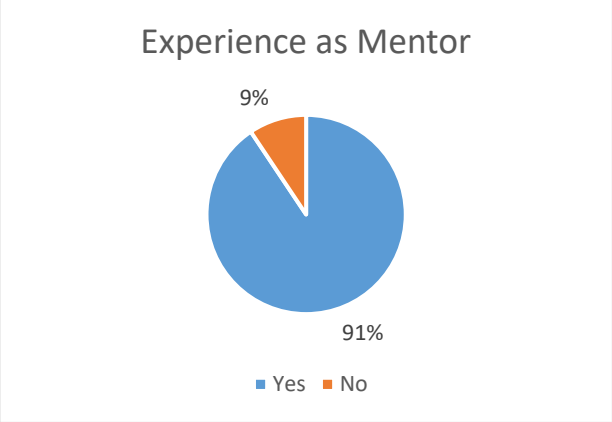
56-65. Accordingly, 69% of the participants have more than 20 years of experience, 16% between 16 and 20 years, 9% between 11 and 15 years, 3% between 6 and 10 years, and 3% between 1 and 5 years. Furthermore, 62% of the participants teach in primary schools and the rest in secondary schools (38%). More than 90% of these schools are located in urban areas and 9% in rural areas. The majority of the participants teach in regular schools; however, 9% and 3% of them teach in vocational and other schools, respectively. Finally, 91% of them have mentoring experience. **Overall, the profile of experienced teachers in the experimental group is similar to the profile of experienced teachers in the control group, especially in terms of educational sector and geographical variation. There is a small difference in school level and a slightly higher percentage of males in the control group.**

Figure 2: Profile of the participants (experimental group of experienced teachers)





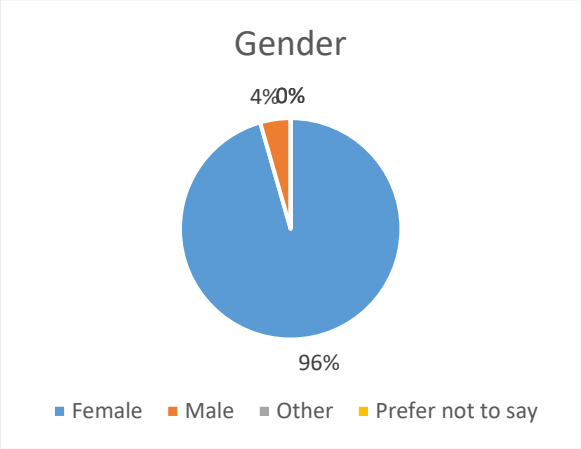


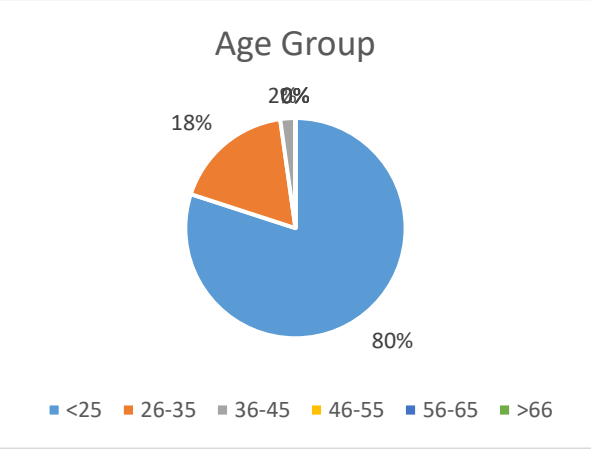


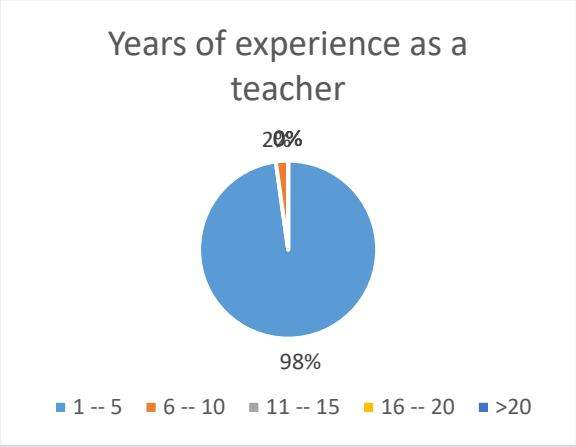
The sample of the control group (new teachers)

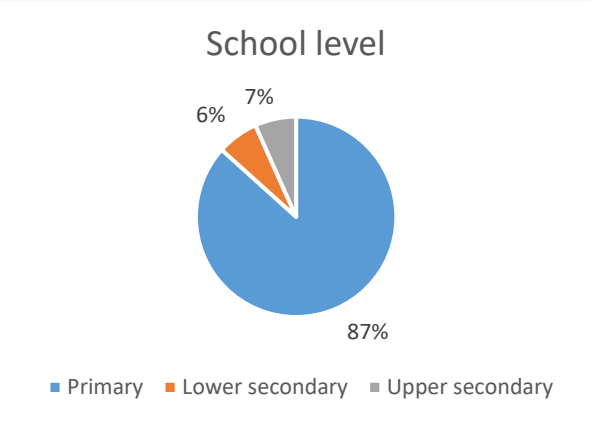
Figure 3 shows the profile of the participants in the control group of new teachers. Three out of four participants are female. The majority of the participants belong to the age groups <25 and 26-35 (80% and 18% of the sample, respectively), while 2% of them belong to the age group 36-45. 98% of them are inexperienced (less than 5 years of experience) and the remaining 2% have some experience (between 6 and 10 years). In the Croatian education system, most young teachers, if they want to work in a school immediately after graduation, look for a one-year internship and try to work continuously in schools as much as possible, hoping that one of these schools will offer them a permanent position. About two out of three teachers work in primary schools, 7% in upper secondary schools, and the remaining 6% in lower secondary schools. Furthermore, the sample is almost equally divided between urban and rural schools (with a slightly higher percentage in urban areas), the majority of which are regular schools (96%).

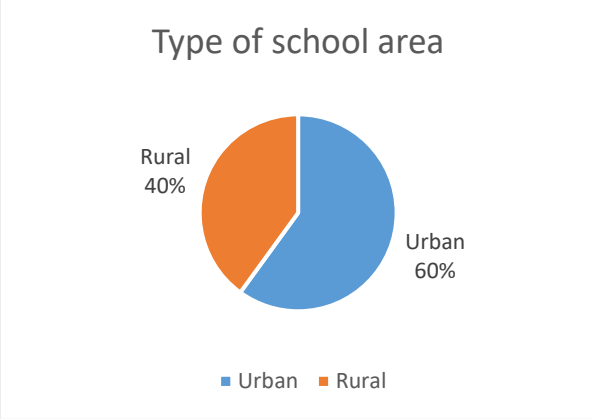
Figure 3: Profile of the participants (control group of new teachers)

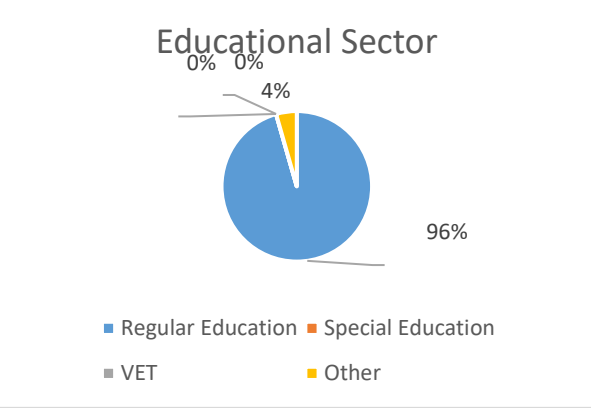










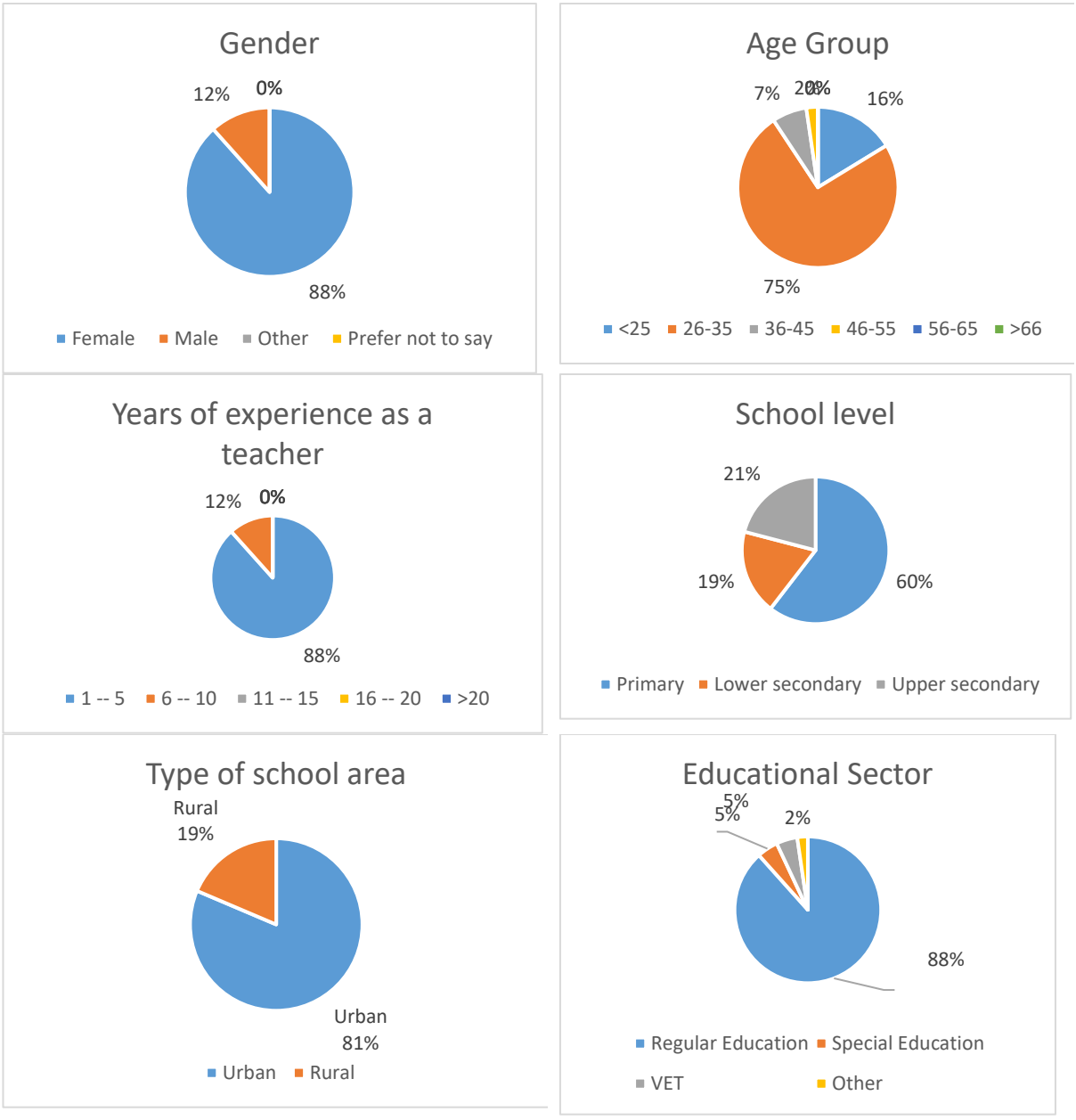


The sample of the experimental group (new teachers)

Finally, Figure 4 shows the profile of the participants in the experimental group of new teachers. 88% of the participants are women, while 12% are men. The majority of the participants belong to the age groups 26-35 and under 25 (75% and 16% of the sample, respectively), while 7% of them belong to the

age group 36-45. 2% are over 46 years old. As expected, they are teachers with very few years of experience, mostly teaching in primary schools (60%) and then in lower secondary (19%) and upper secondary (21%). Most of them (81%) are located in urban areas and the overwhelming majority (88%) belong to the regular education sector. **Overall, and despite some differences (e.g. a high proportion of women), the profile of the participants in the experimental group of new teachers is similar to the profile of the participants in the control group of new teachers. There are some differences, such as age group and geographical differences.**

Figure 4: Profile of the participants (experimental group of new teachers)



Section 2A: The procedure of the field trials

The hypotheses of the analysis were tested through field trials organized as follows: First, the participants were divided into two groups: the control group and the experimental group. The demographic and professional profiles of the two groups are described in section 1A. In general, efforts were made to ensure a high degree of similarity between the two groups (see also Section 1A).

The differences between the two groups are that the experienced teachers in the experimental group received 35 hours of systematic training in the Mentor's Capacity Program (MCP) to take on the role of mentors before the start of the field trials, while the experienced teachers in the control group were informed about the two policy instruments: New Teachers Induction Program (NTIP) and Mentor's Capacity Program (MCP) during an information session of a few hours. In addition, the new teachers of the experimental group were informed about the NTIP during two information sessions, while those of the control group were informed about the NTIP during one information session.

Table 2: Events promoted as part of the phase of preparation of the field trials in Croatia.

Events	Target group	Editions	Nr. Teachers
E7 Train the Mentors training course	Experienced teachers of the experimental group	10	32
E8 My induction programme workshop	New teachers of the experimental group	4	43
E9 Info session for Mentors	Experienced teachers of the control group	3	29
E10 Info session for New Teachers	New teachers of the control group	3	45
	TOTAL	20	149

In addition, the experimental group was systematically supported during the field trials, while the control group was not. This systematic support took the form of two remote meetings in December 2022, one each in January, June, July, September, and November of this year (2023), during which the APP team had the opportunity to discuss with members of the experimental group the way the NTIP was implemented in each school, share good practices, and discuss ways to overcome obstacles that arose in each school context. In addition, experimental group members had the opportunity to communicate with the APP coordination team via email, direct phone calls, or other appropriate means. Google Classrooms were also set up for participants in both groups, where additional communication took place and materials were posted.

A part of the participants in both groups were members of the schools enrolled in the Croatian national LOOP network. The participants came from schools in different parts of Croatia, which was a difficult circumstance for live training. The problem was to motivate teachers to participate in the experimental

phase and to keep them in it (decrease in the number of participants who answered the post-questionnaires compared to ex-ante). For these reasons, experienced teachers from Montenegro and students in the final year of the teacher education program were included in the control group. Subsequently, the submitted studies were completed in October and concluded with an online meeting in early November.

Section 3A: Results of the quantitative part of the field trials' evaluation

This section presents the results from the analysis of the collected data during the ex-ante and post intervention surveys. The scheme of analysis per stated hypothesis is shown in Table 1. In the following paragraphs, each hypothesis is presented separately.

Table 3: Correspondence of the various parts and questions of the ex-ante and post-intervention questionnaires with each one of the hypotheses to be tested

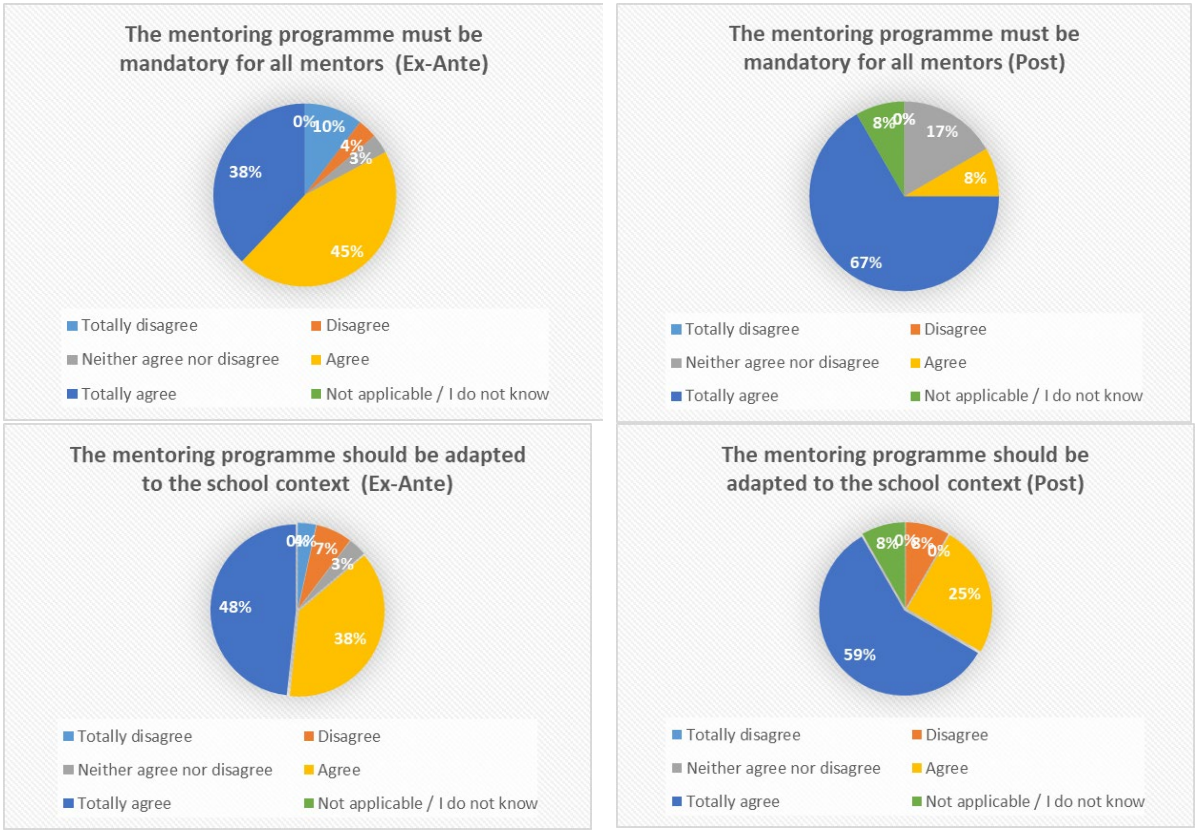
Hypothesis	Ex ante questionnaire (exp. teachers)	Post intervention questionnaire (exp. teachers)	Ex ante questionnaire (new teachers)	Post intervention questionnaire (new teachers)
1	Part C	Part C	Part C	Part C
2	Part B	Part B	Not applicable	Not applicable
3	Part E	Part E	Part B + Part C	Part B + Part C
4	Not applicable	Not applicable	Part D	Part D
5 (interest)	Part C	Part C	Part E	Part E
5 (success)	Part D	Part D	Part F	Part F
6	Part C	Part C	Not applicable	Not applicable
7	Part F (second question)	Part F (second question)	Part G (second question)	Part G (second question)

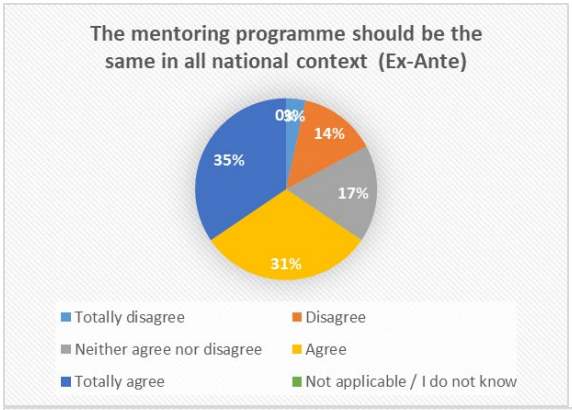
Hypothesis 1: Mentor formal training programmes for experienced teachers and school leaders facilitates the deployment of effective, formal teacher induction programmes.

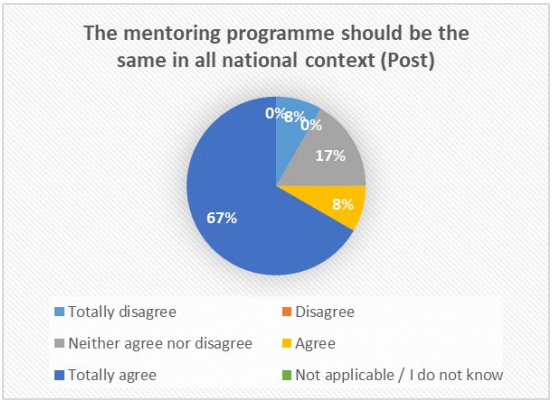
In Figure 5, the results of the comparison before and after the intervention for the control group of experienced teachers are presented. When asked if the mentoring programme should be mandatory for all mentors, most experienced teachers answered positively both before the intervention and after the intervention. The difference is that the share of those answering, **"totally agree" increased substantially after the intervention** (from 38% to 67%, see the first graphs in Figure 5). Concerning the

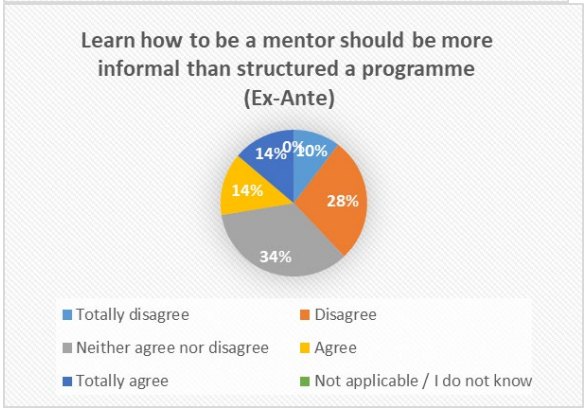
question if the mentoring programme should be adapted to the school context, the responses of the experienced teachers were **almost unequivocally positive before and after the intervention**. A similar scheme follows the question whether the mentoring programme should be the same across the national context, where a substantial share of experienced teachers are positive (66% of participants replied “totally agree” or “agree” before the intervention, with the corresponding percentage being 75% after the intervention). Before the intervention, part of the experienced teachers could not decide on the informal mentoring program, while after the intervention the percentage of those who agree and disagree equalized (25% - 25%), the percentage of those who totally disagree and those who totally agree increased. **At the same time, they generally favour a formal induction programme with tools, guides and support for mentors: yet, 28% of the participants answered "totally agree" before the intervention, with the corresponding percentage being 58% after the intervention.**

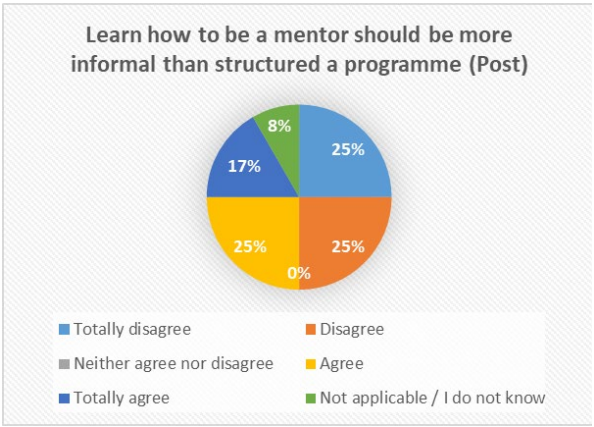
Figure 5: Results of Part C of the Questionnaire (control group – experienced teachers)

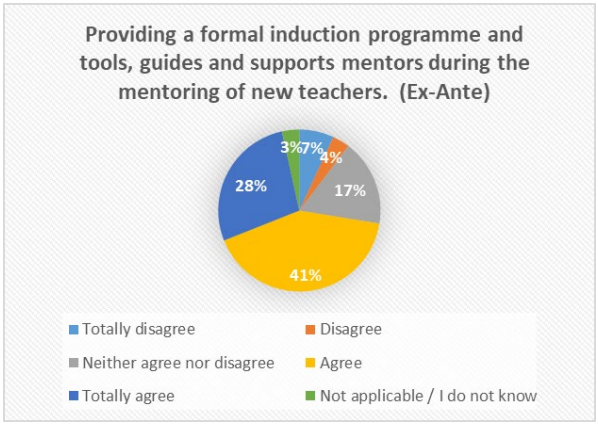


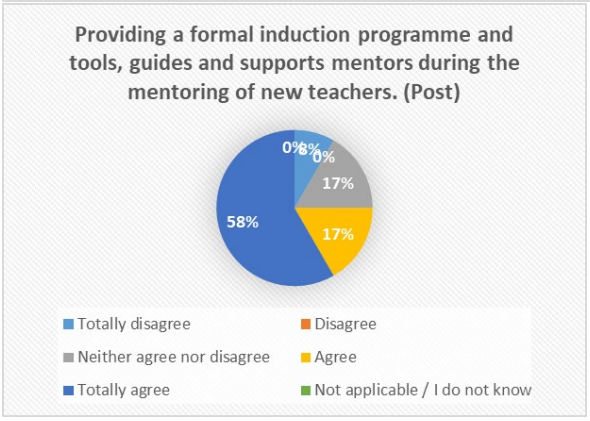












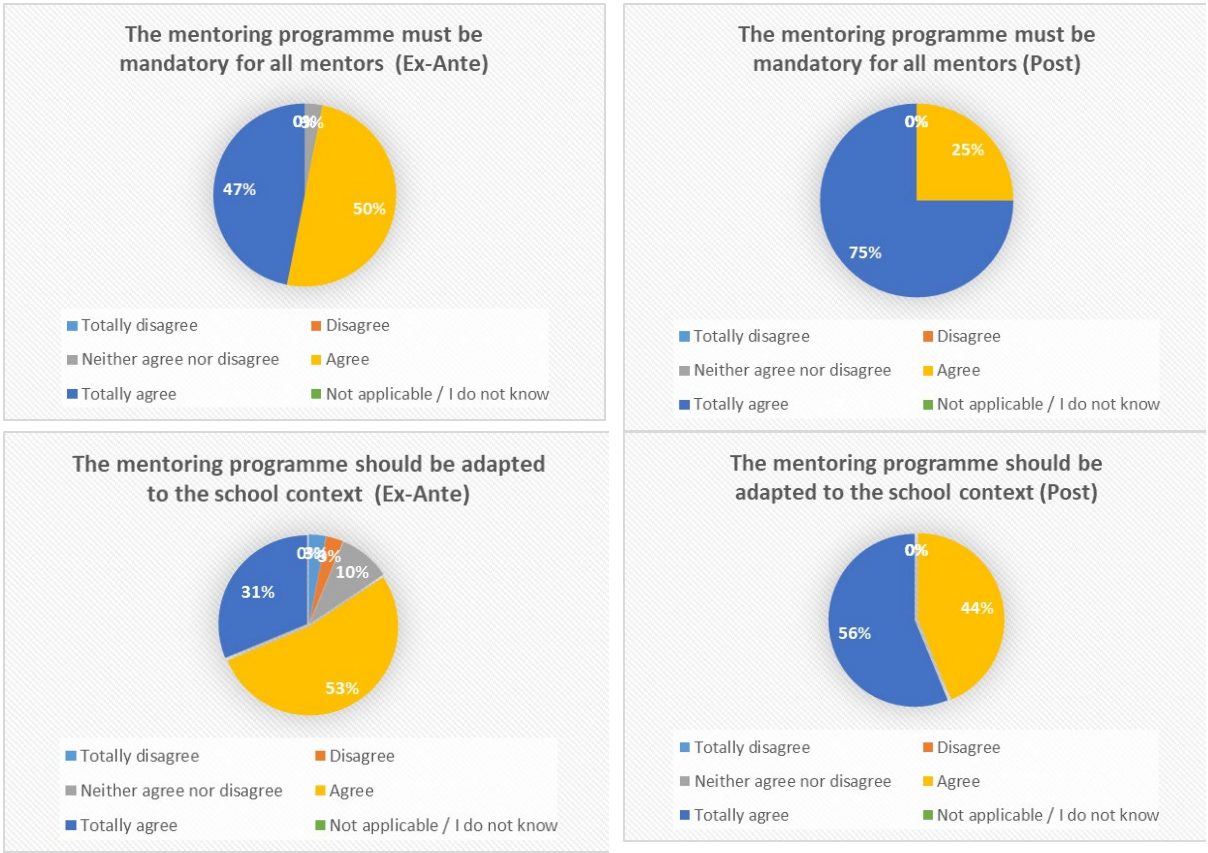
In Figure 6, the results of the experimental group of experienced teachers are presented. It is reminded that the experimental group was subjected to a more formal and structured intervention compared to the control group. When asked if the mentoring programme should be mandatory for all mentors, **the share of experienced teachers answering positively increased substantially** (from 47% to 75% for those responding "totally agree" or "agree"). Concerning the question if the mentoring programme should be adapted to the school context, the responses of the experienced teachers were almost unequivocally positive before the intervention. Their opinions were **even more positive after the intervention**. Interestingly, the share of teachers who totally agree that the mentoring programme

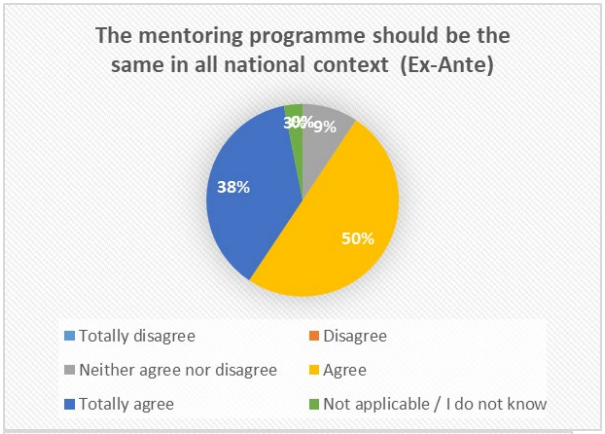
should be the same across the national context increased after the intervention (the percentage of those answering "totally agree" increased from 38% to 69%). It is interesting to note that the tendency is similar in both the experimental and control groups regarding the necessity of offering a uniform programme across schools.

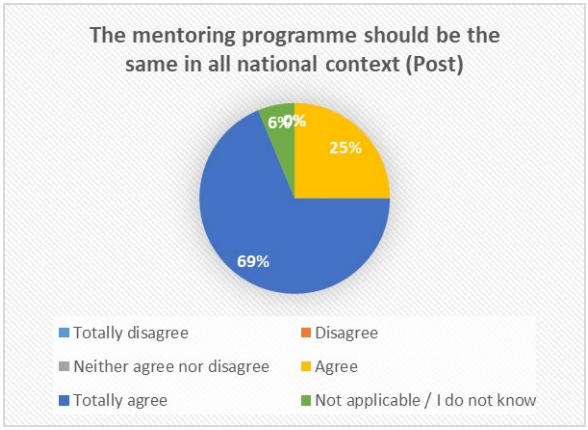
Before the intervention, the experienced teachers mostly neither agreed nor disagreed with the informal mentoring program, but **their attitude towards the informal approach increased after the intervention**: the percentage of those who responded completely negatively increased from 3% to 19% and those who responded negatively from 12% to 19%.

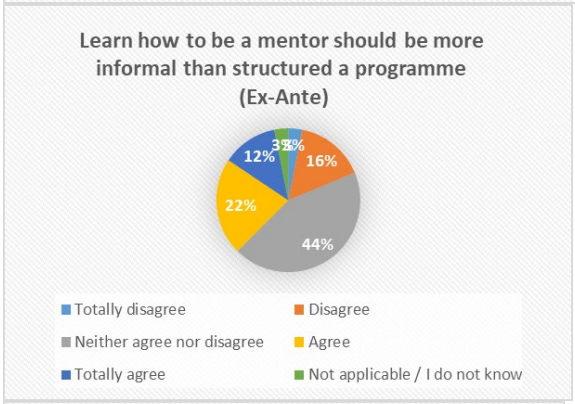
Finally, they generally favour a formal induction programme with tools, guides and support for mentors, but a substantial number of them moved from "agree" to "totally agree" (see the last graphs in Figure 6).

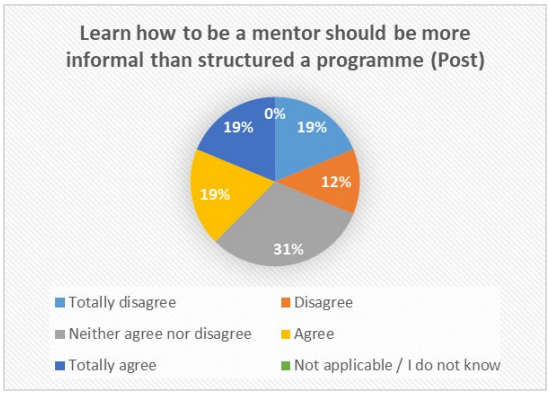
Figure 6: Results of Part C of the Questionnaire (experimental group – experienced teachers)

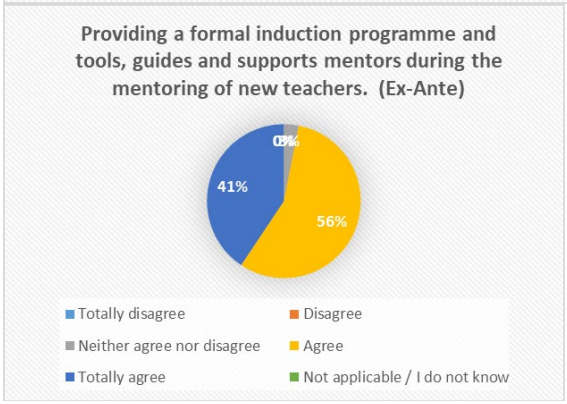


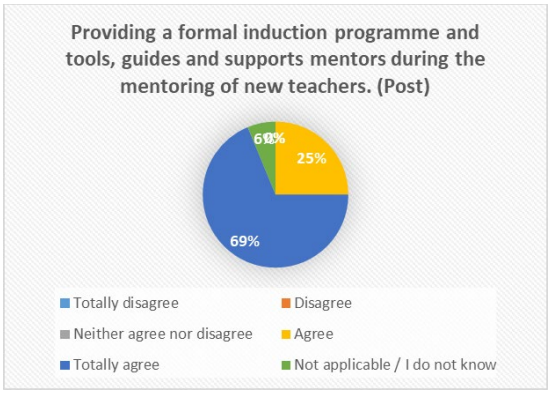








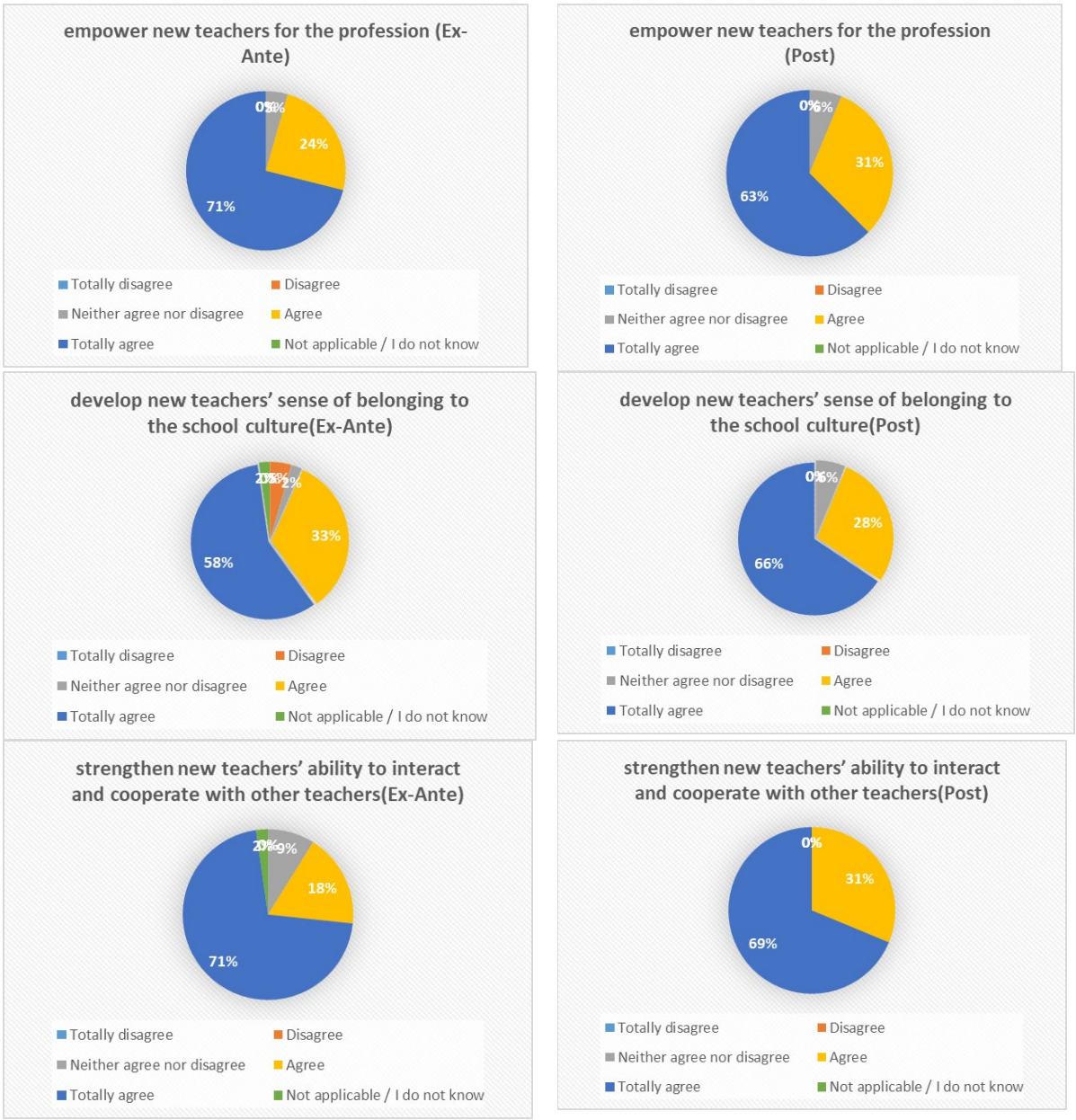


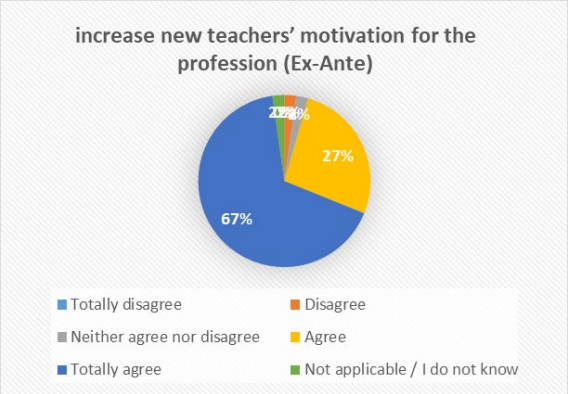


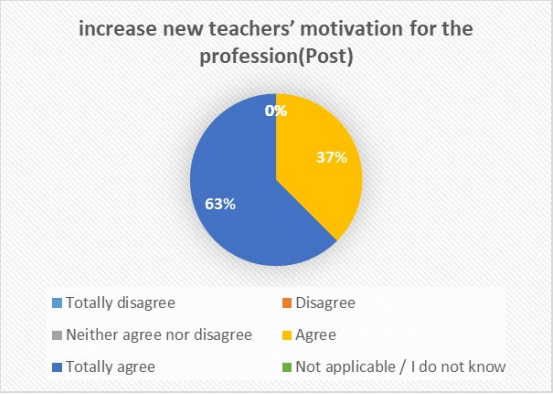
In Figure 7 the results of the comparison (before and after the intervention) for the control group of new teachers are presented. Initially, it appears that the majority of new teachers believe that mentoring programmes can empower them in their professional career. Yet, **the mentoring programme offered to the control group failed to strengthen this opinion**. In particular, the percentages of those answering "totally agree" to the relevant question were reduced. The same finding also emerges when they asked if mentoring programmes could develop new teachers' sense of belonging to the school culture. Initially (before intervention), 58% of them replied totally agree and 33% replied agree. After the intervention, the numbers remain stable, but with a small percentage decrease in both cases. Similar pattern, we observe for the last two questions concerning strengthening

teachers' ability to interact and cooperate and increasing new teachers' motivation for the profession (the first number decreases, while the second significantly increases by more than 10% - moving from "totally agree" to „agree").

Figure 7: Results of Part C of the Questionnaire (control group – new teachers)

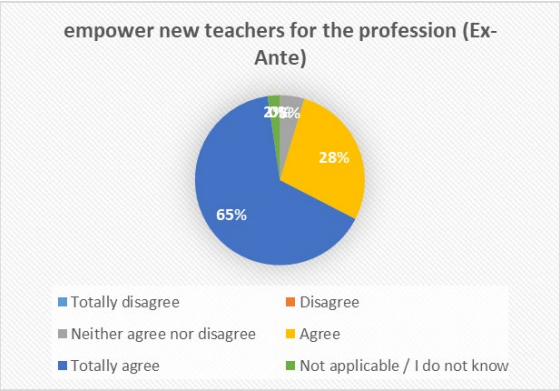


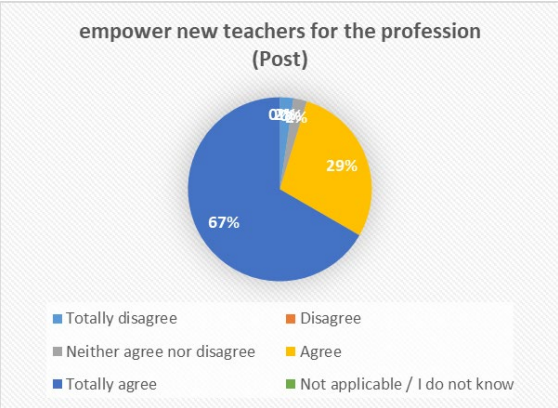


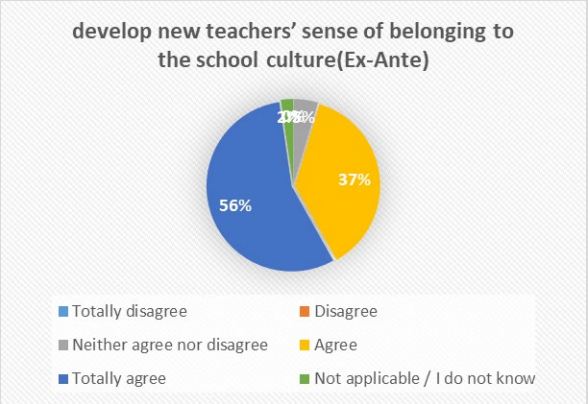


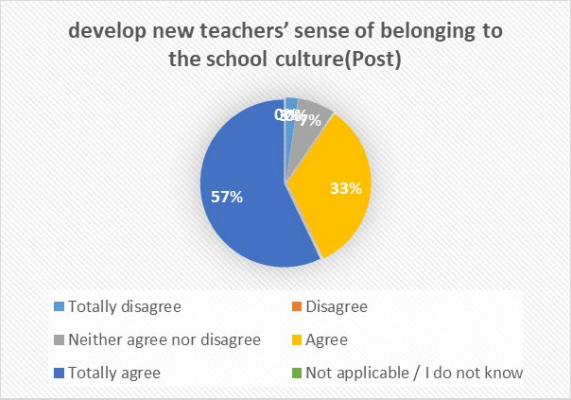
In Figure 8 the results of the comparison (before and after the intervention) for the experimental group of new teachers are presented. **The new teachers in the experimental group generally tended to adopt a slightly more positive attitude after the intervention.** In particular, 65% of new teachers before the intervention responded that they „totally agree" that mentoring programmes could empower new teachers. This percentage increases to 67% after the intervention. The percentage of teachers who responded "agree" to this item was 28% and increased to only 29% after the intervention. For developing new teachers' sense of belonging and for strengthening teacher's ability to interact and cooperate with other colleagues, the figure essentially stays the same. Indicatively, the share of those answering "agree" increased from 33% to 38%, respectively. Yet, as it is apparent in the last graphs included in Figure 8, the effect of the intervention on the motivation of new teachers is rather insubstantial. Nonetheless, as the final graphs in Figure 8 demonstrate, the intervention's impact on novice instructors' motivation is minimal. There is no discernible difference in the outcomes as compared to the control group. This may be explained by the fact that new teachers generally require assistance, and they are open to accepting and supporting any available support programs.

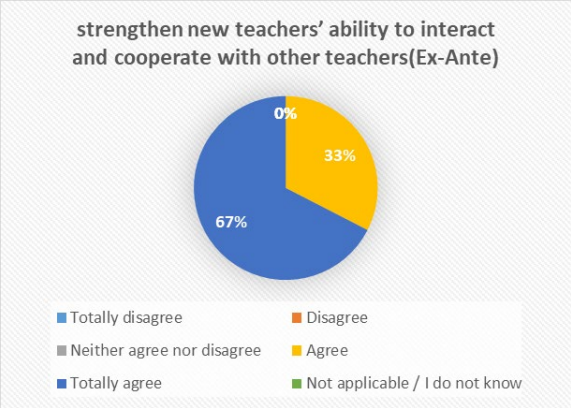
Figure 8: Results of Part C of the Questionnaire (experimental group – new teachers)

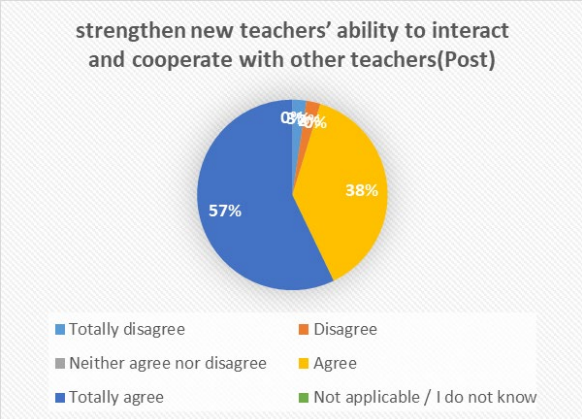


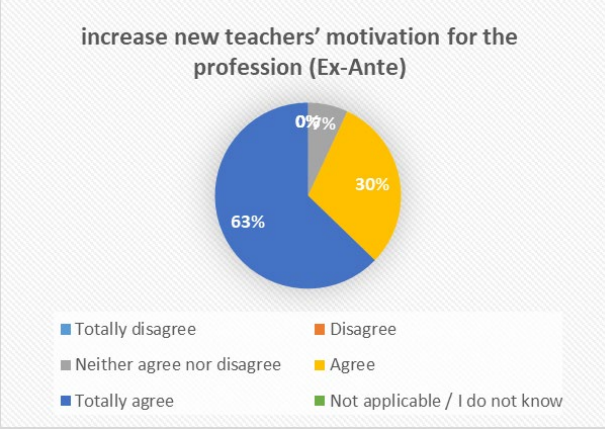


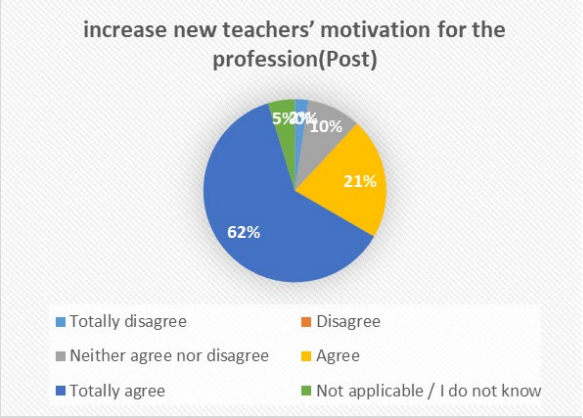

develop new teachers' sense of belonging to the school culture(Ex-Ante)
37%
56%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


develop new teachers' sense of belonging to the school culture(Post)
33%
57%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


strengthen new teachers' ability to interact and cooperate with other teachers(Ex-Ante)
0%
33%
67%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


strengthen new teachers' ability to interact and cooperate with other teachers(Post)
38%
57%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


increase new teachers' motivation for the profession (Ex-Ante)
30%
63%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


increase new teachers' motivation for the profession(Post)
10%
21%
62%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

***Overall Conclusion**: The differences between the control and the experimental groups of experienced and new teachers show that formal training programmes are perceived favourably by both groups of teachers. When asked if the mentoring programme should be mandatory for all mentors, most experienced teachers answered positively both before the intervention and after the intervention. The difference is that the share of those answering, "totally agree" increased substantially after the intervention (from 38% to 67%). Concerning the question if the mentoring programme should be adapted to the school context, the responses of the experienced teachers were almost unequivocally positive before and after the intervention. Concerning the question if the mentoring programme should be adapted to the school context, the responses of the experienced teachers were almost unequivocally positive before and after the intervention. Similarly, the experienced teachers are mostly negative against an informal mentoring programme. However, it appears that, compared to the control group, the intervention, strengthened the stance of the experimental group against an informal approach. Additionally, most teachers of the two groups consider it very important to provide a formal and structured induction programme with tools, guides and activities ready to be used. Combining the results of the field trials for experienced and new teachers we find reasonable evidence in support of Hypothesis 1.*

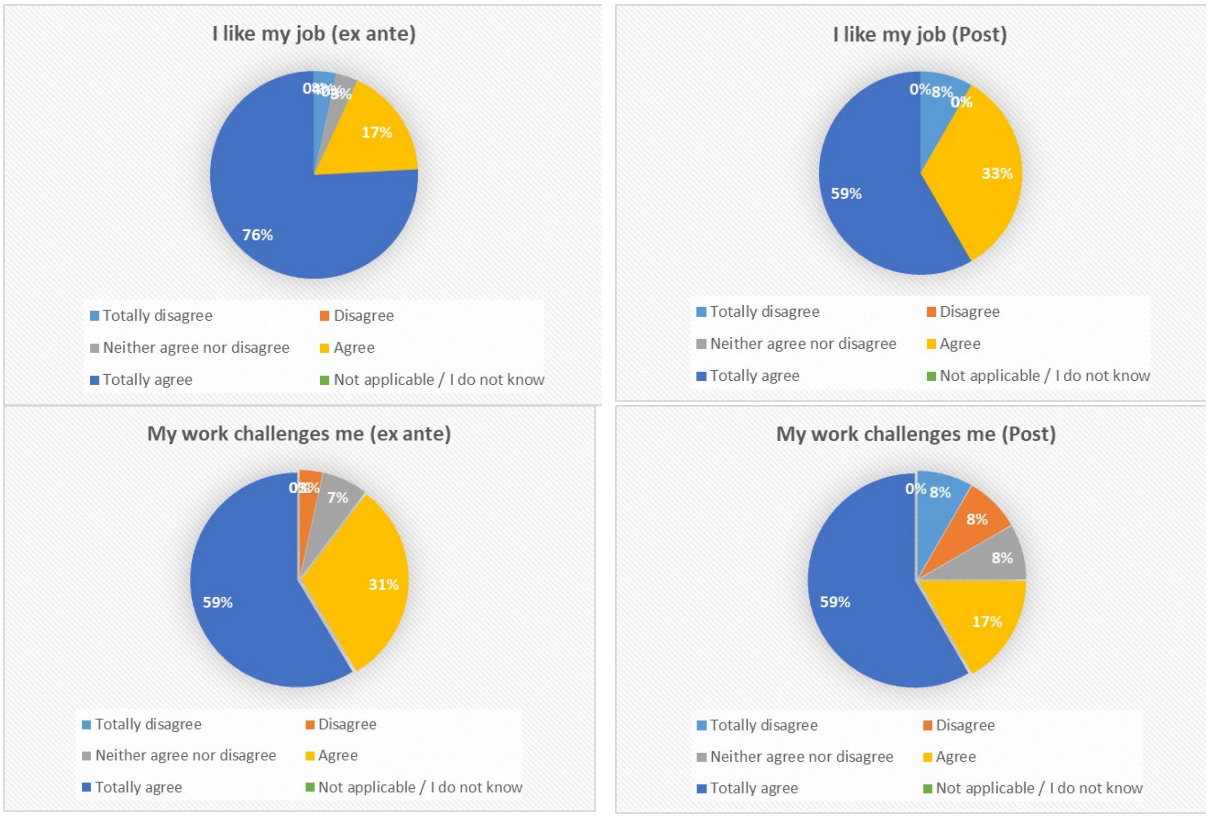
Hypothesis 2: The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance on the system.

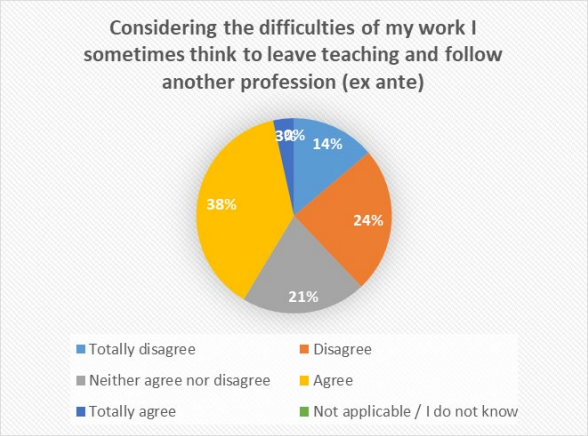
Figure 9 presents the results of Part B of the questionnaire for the control group of experienced teachers. As we can see, the overwhelming majority of experienced teachers replies that they like their job, without the intervention affecting their preference. **After the intervention, the challengingness of the job did not change significantly**, but what is a bit surprising is that the percentage of those who "totally disagree" with this statement (8%) increased and the percentage of those who "disagree" increased.

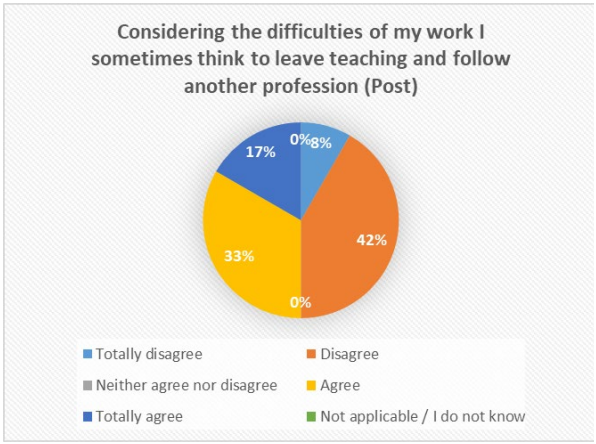
Regarding the idea of abandoning teaching for some other profession, opinions are divided, 38% "agree" and 24% "disagree", while 21% of them "neither agree nor disagree". **After the intervention, the number of teachers who do not want to leave the teaching job increased** (from 24% to 42%), while the number of teachers who are undecided about their decision has decreased.

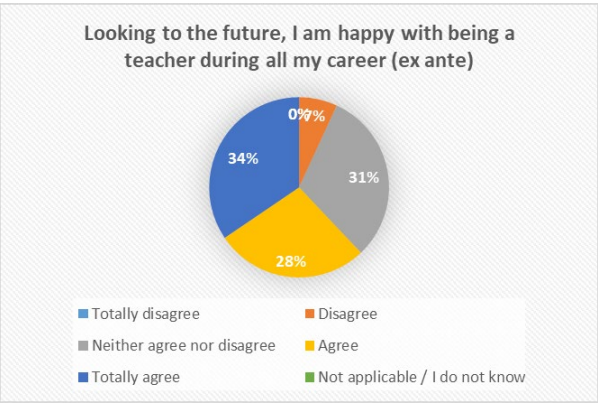
Almost half of them (near 50%) would recommend to a young person to follow a teaching career, while the other majority could not decide on an opinion. **The number of teachers who "disagree" with the recommendations to a young person to follow the teaching profession increased after the intervention**, while the percentage of those who would recommend did not change significantly. Furthermore, **41% of them stated that they would like to become a mentor**. **This percentage increased by 18 percentage points, reaching 59%, after the intervention.** The control intervention did not seem to significantly influence the opinion of experienced teachers regarding mentoring as an alternative career option. Finally, the idea of mentoring as an opportunity for an alternative role within the school system remains almost equally popular both before and after the intervention.

Figure 9: Results of Part B of the Questionnaire (control group – experienced teachers)









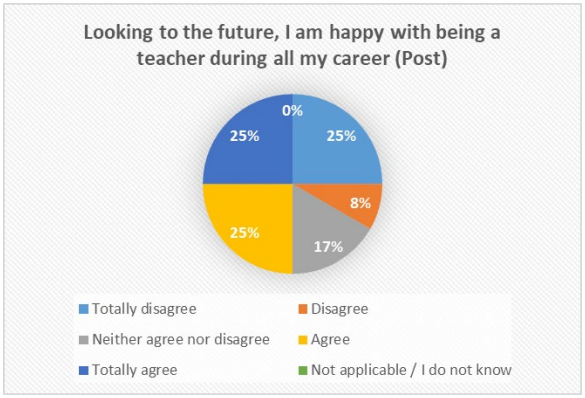
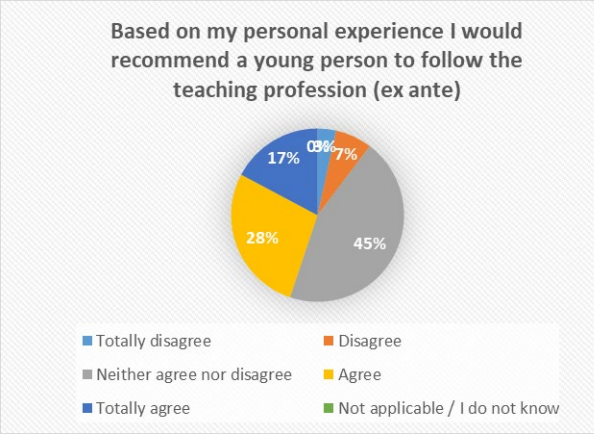
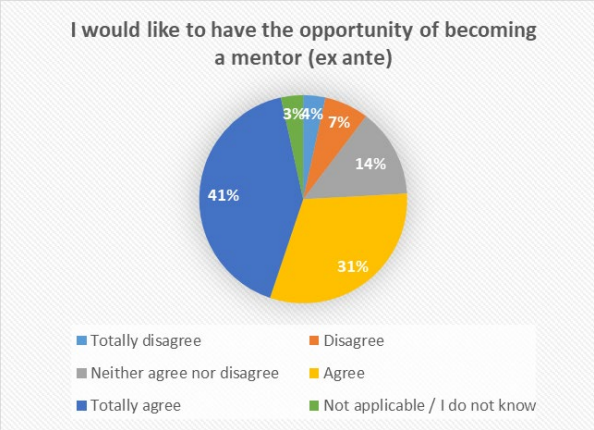
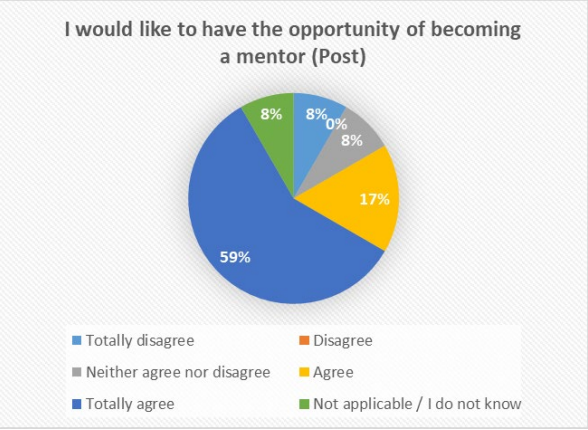
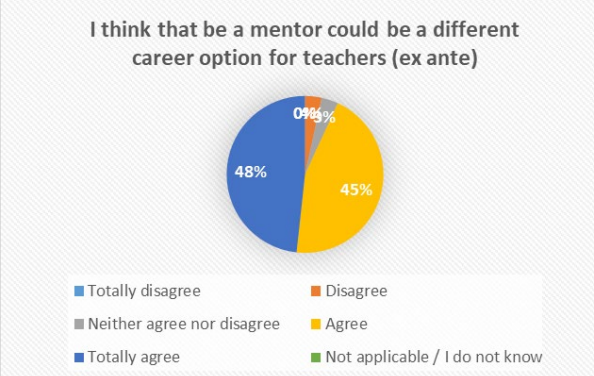


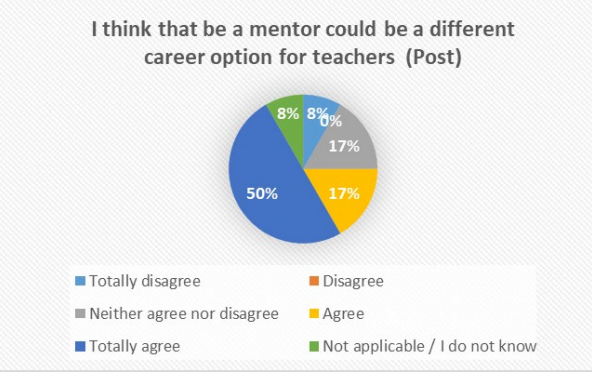
Figure 9 (cont.): Results of Part B of the Questionnaire (control group – experienced teachers)

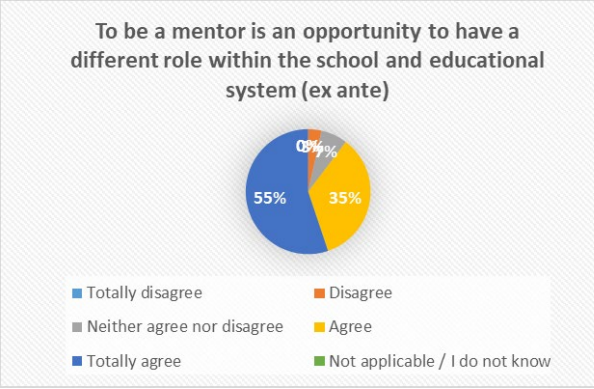


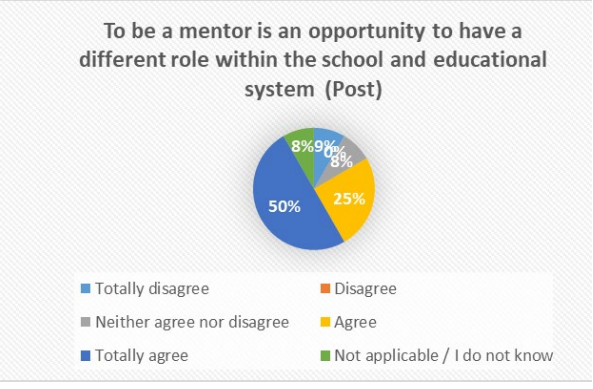












It is interesting to juxtapose the above results with results from the experimental group of experienced teachers. This is done in Figure 10. The experimental intervention does not affect the degree teachers

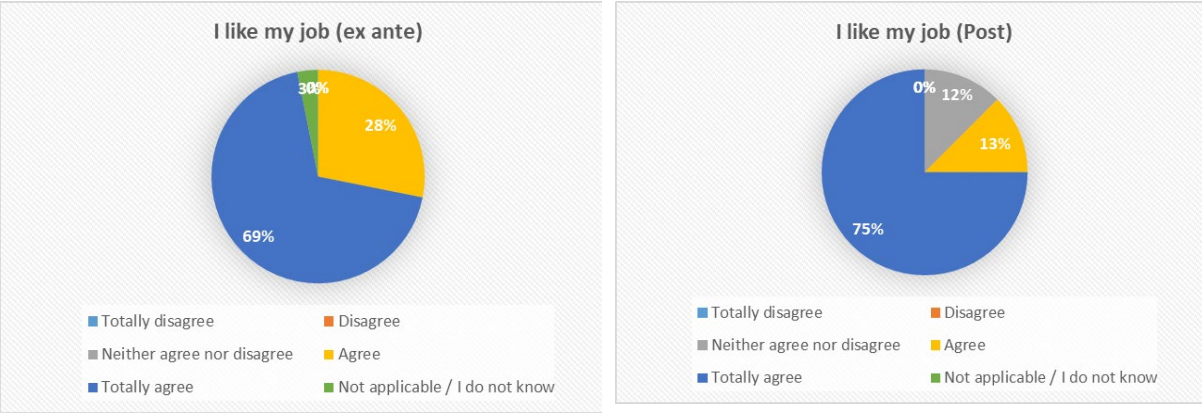
like their job and the degree it challenges them. The vast majority of experienced teachers replies positively to these questions at similar rates both before and after the intervention. **The intervention strengthened their disagreement over the idea of abandoning teaching for some other profession and they agree in a slightly larger majority that they are happy completing their career as teachers.** Yet, the same finding is also observed in the control group, while we do not detect quantitative evidence in favour of the experimental group.

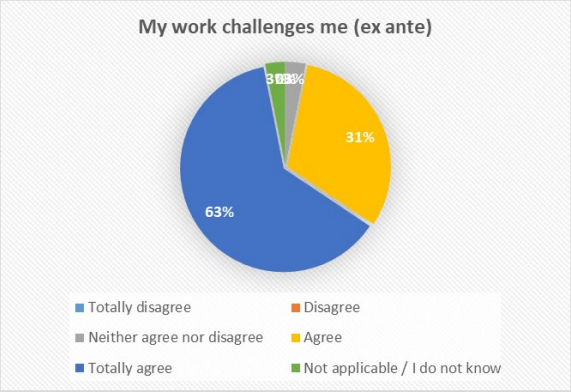
Slightly more than half of the experienced teachers would recommend to follow a teaching career. Yet, **after the intervention, there are more of those who are indifferent as to whether they would recommend to a young person to follow a teaching career, the number increased from 31% to 38%**.

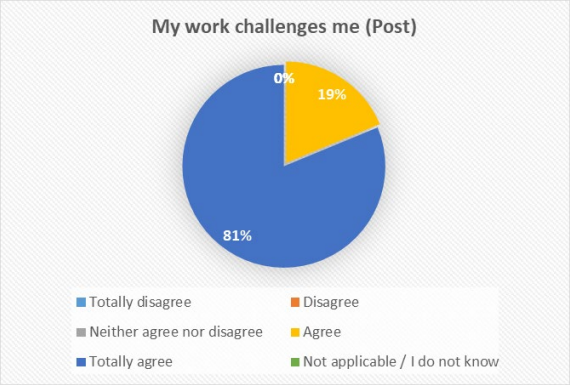
Furthermore, 82% of them stated that they would like to become a mentor. This percentage increased by 12 percentage points after the intervention. In particular, 38% of the participants replied that they "totally agree" to the relevant question before intervention and 75% after the intervention. **This percentage increased very substantially, reaching 94% after the intervention**.

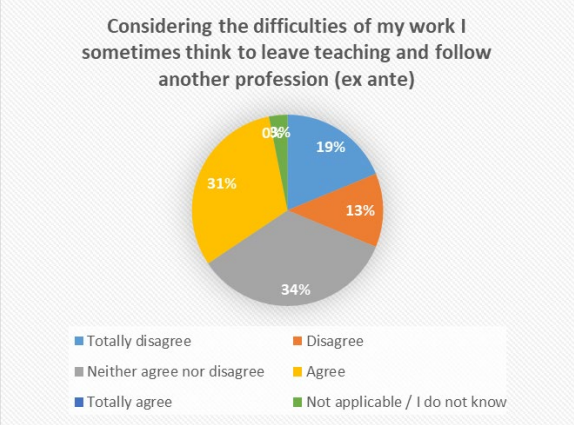
The same pattern is observed with respect to the opinion of experienced teachers regarding mentoring as an alternative career option/role within the school system. After the intervention, a larger percentage of teachers replies "totally agree" to the relevant questions. In particular, 41% of teachers answered "totally agree" when asked if mentoring could be an alternative career option before the intervention. This percentage increased to 69% after the intervention. **Similarly, for "mentoring as an alternative role within the school system", this percentage increased from 44% to 69%.** That said, **these changes are substantially different from those observed for the control group**.

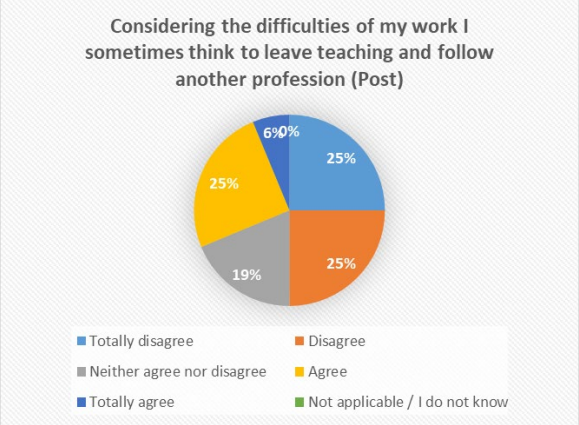
Figure 10: Results of Part B of the Questionnaire (experimental group – experienced teachers)

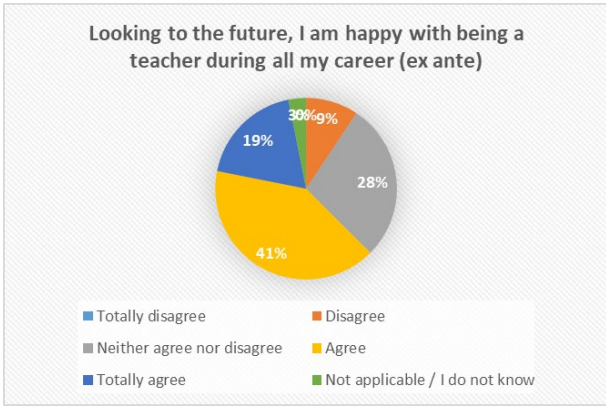



My work challenges me (ex ante)
31%
63%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


My work challenges me (Post)
0%
19%
81%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (ex ante)
19%
13%
34%
31%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (Post)
25%
25%
19%
25%
6%
0%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know



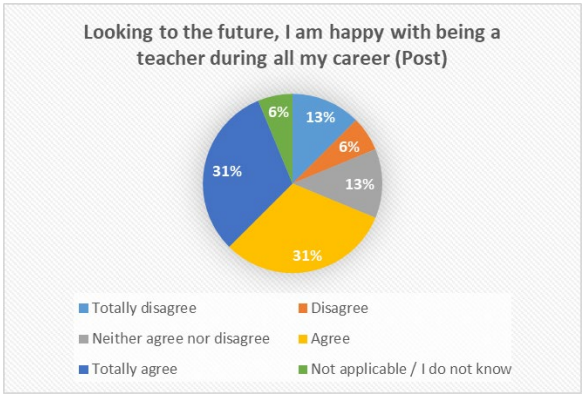
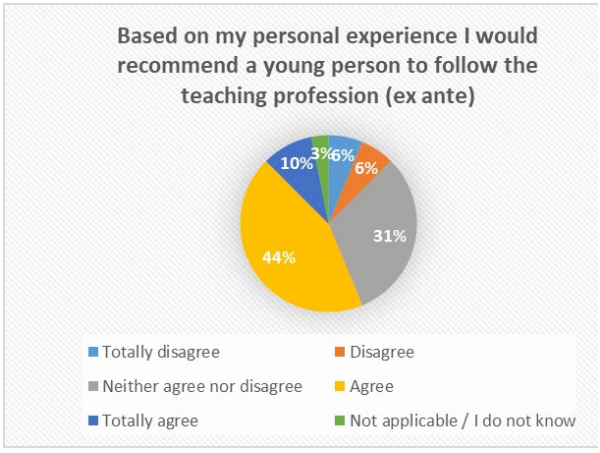
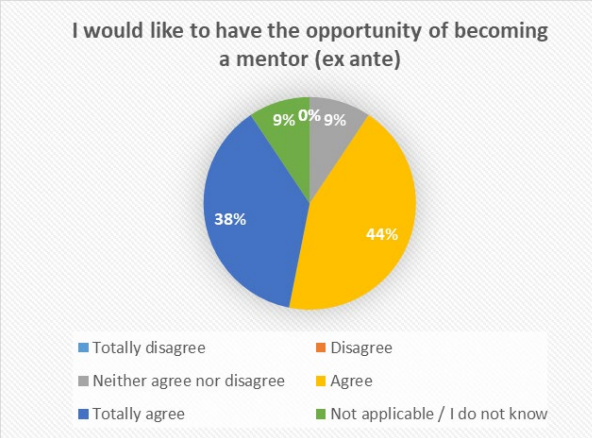
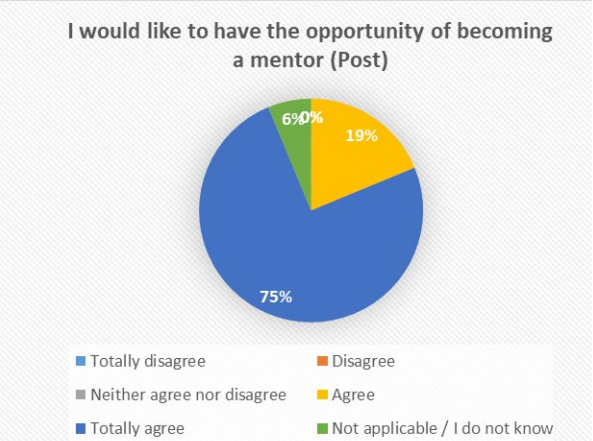
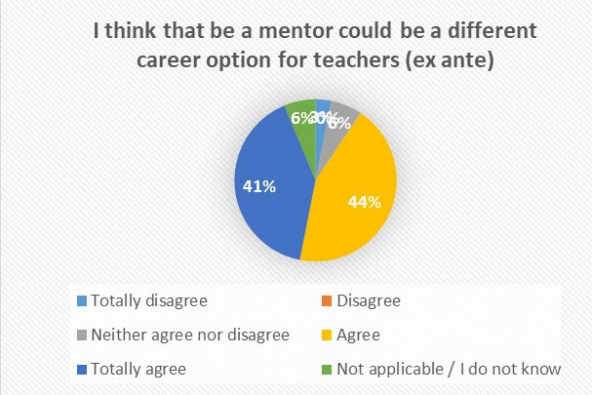


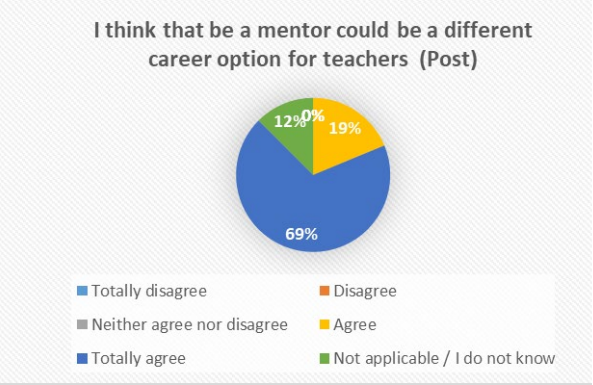
Figure 10 (cont.): Results of Part B of the Questionnaire (experimental group – experienced teachers)

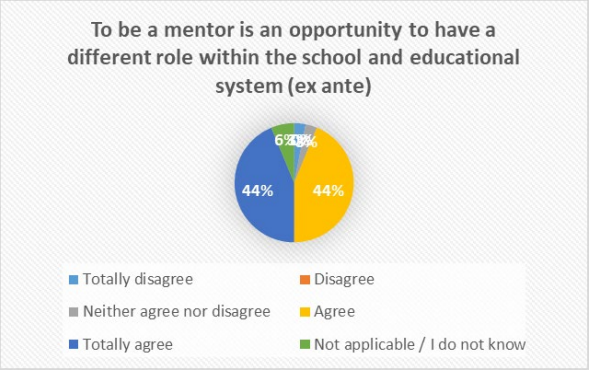


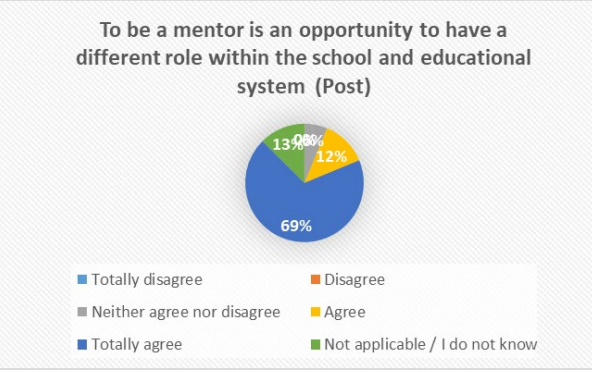

I would like to have the opportunity of becoming a mentor (ex ante)
9%
0%
9%
38%
44%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


I would like to have the opportunity of becoming a mentor (Post)
6%
0%
19%
75%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


I think that be a mentor could be a different career option for teachers (ex ante)
6%
0%
6%
41%
44%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


I think that be a mentor could be a different career option for teachers (Post)
12%
0%
19%
69%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


To be a mentor is an opportunity to have a different role within the school and educational system (ex ante)
6%
44%
44%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

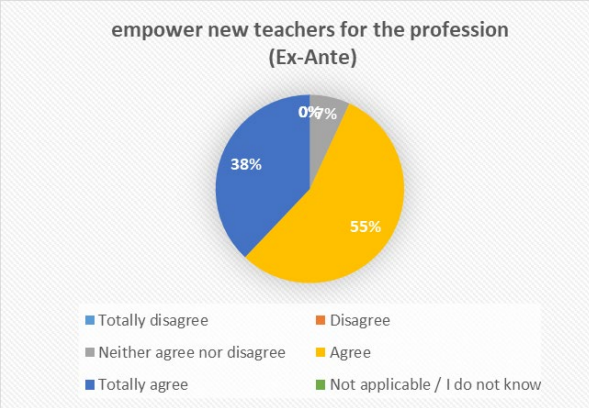

To be a mentor is an opportunity to have a different role within the school and educational system (Post)
13%
12%
69%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

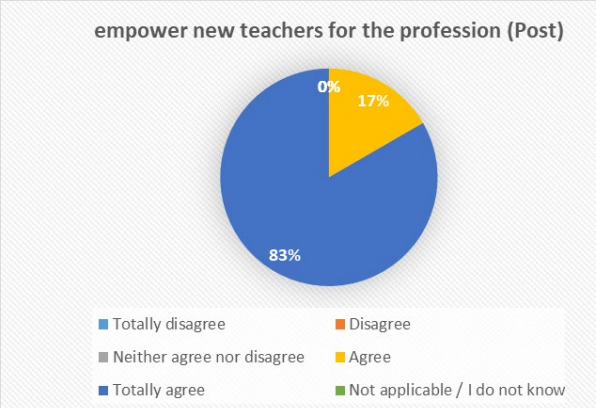
***Overall Conclusion**: In general, we find that the possibility of mentoring contributes to the motivation and maintenance of experienced teachers in the system. Significant differences were also found between the experimental and control groups. Experienced teachers in both groups stated that they liked their job and felt challenged by it. The intervention increased the experimental group's rejection of the idea of leaving teaching for another profession, and they agree in a slightly larger majority that they are satisfied with their career as a teacher. However, the same result is also observed in the control group, while we cannot find any quantitative evidence in favour of the experimental group. Among the experienced teachers, the majority stated that they would recommend the teaching profession to young people. The control intervention does not appear to significantly influence the experienced teachers' opinion of mentoring as an alternative career option. Finally, the idea of mentoring as an option for an alternative role within the school system remains almost equally popular both before and after the intervention. While in the experimental group, many of the experienced teachers are not thinking of leaving the profession as they see that they will continue to enjoy the teaching profession in the future and would like to have the opportunity to become a mentor as they see it as a career opportunity, and almost all teachers see it as an opportunity to take on a different role in their school and in the education system in general. Therefore, hypothesis 2 is verified.*

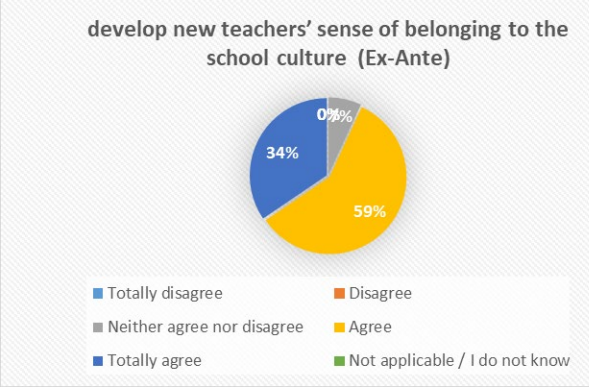
Hypothesis 3: Peer-developed teachers' induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system.

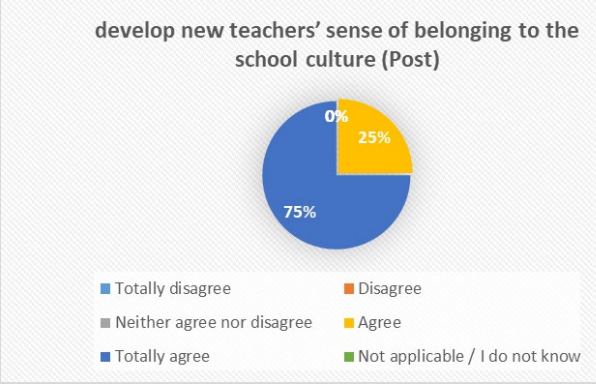
Figure 11 presents the results of Part E of the questionnaire for the control group of experienced teachers. The percentage of experienced teachers **totally agreeing that mentoring activities empower new teachers increased from 38% to 83% after the intervention**. At the same time, the percentage of those agreeing to this statement decreased from 55% to 17%. Overall, the vast majority of experienced teachers has a positive stance towards this preposition. **Similarly, the majority of teachers believes that new teachers can develop a sense of belonging, improve their ability to interact and cooperate and boost their motivation for the profession. Across all the above items, we observe the same pattern: the vast majority is positive with a shift from "agreeing" to "totally agreeing" taking place after the intervention.**

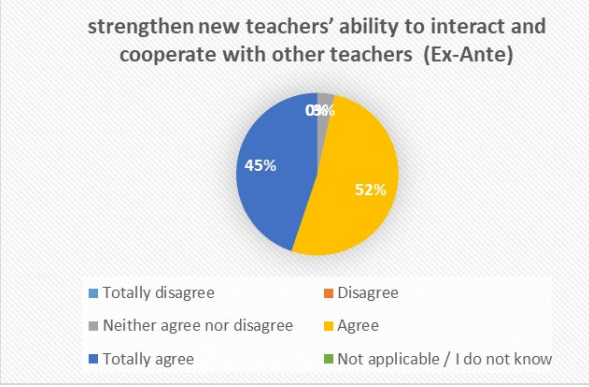
Figure 11: Results of Part E of the Questionnaire control group – experienced teachers)

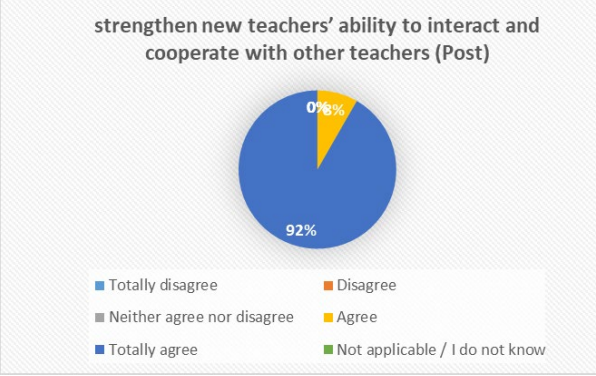

empower new teachers for the profession (Ex-Ante)
0%
7%
38%
55%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

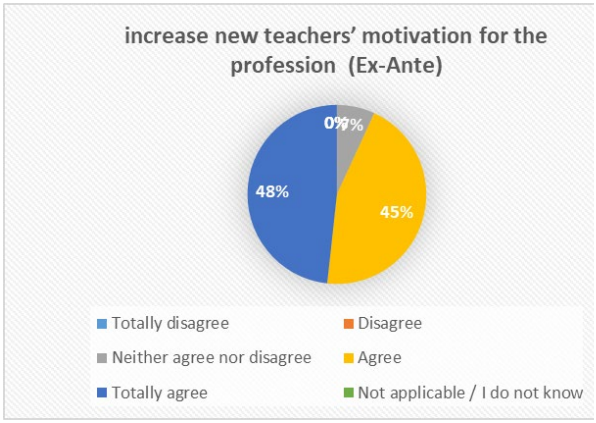

empower new teachers for the profession (Post)
0%
17%
83%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


develop new teachers' sense of belonging to the school culture (Ex-Ante)
0%
7%
34%
59%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


develop new teachers' sense of belonging to the school culture (Post)
0%
25%
75%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


strengthen new teachers' ability to interact and cooperate with other teachers (Ex-Ante)
0%
3%
45%
52%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


strengthen new teachers' ability to interact and cooperate with other teachers (Post)
0%
8%
92%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know



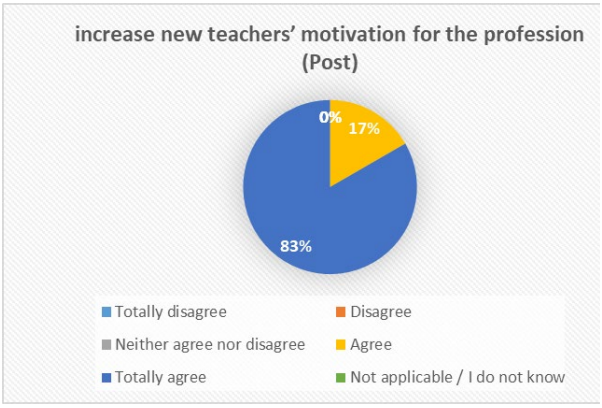
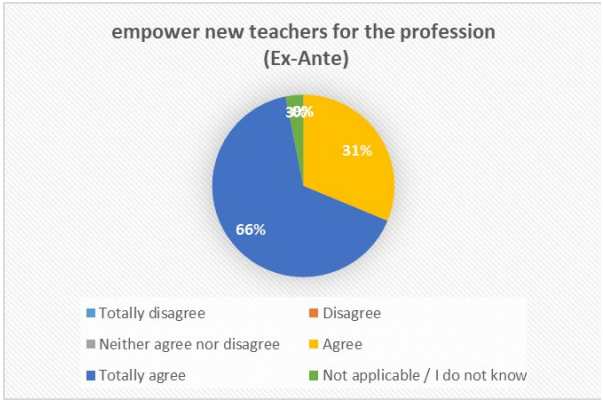
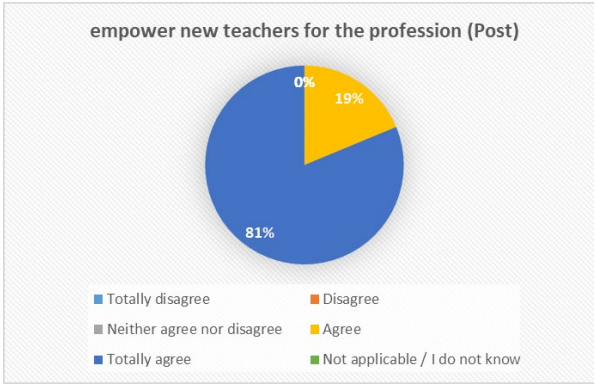


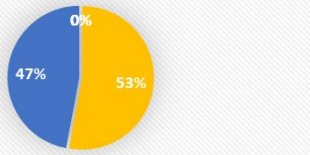
Figure 12 presents the results of Part E of the questionnaire for the experimental group of experienced teachers. We observe the same exact pattern as in Figure 11. The vast majority of experienced teachers **systematically believes that mentoring activities are beneficial for new teachers**, with **an increase of those answering "totally agree" to the relevant questions after the experimental intervention. The increases are significant as in the control group.** For example, the percentage of experienced teachers replying "totally agree" to the question regarding the empowerment of new teachers **increased from 66% to 81% after the intervention**. A change of similar magnitude is also observed for developing new teachers' sense of belonging: **from 47% to 81%**.

Figure 12: Results of Part E of the Questionnaire experimental group – experienced teachers)



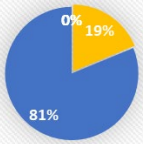


develop new teachers' sense of belonging to the school culture (Ex-Ante)



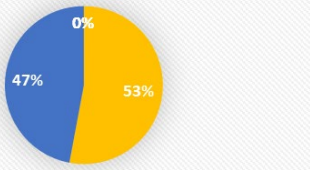
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

develop new teachers' sense of belonging to the school culture (Post)



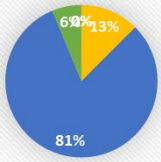
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

strengthen new teachers' ability to interact and cooperate with other teachers (Ex-Ante)



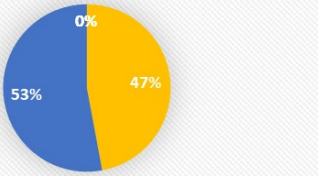
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

strengthen new teachers' ability to interact and cooperate with other teachers (Post)



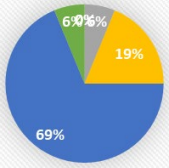
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

increase new teachers' motivation for the profession (Ex-Ante)



Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

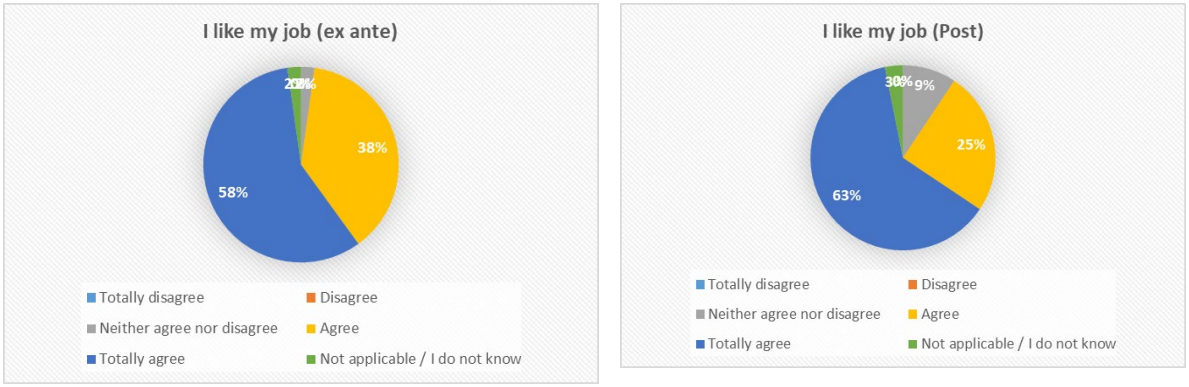
increase new teachers' motivation for the profession (Post)

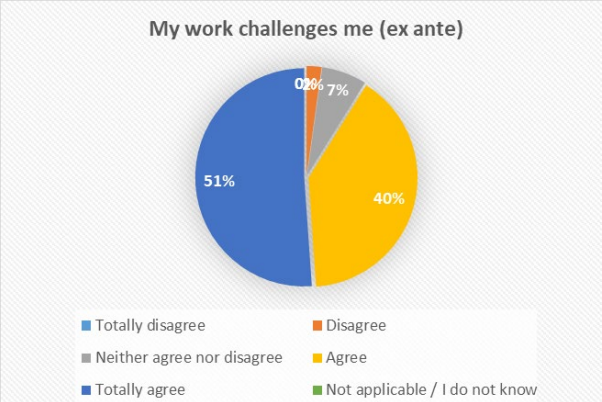


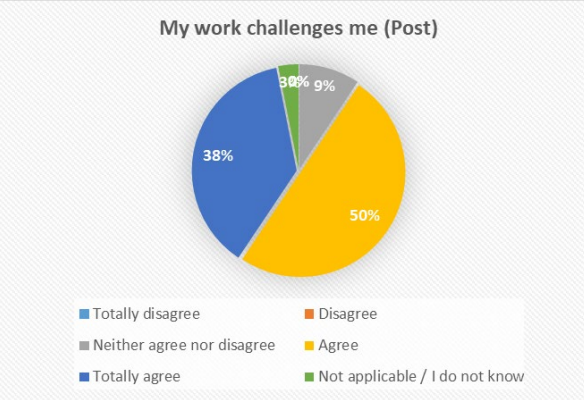
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

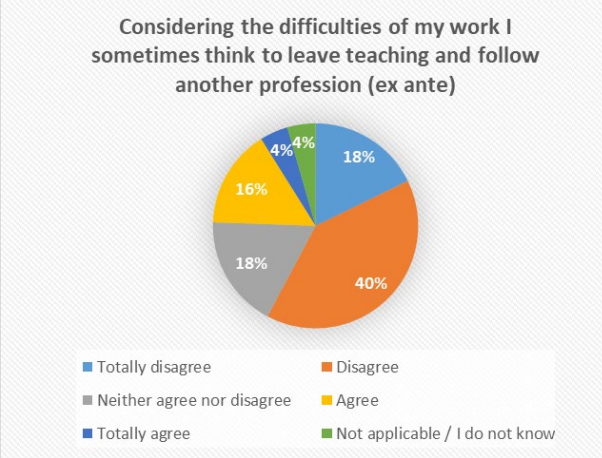
In the next sections, the analysis incorporates the views of new teachers in a search for further evidence for supporting Hypothesis 3. In that respect, Figure 13 presents the results of Part B of the Questionnaire for the control group of new teachers. The vast majority of new teachers like their job; although that 9% of them stated neither agree nor disagree to the relevant item after the intervention. Almost all of them (91%) find their job challenging, with this percentage slightly decreasing after the intervention as some of them replied neither agree nor disagree after the intervention. Considering their intention to remain in the profession irrespectively of difficulties, it seems that the intervention of the control group did not have a positive effect. **The proportion of those who responded negatively to the question of potentially abandoning the profession decreased (58% vs. 47%), and the percentage of those who answered neither agree nor disagree increased after the intervention (from 18% to 41%)**. On the other hand, **the share of those answering that they would be happy following the teacher profession did not change**. Almost half of them state that they would consider becoming mentors in the future. Yet, this percentage drops slightly after the intervention of the control group (while the share of those disagreeing slightly increased).

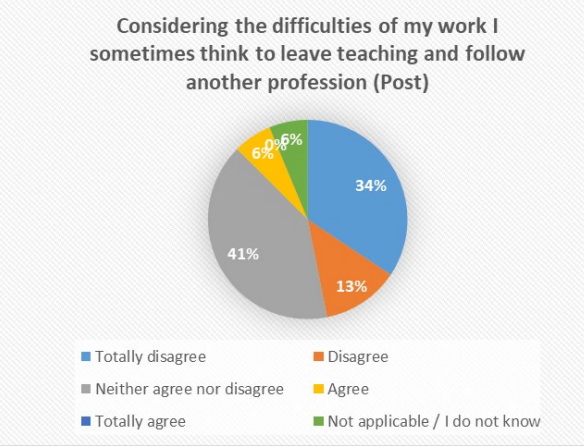
Figure 13: Results of Part B of the Questionnaire (control group – new teachers)

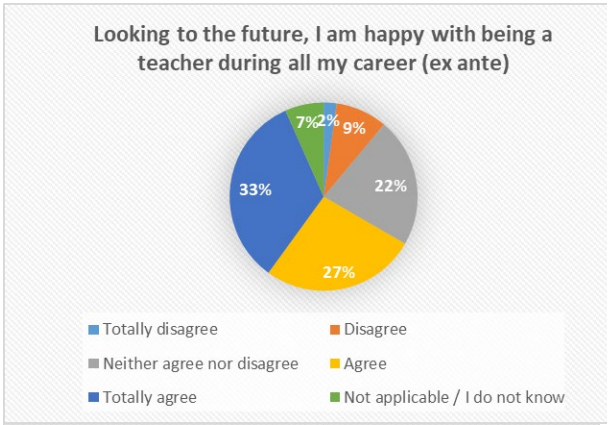


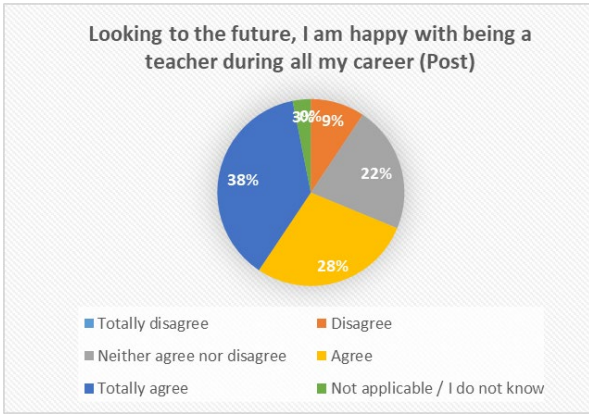

My work challenges me (ex ante)
0%
2%
7%
40%
51%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

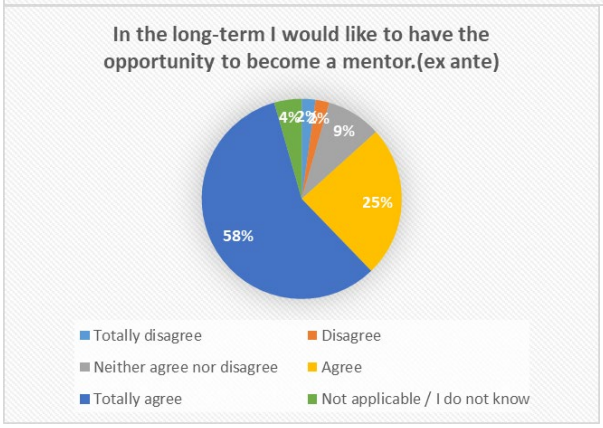

My work challenges me (Post)
3%
9%
38%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (ex ante)
18%
40%
18%
16%
4%
4%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (Post)
34%
13%
41%
6%
0%
6%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know







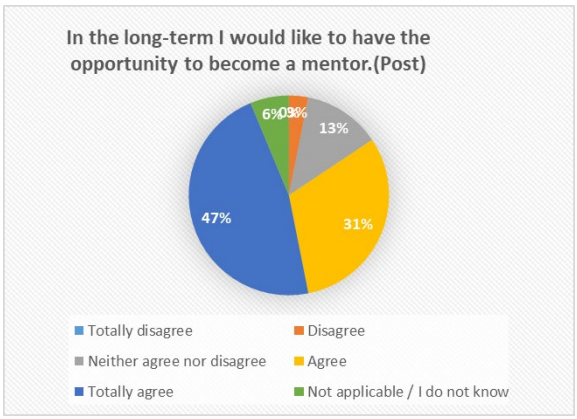
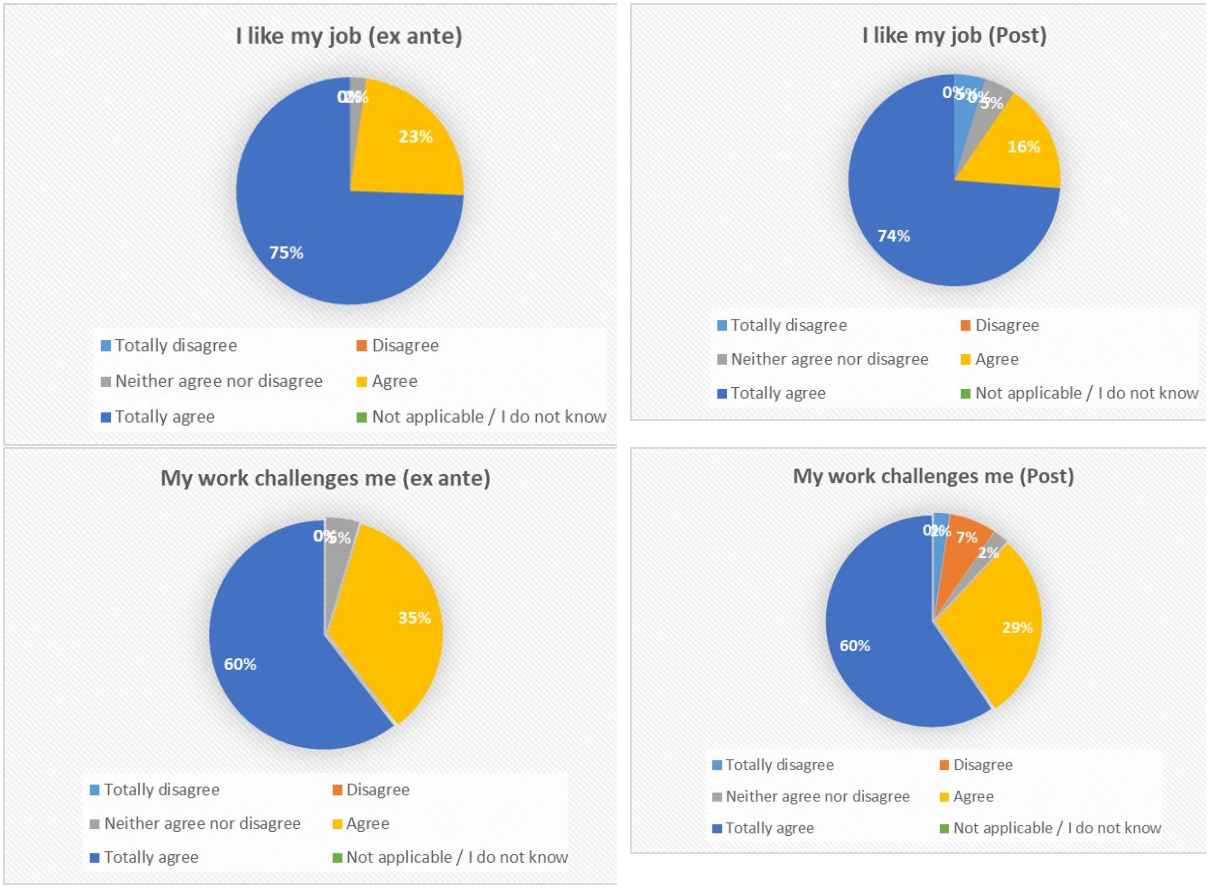
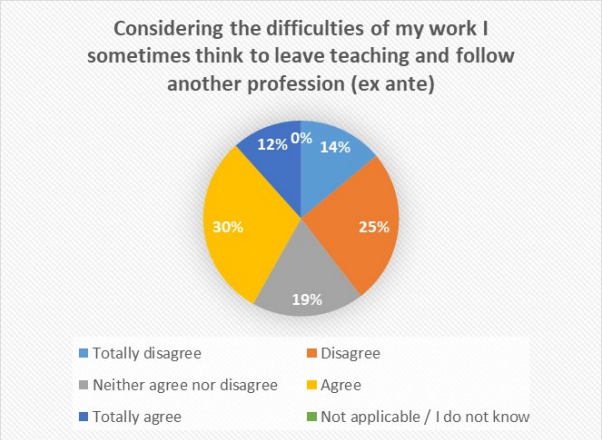
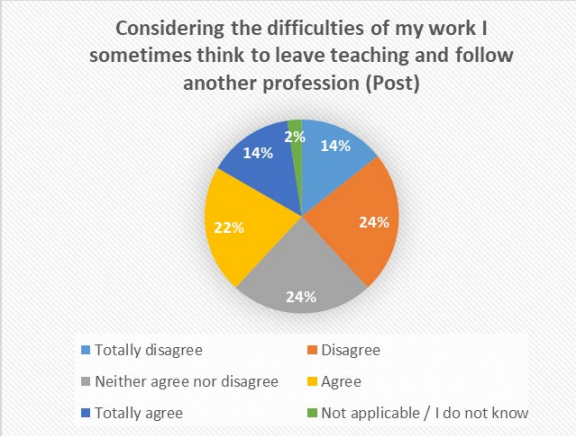


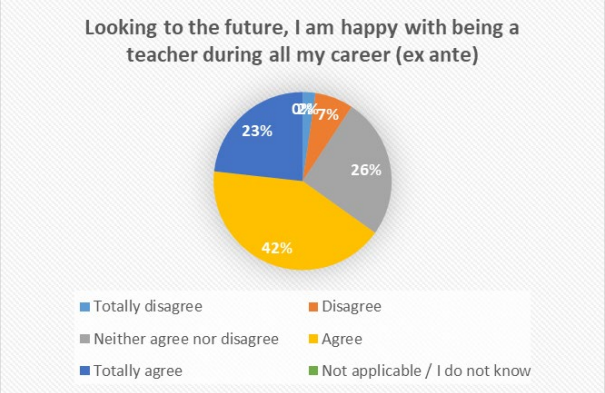
Figure 14 presents the results of Part B of the Questionnaire for the experimental group of new teachers. Almost all of them like their job and find their job challenging. Considering their intention to remain in the profession irrespectively of difficulties and being happy for following the profession during their entire career, the intervention of the experimental group does not have an impact (nearly half of them state they would not consider abandoning the profession and every second stated that feel happy towards a long-term teaching career). About 77% of them state that they would consider becoming mentors in the future, and this percentage did not change after the intervention.

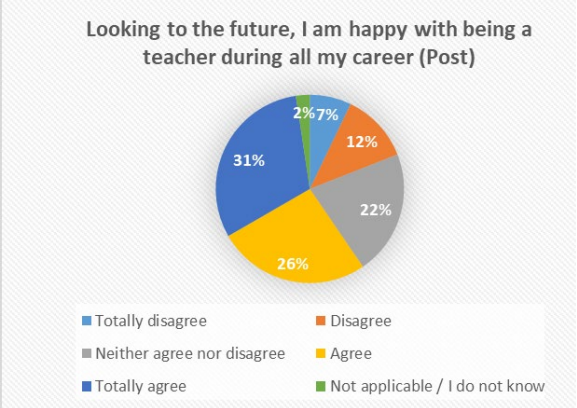
Figure 14: Results of Part B of the Questionnaire (experimental group – new teachers)

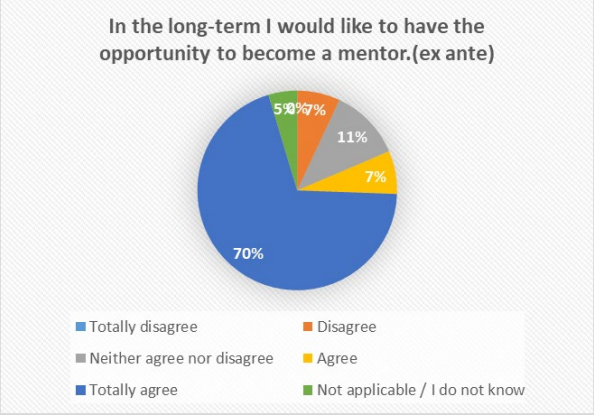


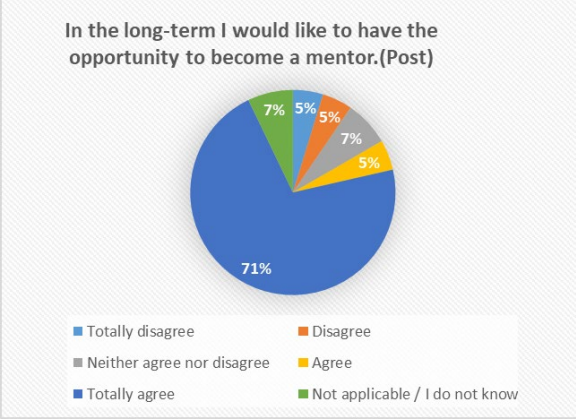

Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (ex ante)
0%
14%
25%
19%
30%
12%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (Post)
14%
24%
24%
22%
14%
2%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Looking to the future, I am happy with being a teacher during all my career (ex ante)
7%
26%
42%
23%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Looking to the future, I am happy with being a teacher during all my career (Post)
2%
7%
12%
22%
26%
31%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


In the long-term I would like to have the opportunity to become a mentor.(ex ante)
7%
11%
7%
70%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

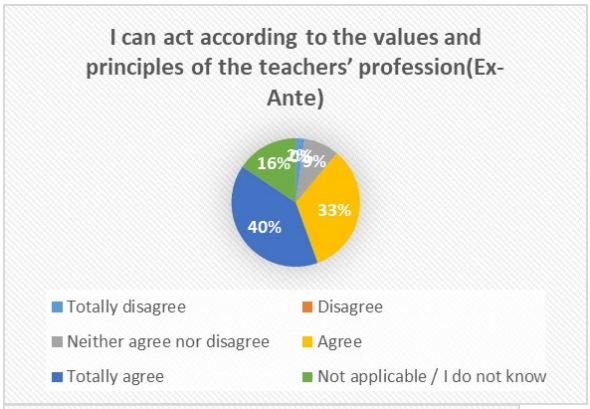

In the long-term I would like to have the opportunity to become a mentor.(Post)
5%
5%
7%
5%
71%
7%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

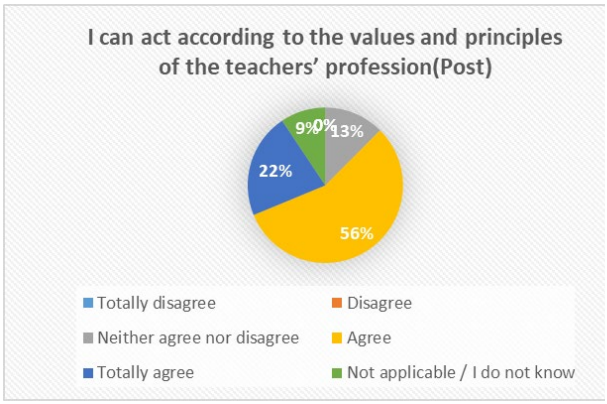
***Overall Conclusion**: The evidence, particularly the one stemming for the comparison between the control and the experimental group of experienced teachers, provides some support in favour of the third hypothesis. It appears that mentoring activities are expected to be beneficial for new teachers in terms of boosting their motivation and decreasing the possibility of abandoning the profession. The intervention also seems to considerably boost the professional development of new teaches especially with regards to develop new teachers' sense of belonging in the school culture as well as their ability to interact and cooperate with other teachers.*

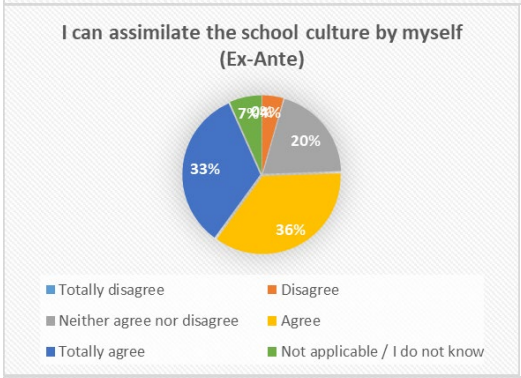
Hypothesis 4: Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers.

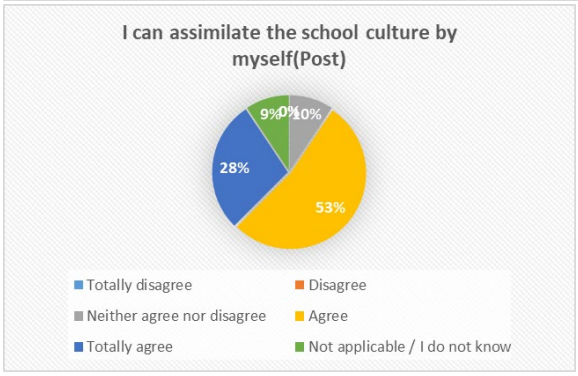
Figure 15 presents the results of Part D of the Questionnaire for the control group of new teachers. This part of the questionnaire examines several dimensions of the sociocultural inclusion and development of new teachers. The majority of new teachers of the control group (73%) stated that they can act according to the values and principles of their profession. This share increases to 78% after the intervention. **Yet, the percentage of those believing that they can assimilate to school culture increased after the intervention (from 69% to 81%).** Again, the vast majority of new teachers stated being able to cooperate with others. Yet, the percentage increased after the intervention (from 82% to 91%). 49% of them are able to cooperate with parents, while 31% of them are ambivalent. After the intervention, the figures improved, 69% of them felt ready to cooperate with parents, while the percentage of ambivalent decreased to 22%. Before the intervention, less than half of the teachers were not able to manage diverse classroom and 36% of them were ambivalent. After the intervention, almost 75% of new teachers appear to be capable of managing diverse classrooms while the percentage of those who were ambivalent decreased to 12%. Finally, with respect to dealing with school authorities and other stakeholders, the participants expressed a slightly increased ability after the intervention; from 51% to 63%.

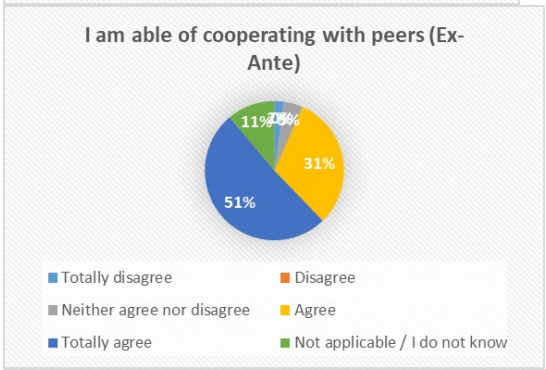
Figure 15: Results of Part D of the Questionnaire (control group – new teachers)

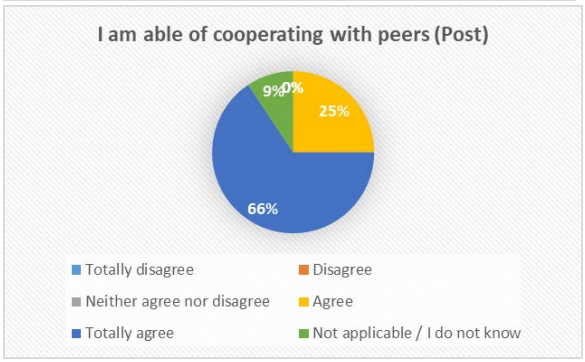


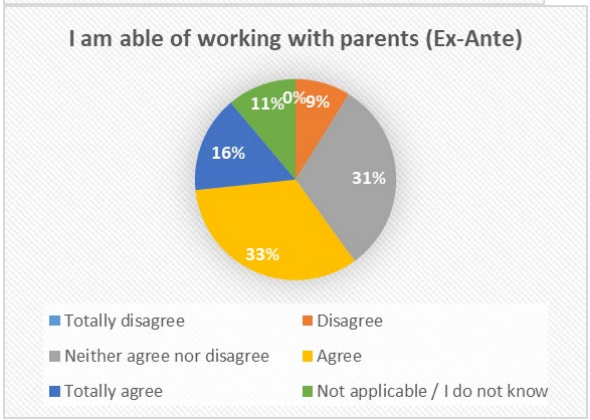


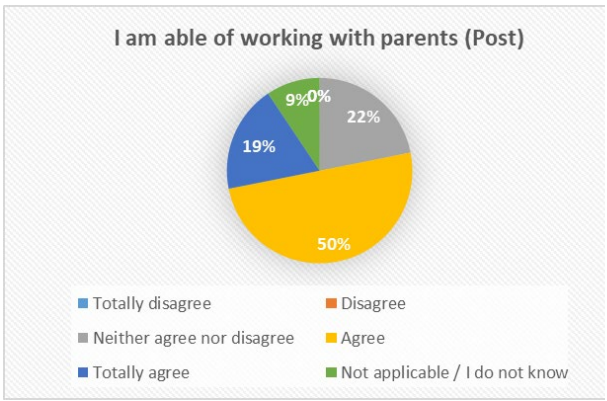


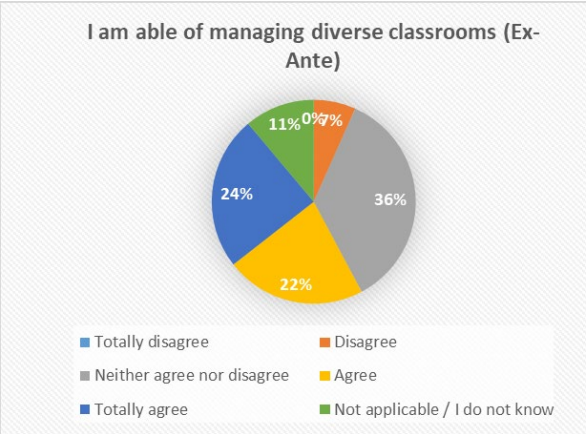


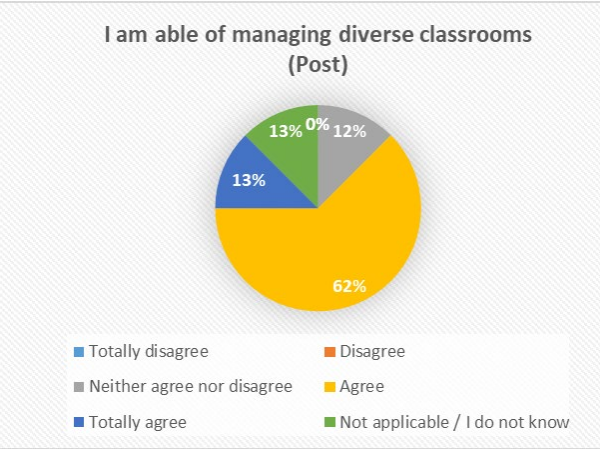


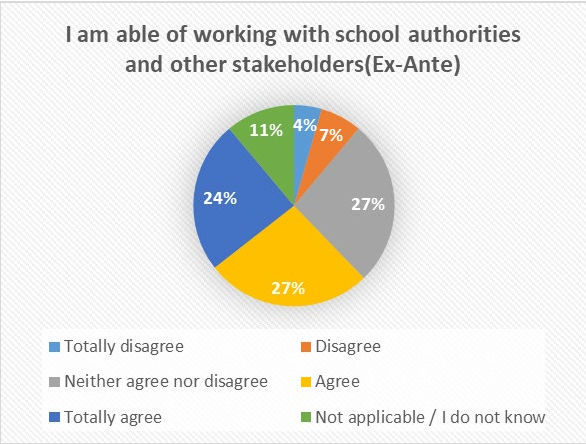












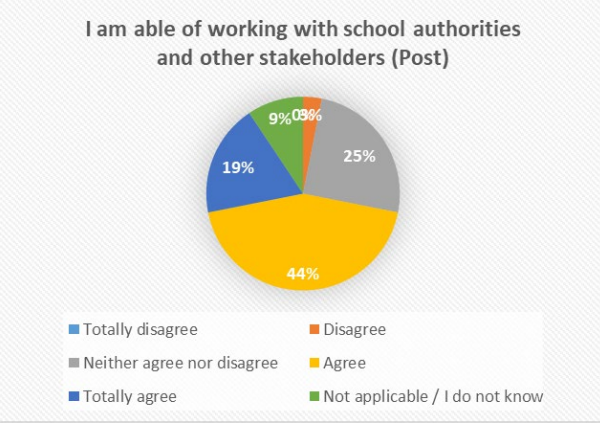
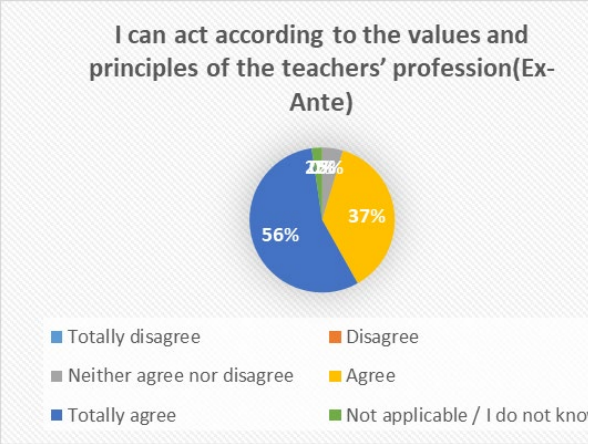
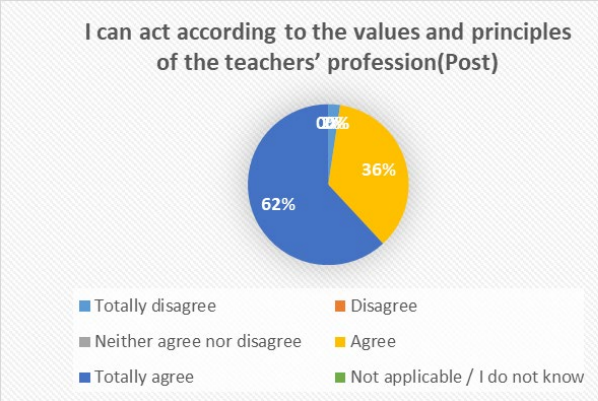
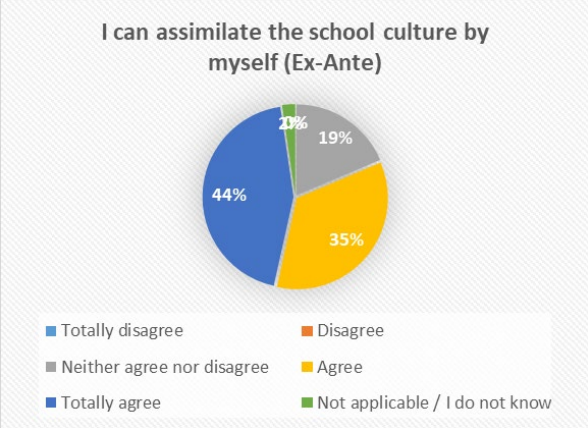


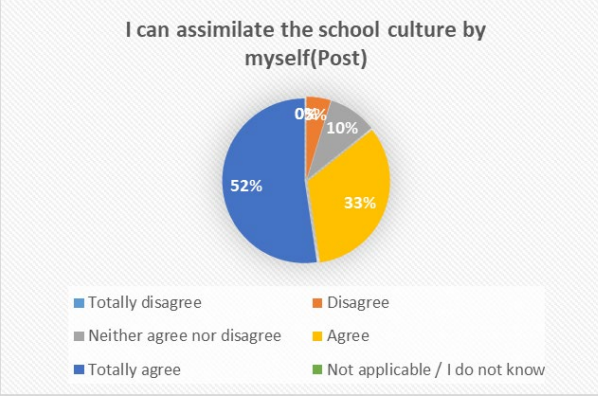
Figure 16 presents the results of Part D of the Questionnaire for the experimental group of new teachers. **Almost all new teachers of the experimental group (93%) stated that they can act according to the values and principles of their profession. This share increases to 98% after the intervention.** Yet, the percentage of those believing that they can assimilate to school culture increased after the intervention (from 79% to 85%). Furthermore, the vast majority of new teachers stated being able to cooperate with others. The percentage even increased after the intervention. Perhaps it is interesting that before the intervention there was a percentage of those who were ambivalent (5%), while after the intervention 2% of those who "totally disagree" appear. A similar result is found with respect to cooperation with parents only that in this case the percentage of those who are ambivalent decreased from 23% to 7% after the intervention. Almost 89% of new teachers appear to be capable of managing diverse classrooms (the replies are relatively similar before and after the intervention). Finally, with respect to dealing with other authorities and stakeholders, the vast majority of participants appear to be confident (80% before the intervention and 90% after the intervention replied “agree” or “totally agree”, respectively). **An important difference with the control group is that no increased ambivalence** (that is a relative high share of “neither agree nor agree”) is observed in the experimental group.

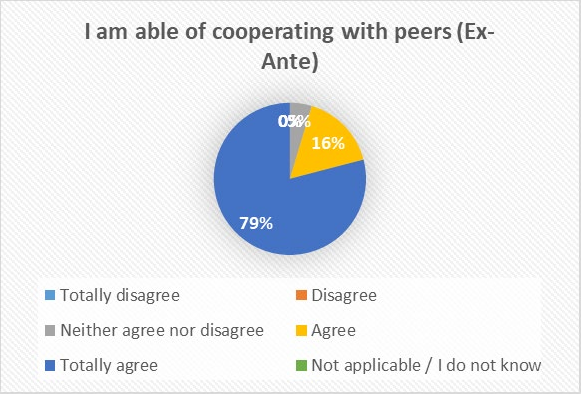
Figure 16: Results of Part D of the Questionnaire (experimental group – new teachers)

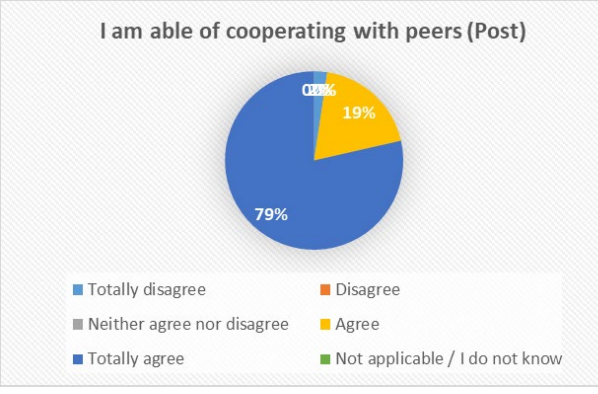


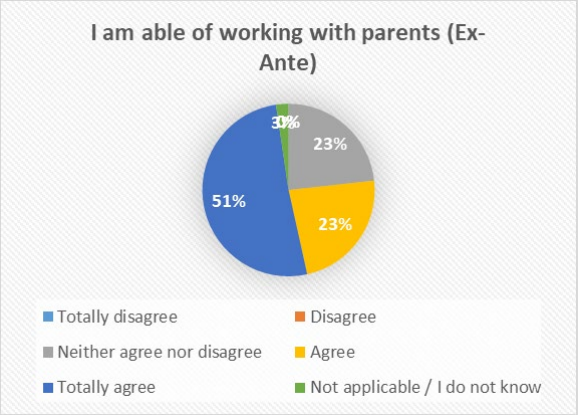


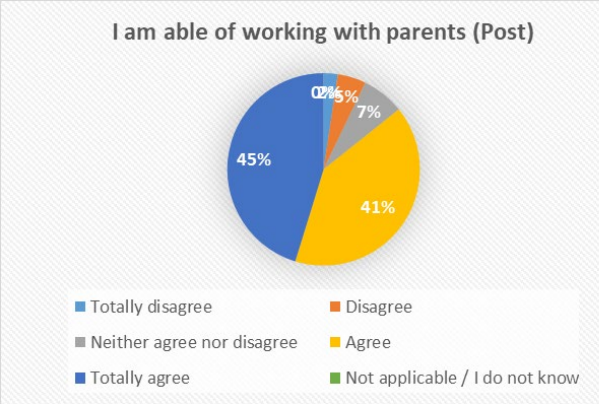


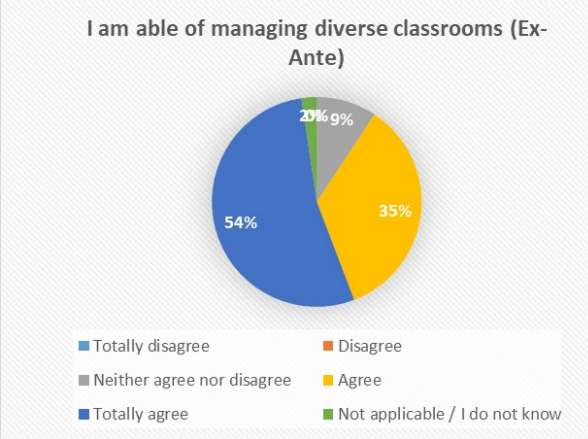


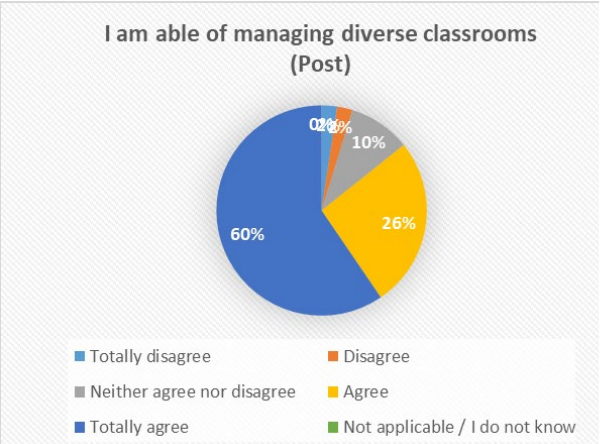


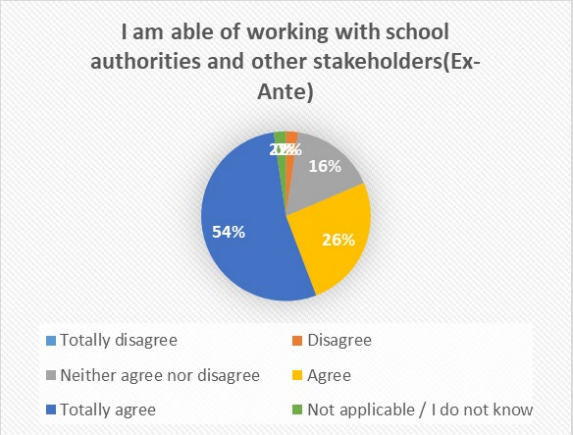


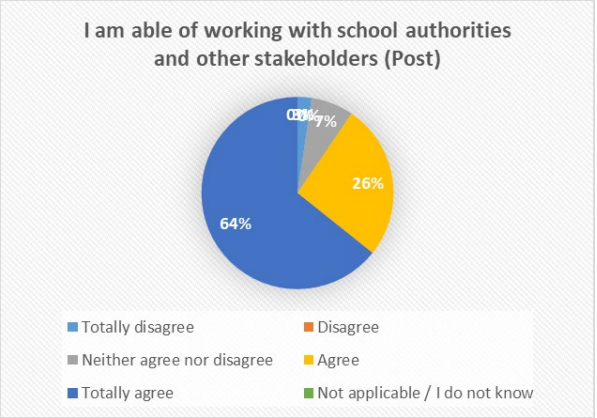

I am able of working with parents (Ex-Ante)
23%
23%
51%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


I am able of working with parents (Post)
7%
41%
45%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


I am able of managing diverse classrooms (Ex-Ante)
9%
35%
54%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


I am able of managing diverse classrooms (Post)
10%
26%
60%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


I am able of working with school authorities and other stakeholders(Ex-Ante)
16%
26%
54%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


I am able of working with school authorities and other stakeholders (Post)
7%
26%
64%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

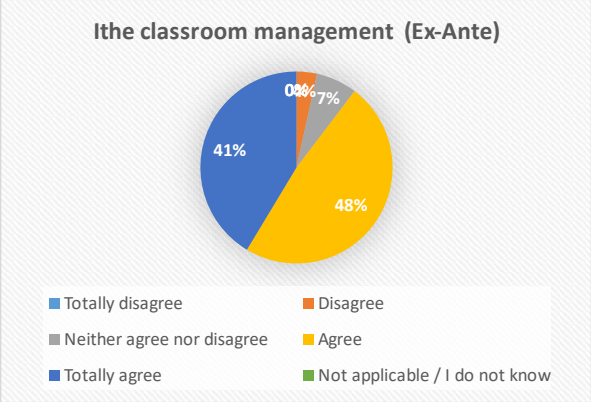
***Overall Conclusion**: Generally speaking, induction programmes can contribute to the social and cultural inclusion and development of new teachers. The comparison between the control and the experimental groups further shows that formal induction programmes have a positive effect, especially in terms of preparing new teachers to assimilate the schools' culture by themselves. Concerning other aspects examined (managing diverse classrooms, working with school authorities and other stakeholders, working with parents, cooperating with peers, act according to the values and principles of the teachers' profession) the induction programme had positive effects or reduced the ambivalence of new teachers for their self-efficacy (possibly as a result of the increased self-confidence that the programme generated).*

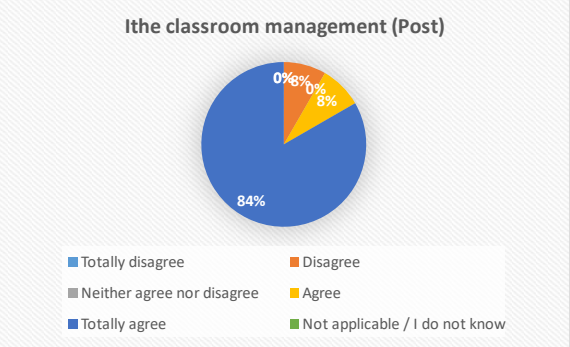
Hypothesis 5. Structured mentoring programmes adapted to the context increases the interest and success of its participants.

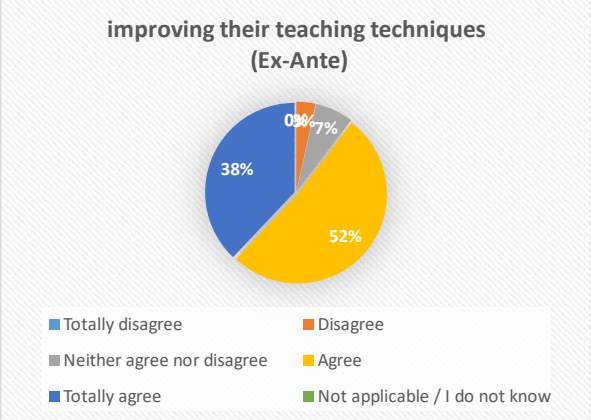
Hypothesis 5 is tested first for experienced teachers and thereafter for new teachers. As regards experienced teachers the analysis focuses on Part C and Part D of the questionnaire. The analysis of Part C of the questionnaire has been already presented in Figures 5 and 6 and so it is not reiterated here. The general finding stemming from Figures 5 and 6 is that formal training programmes are perceived favourably by experienced teachers, especially when these programmes are properly adapted to the school context.

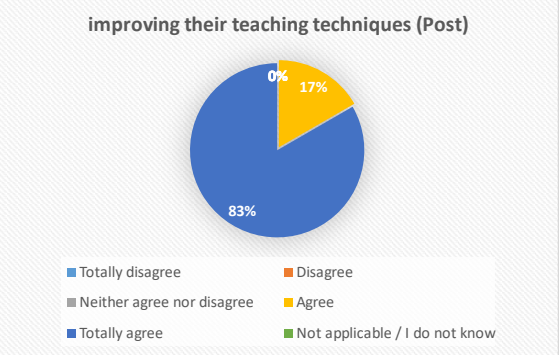
Figure 17 presents the results of Part D of the questionnaire of experienced teachers before and after the intervention provided to the control group. Before the intervention, 89% of experienced teachers reported that they feel confident in classroom management (that is they replied "totally agree" or "agree" to the relevant item). This share increased to 92% after the intervention (with the fact that the percentage of those who answered "totally agree" increased from 41% to 84% after the intervention). In regards to improving their teaching techniques, the corresponding shares are 90% and 100% before and after the intervention, respectively. In regard to developing/using supporting material these shares are 83% and 100% before and after the intervention, respectively. In regard to the use of ICT devices and tools these shares are 79% and 75% before and after the intervention. In regard to dealing with students with diverse needs these shares are 86% and 84%. In regard to evaluating and giving feedback these shares are 93% and 92%. About 90% of them feel confident dealing with parents and, finally, 62% and 83% feel confident working with NGOs and other stakeholders, before and after the intervention, respectively. **The general conclusion from the control group is that the relevant intervention improved the already high levels of confidence among experienced teachers in a series of school tasks**.

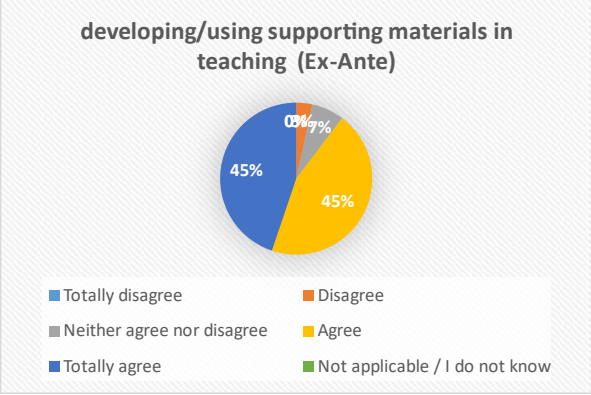
Figure 17: Results of Part D of the Questionnaire (control group – experienced teachers)

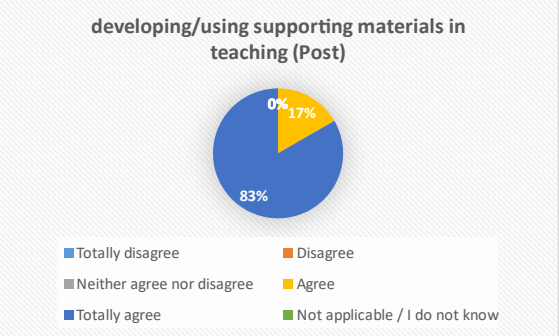


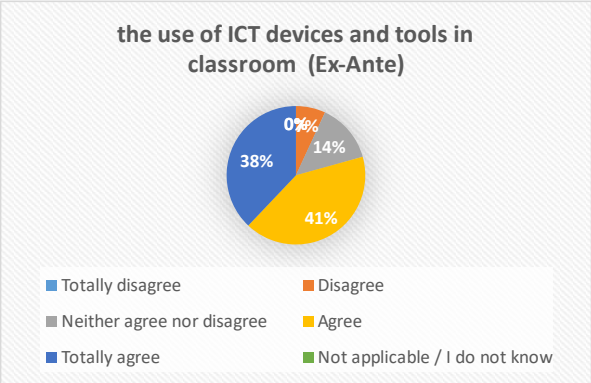


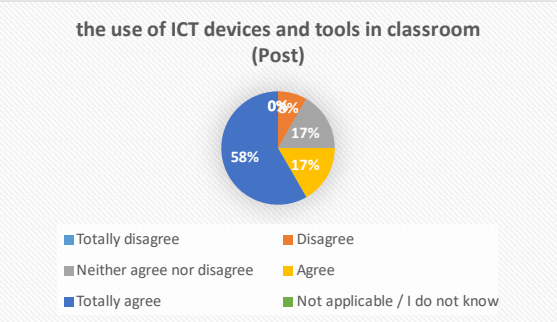


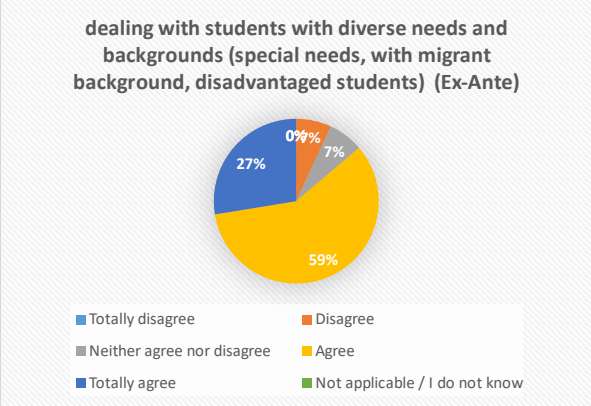


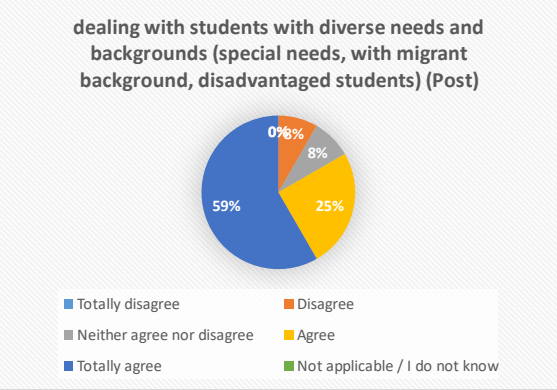


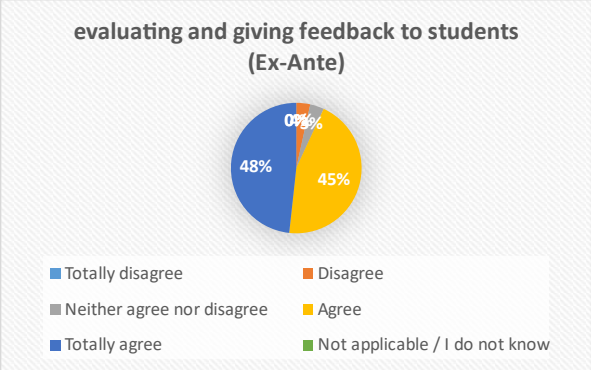


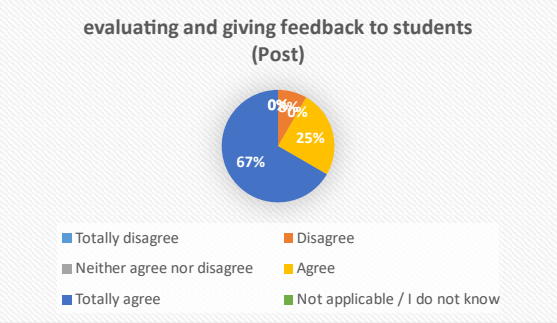

the use of ICT devices and tools in classroom (Ex-Ante)
0%
3%
14%
38%
41%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

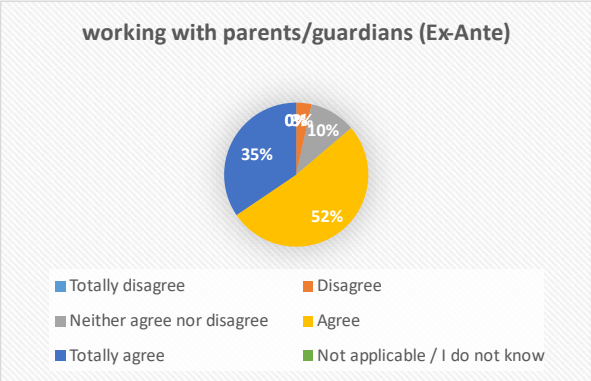

the use of ICT devices and tools in classroom (Post)
0%
8%
17%
58%
17%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

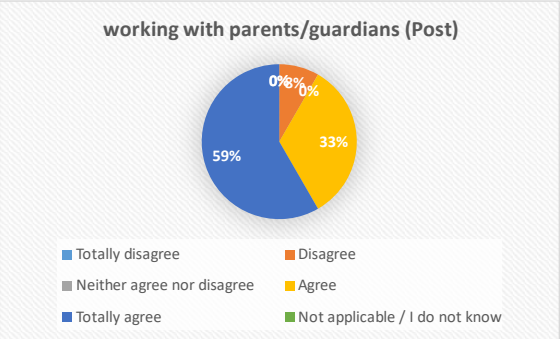

dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students) (Ex-Ante)
0%
7%
7%
27%
59%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

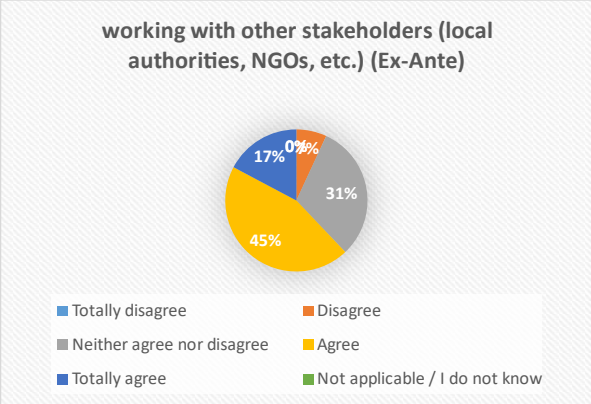

dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students) (Post)
0%
8%
8%
59%
25%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

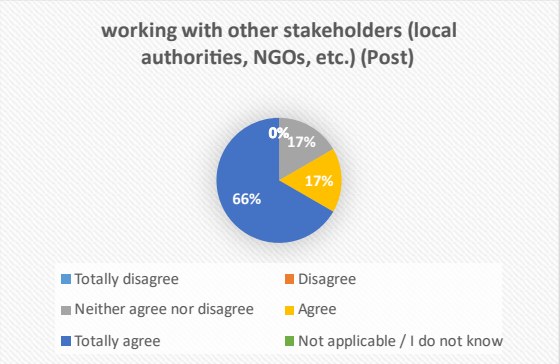

evaluating and giving feedback to students (Ex-Ante)
0%
3%
48%
45%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


evaluating and giving feedback to students (Post)
0%
0%
0%
25%
67%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know





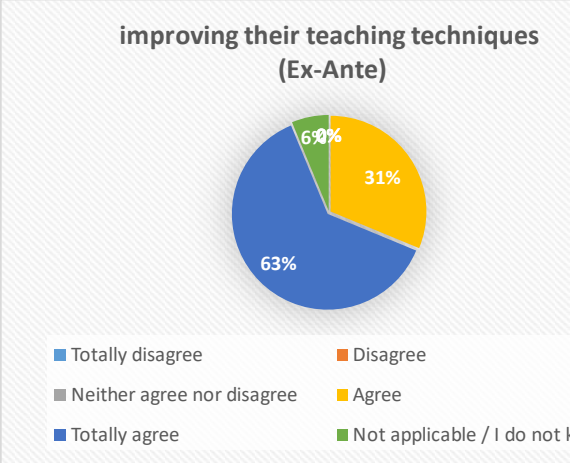


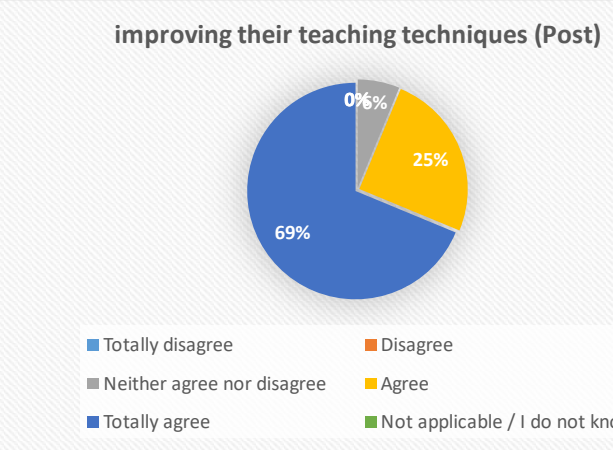


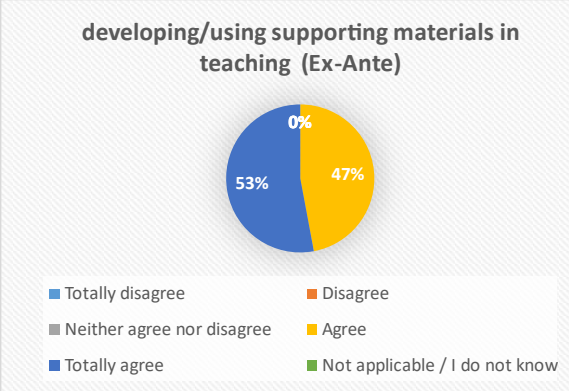
Thereafter, in Figure 18, the analysis of the previous Figure is replicated for the experimental group of the experienced teacher. The confidence levels of experienced teachers in dealing with various professional challenges remains the same. What is of particular interest is that results in this group show that the intervention did not affect the change in results or even reduced certain percentages, more precisely in these items: **working with parents** (from 100% to 94%), **evaluating and giving feedback to students** (from 94% to 88%) and **developing/using supporting materials** (from 94% to 88%).

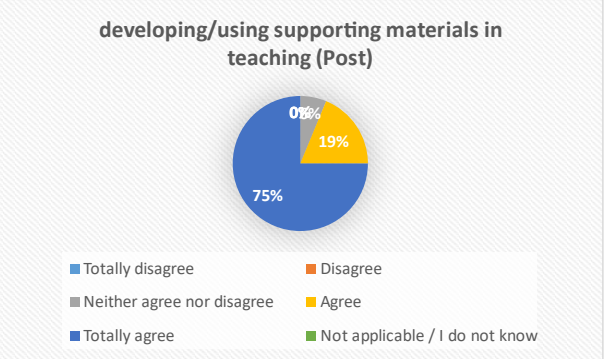
The conclusion is that the experimental intervention did not affect or even reduce the confidence among experienced teachers which can perhaps be justified by the fact that the intervention raised awareness of certain insecurities.

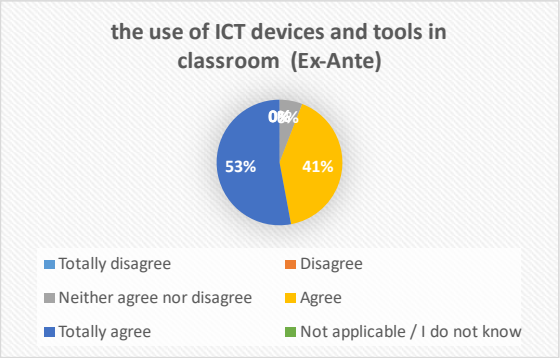
Figure 18: Results of Part D of the Questionnaire (experimental group – experienced teachers)

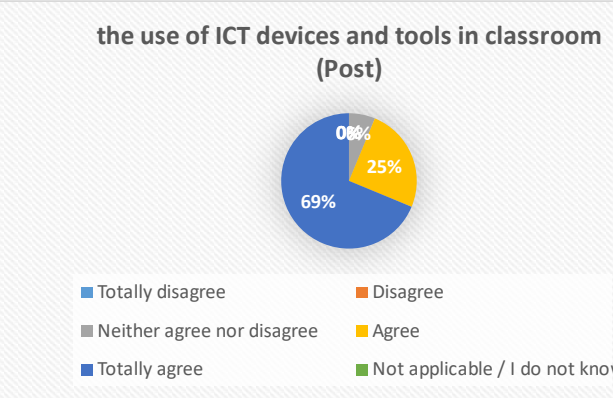


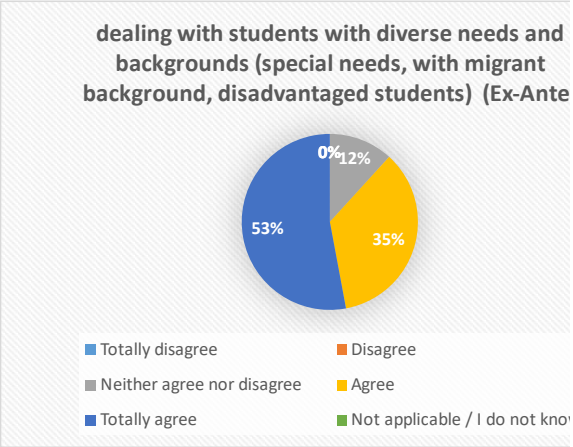


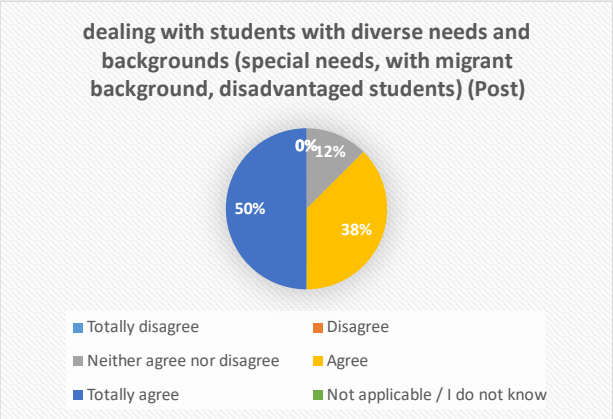


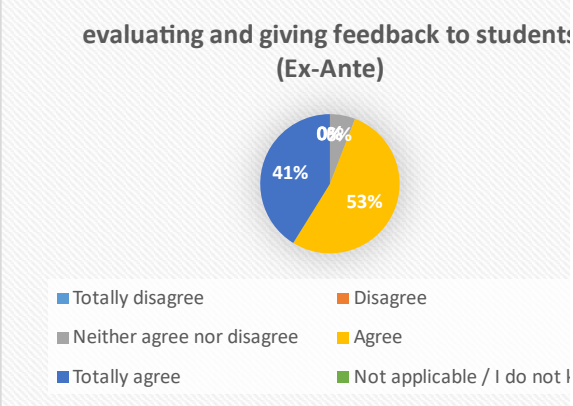


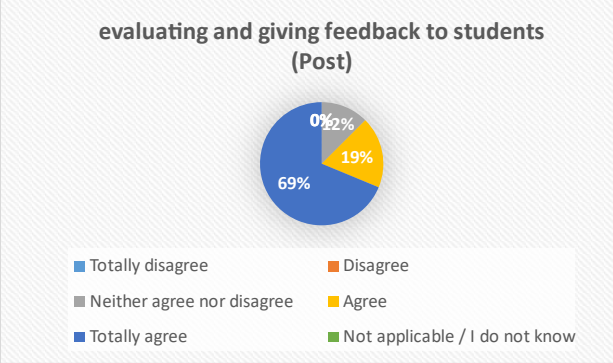


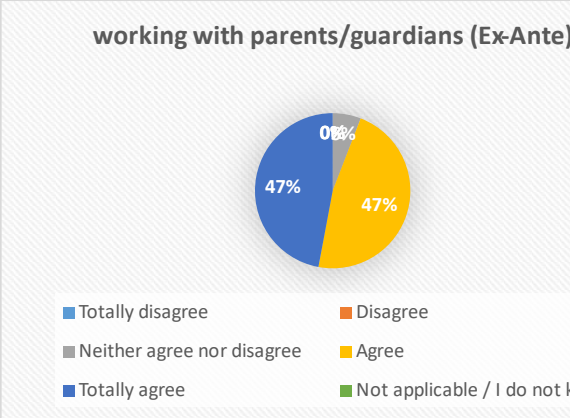


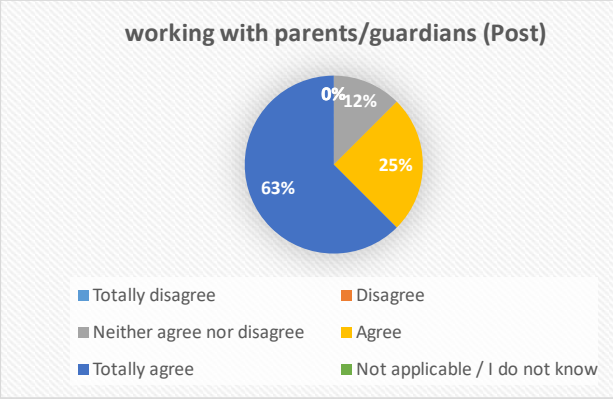

dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students) (Ex-Ante
0%
12%
53%
35%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not kno

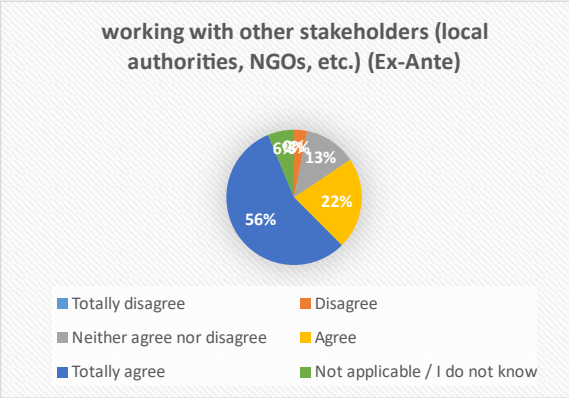

dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students) (Post)
0%
12%
50%
38%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


evaluating and giving feedback to students (Ex-Ante)
41%
53%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not k


evaluating and giving feedback to students (Post)
0%
12%
19%
69%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


working with parents/guardians (Ex-Ante)
47%
47%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not k


working with parents/guardians (Post)
0%
12%
25%
63%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know



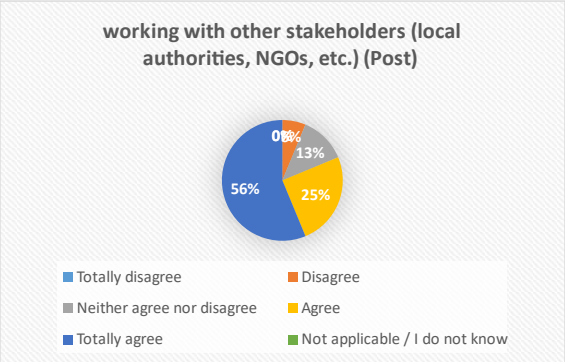
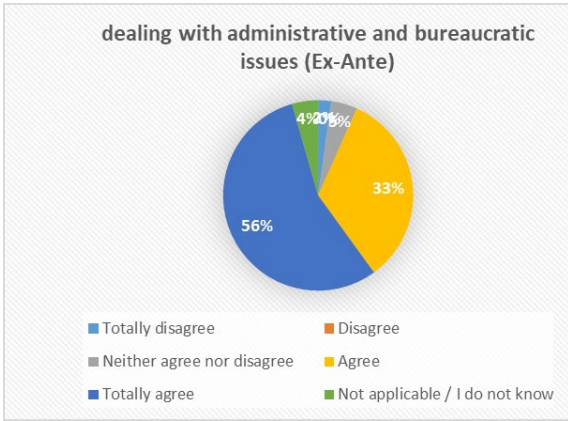
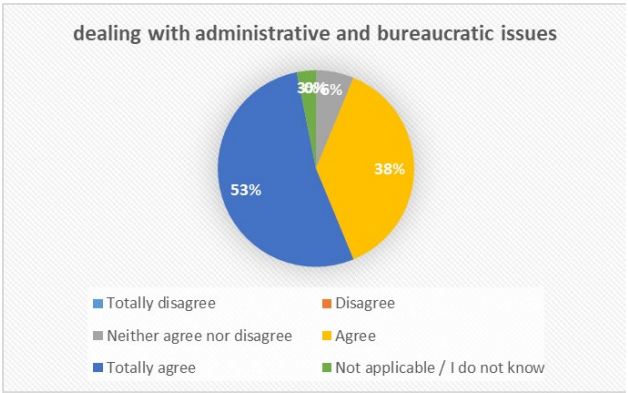
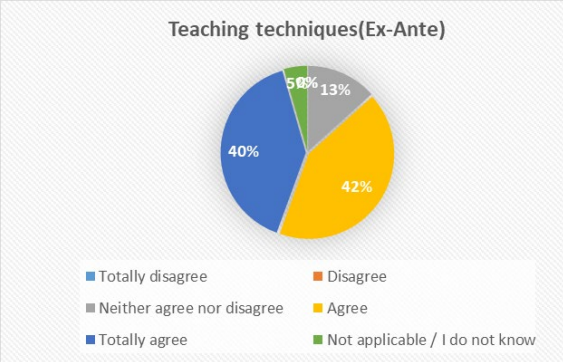


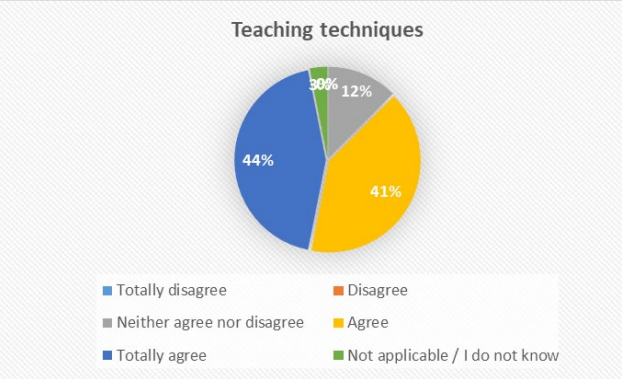
Figure 19 presents the results of Part E of the questionnaire for the control group of new teachers. The comparison is before and after the intervention. In regard to dealing with administrative and bureaucratic issues the percentage of teachers answering positively remains relatively stable, although the share of those expressing an ambivalence (neither agree nor disagree) slightly increases. Yet, the percentage of teachers replying positive about teaching techniques remains stable before and after the intervention. Similar pattern is observed for "develop/use supporting materials in teaching", "use of ICT devices in the classroom", and "cooperating with experienced teachers". **In "dealing with disadvantaged students" confidence increases slightly from 62% to 78%.** Finally, as concerns the items "evaluating and giving feedback to students", "working with parents/guardians", and "promoting social and cultural integration in the school environment", no significant difference is observed before and after the intervention.

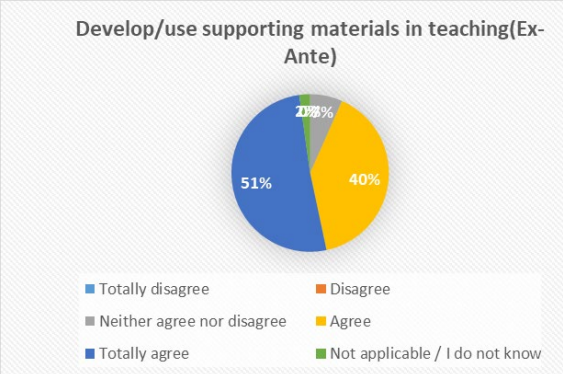
Figure 19: Results of Part E of the Questionnaire (control group – new teachers)

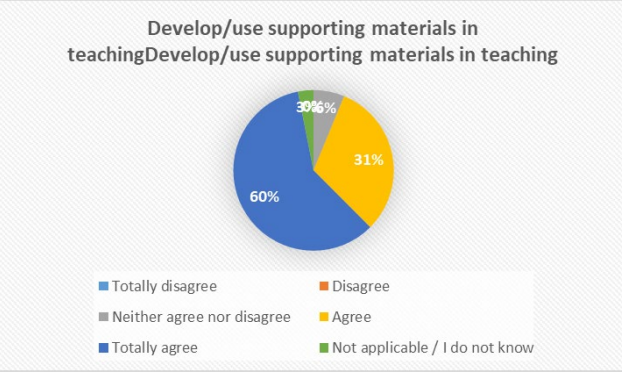


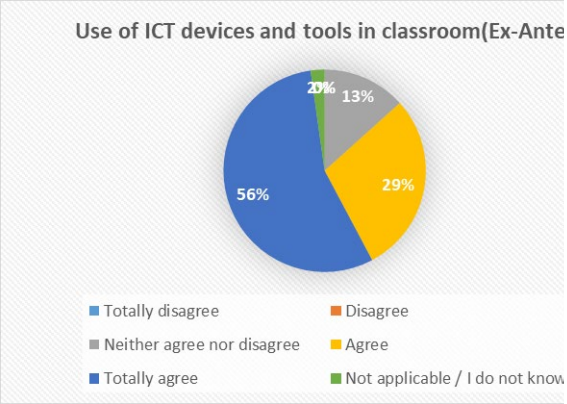



Teaching techniques(Ex-Ante)
13%
42%
40%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Teaching techniques
12%
41%
44%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Develop/use supporting materials in teaching(Ex-Ante)
40%
51%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Develop/use supporting materials in teachingDevelop/use supporting materials in teaching
31%
60%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Use of ICT devices and tools in classroom(Ex-Ante
13%
29%
56%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

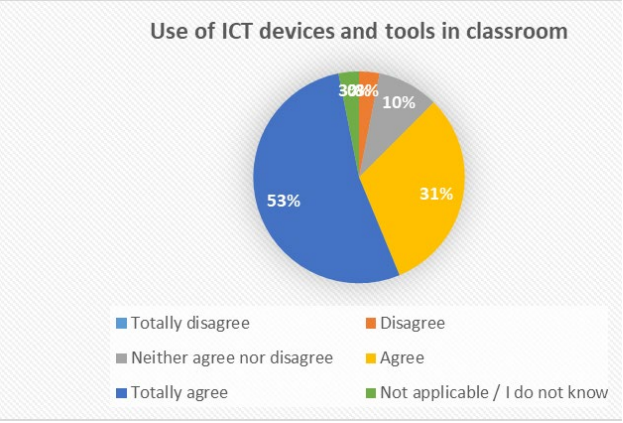
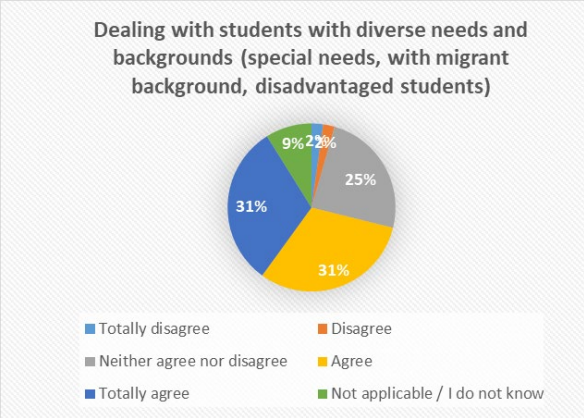
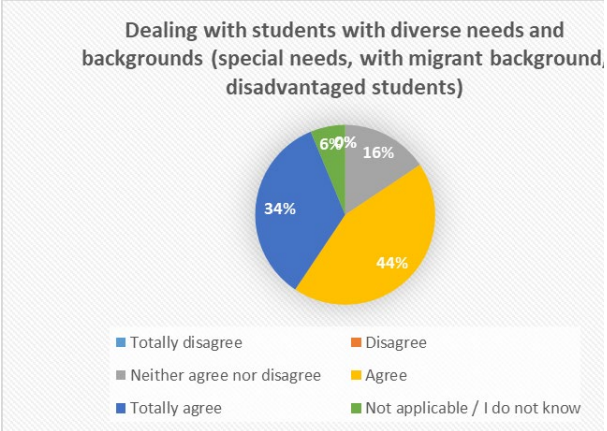
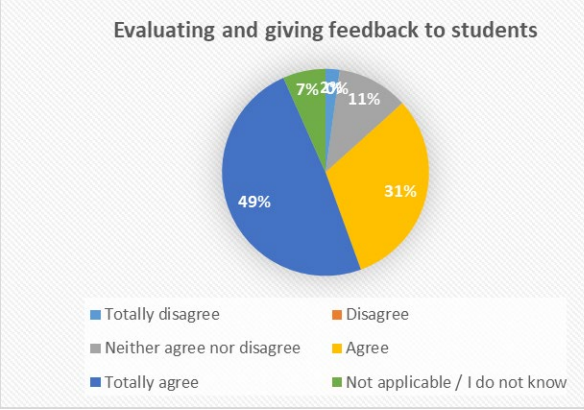
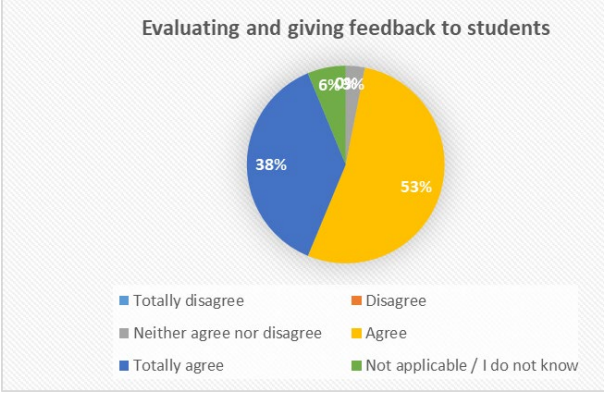

Use of ICT devices and tools in classroom
10%
31%
53%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

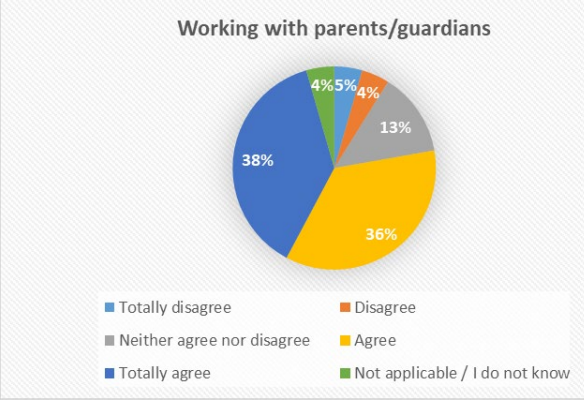
Figure 19 (cont.): Results of Part E of the Questionnaire (control group – new teachers)

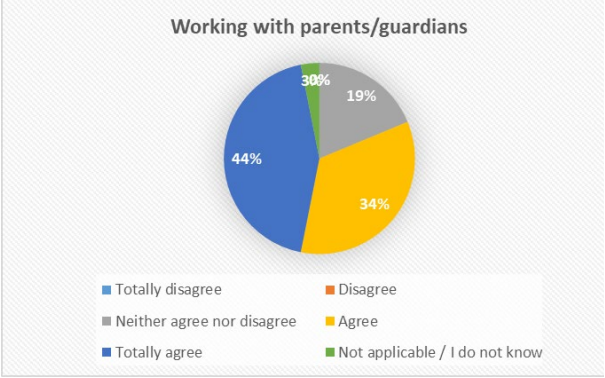


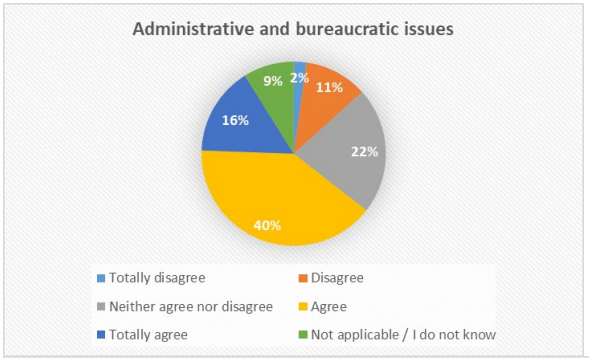


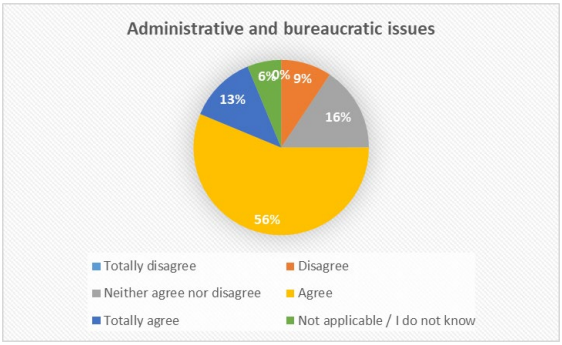


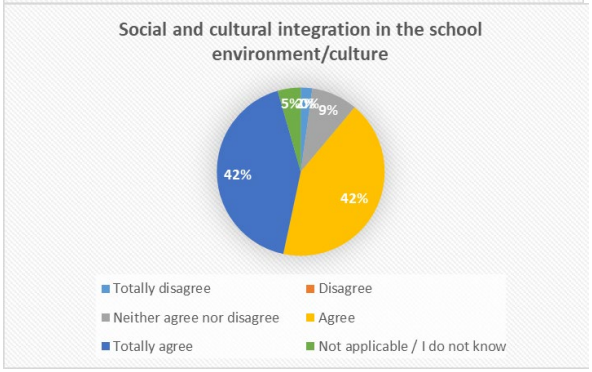


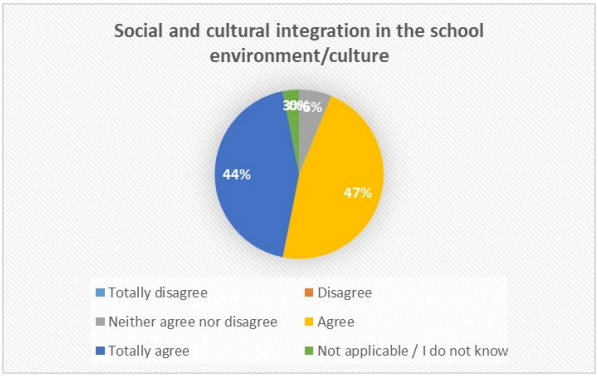


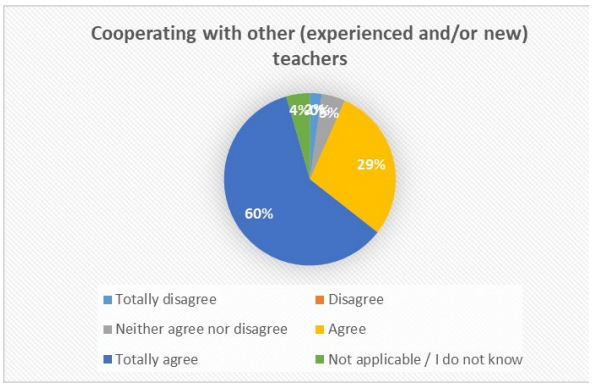












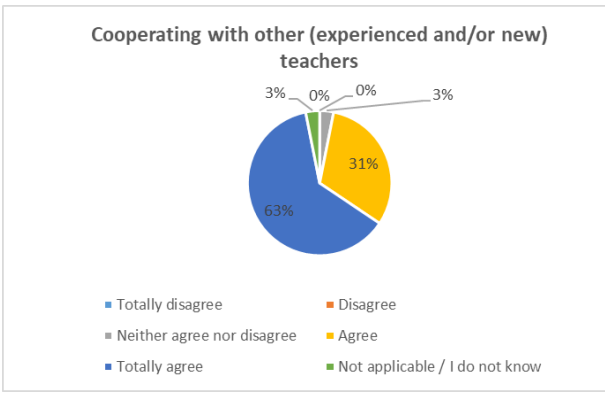
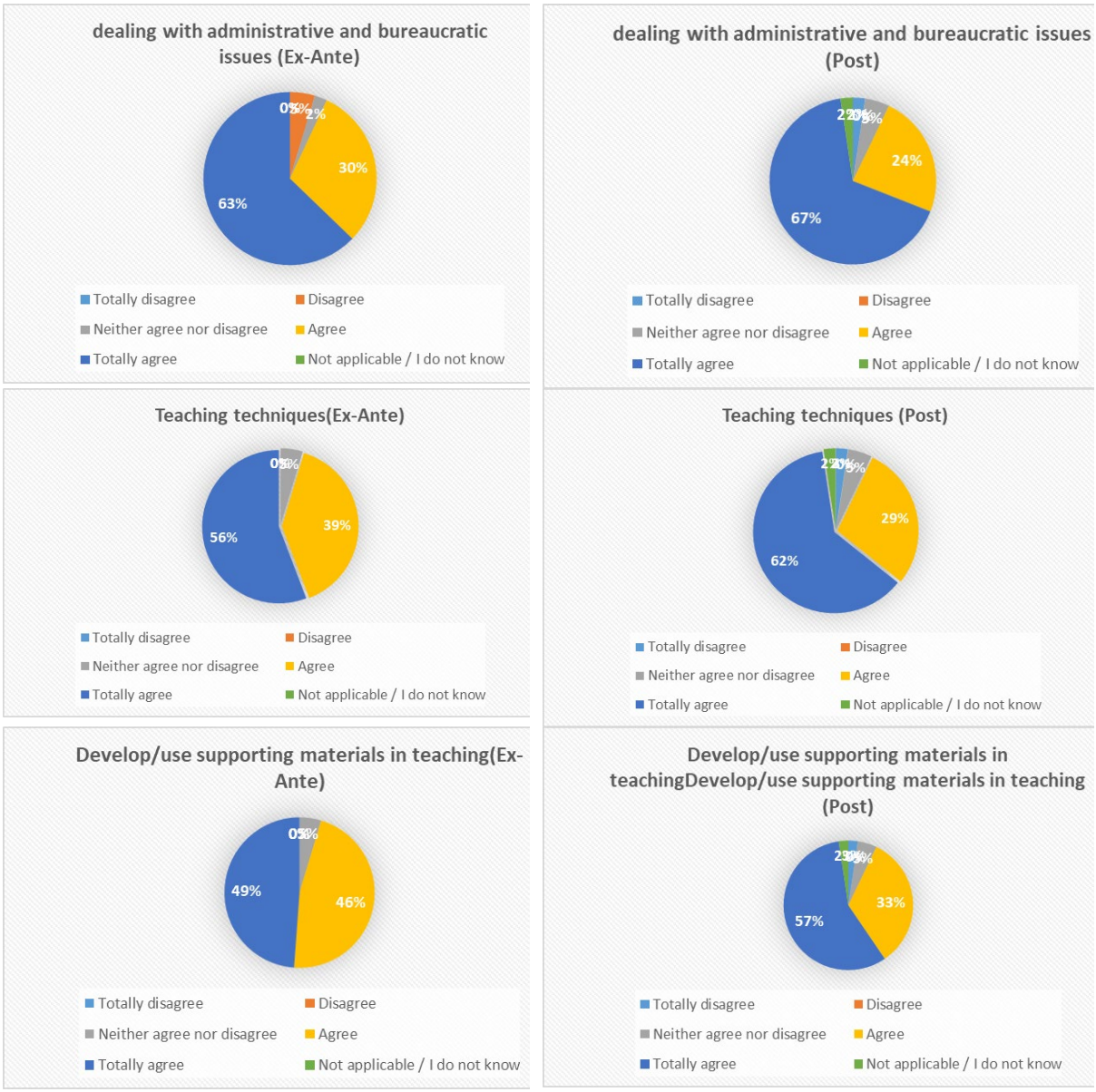


Figure 20 presents the results of Part E of the questionnaire for the experimental group of new teachers. Initially, it appears that the intervention does not influence the perception of teachers on dealing with administrative and bureaucratic issues. Both before and after the intervention, about 90% of teachers reply that they feel confident dealing with these issues. The intervention has not any impact on the use of ICT, while it appears to decrease teachers' ambiguity on developing support tools and teaching techniques. In particular**, in both cases the percentage dropped from 95% to around 90%, respectively**. The questions on dealing with disadvantaged students, evaluating and giving feedback, working with parents, working with other stakeholders and cooperating with other teachers as well as about social and cultural integration in the classroom **were also not positively affected by the intervention of the experimental group**.

Figure 20: Results of Part E of the Questionnaire (experimental group – new teachers)



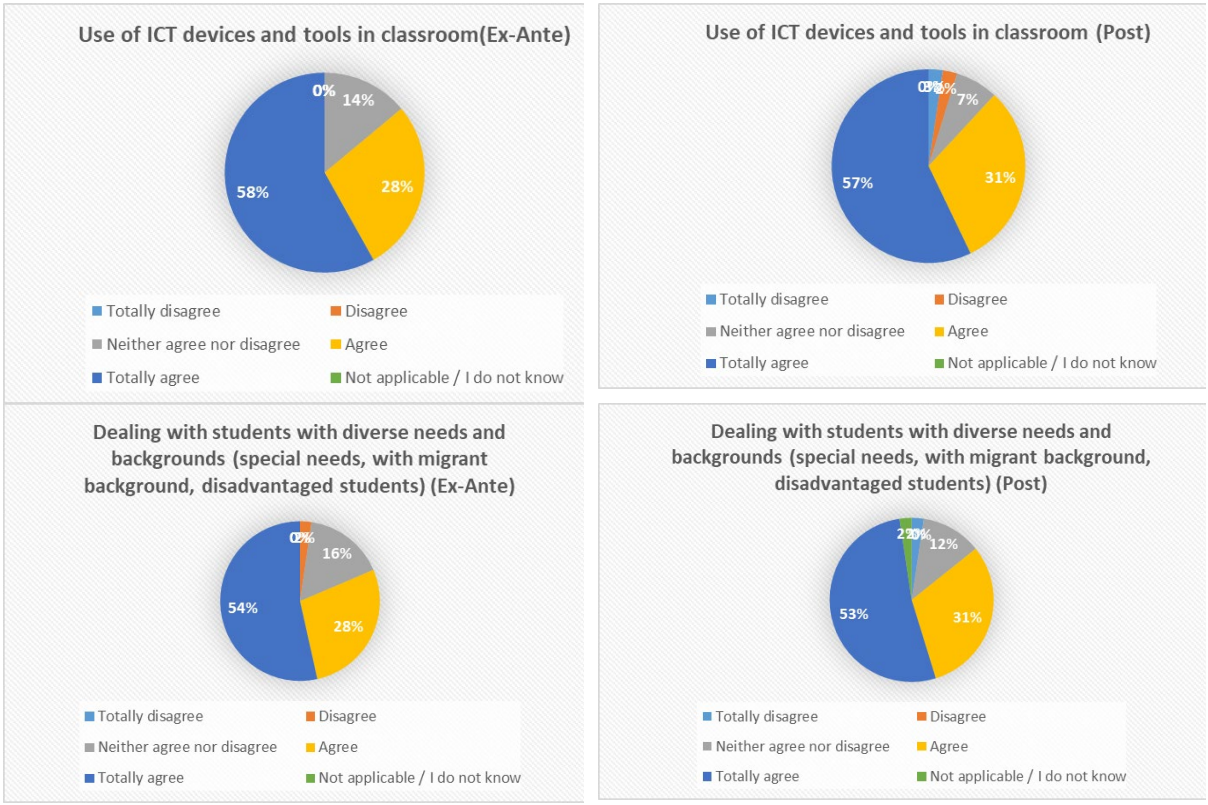
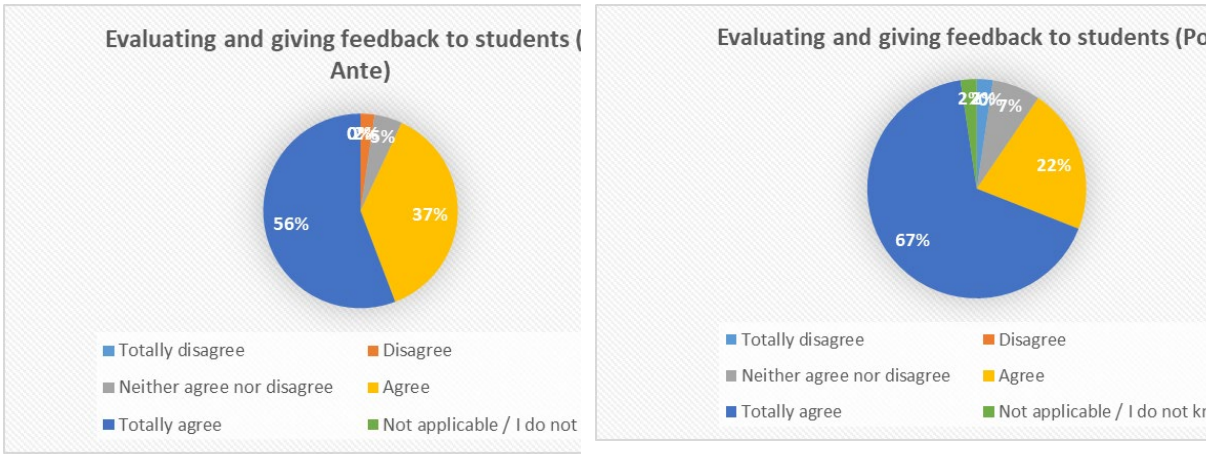
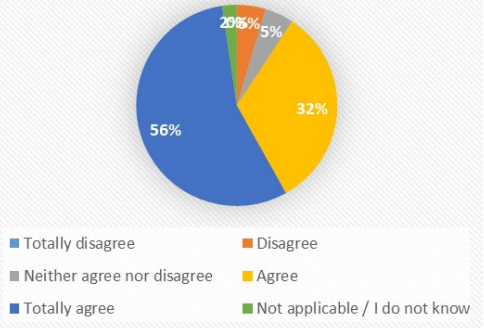


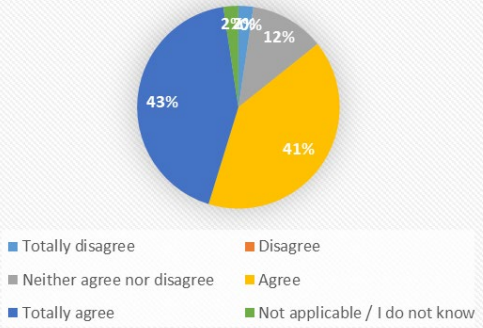
Figure 20 (cont.): Results of Part E of the Questionnaire (experimental group – new teachers)



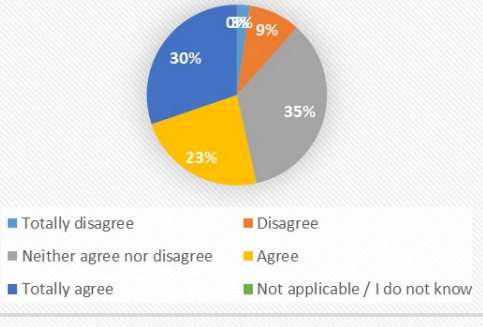
Working with parents/guardians (Ex-Ante)



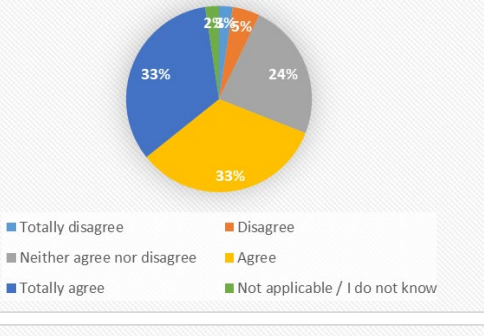
Working with parents/guardians (Post)



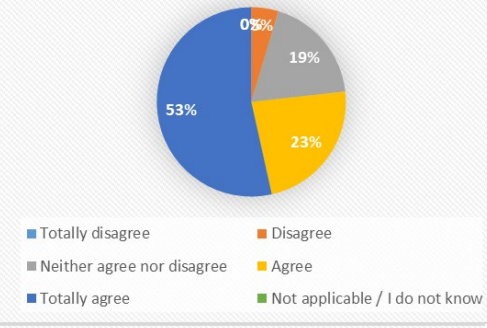
Working with other stakeholders (local authorities, NGOs, etc.) (Ex-Ante)



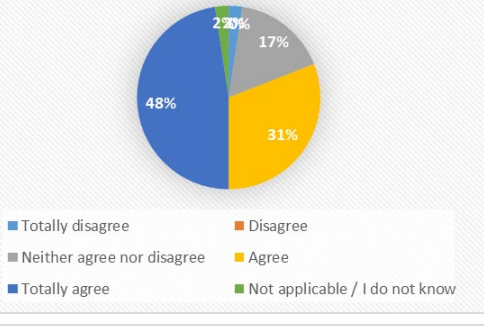
Working with other stakeholders (local authorities, NGOs, etc.) (Post)



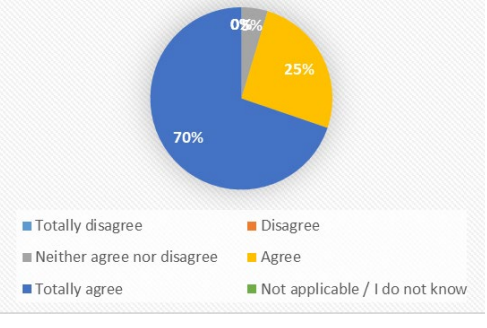
Social and cultural integration in the school environment/culture (Ex-Ante)



Social and cultural integration in the school environment/culture (Post)



Cooperating with other (experienced and/or new) teachers (Ex-Ante)



Cooperating with other (experienced and/or new) teachers (Post)

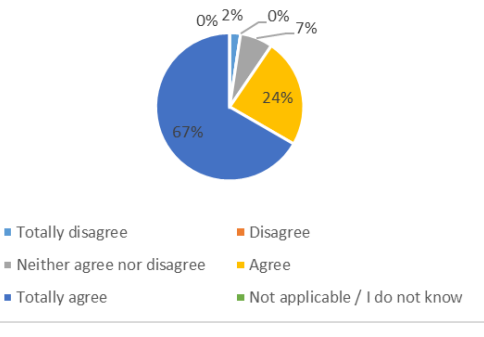
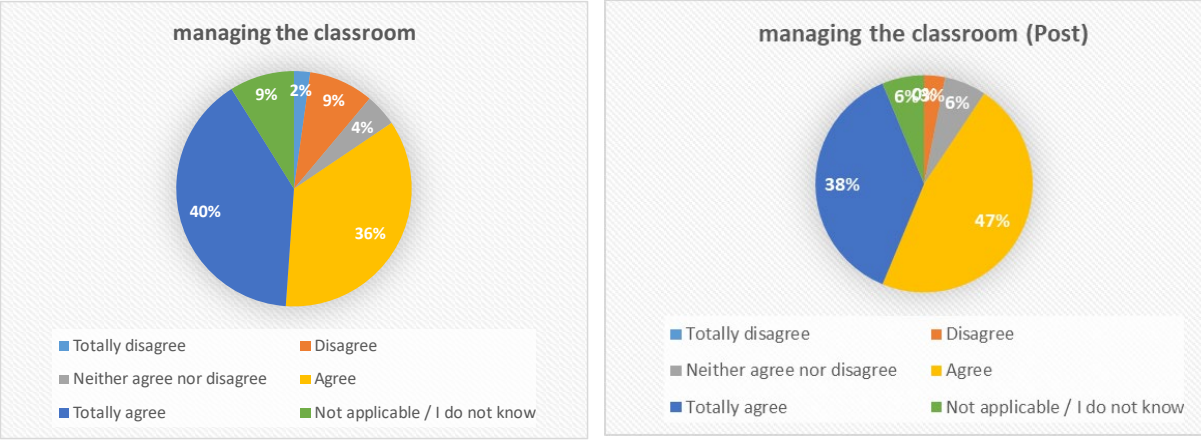
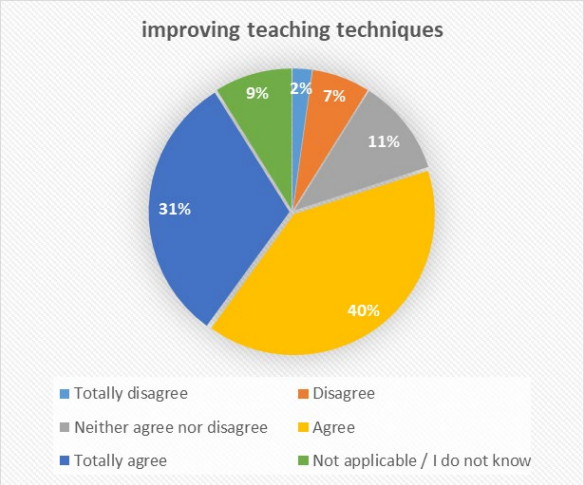


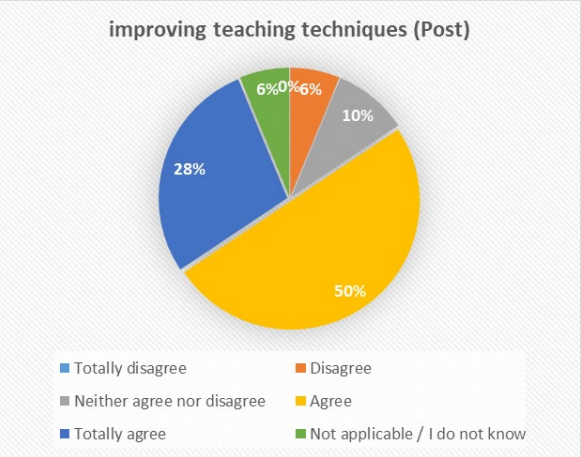
Figure 21 presents the results of Part F of the questionnaire which is dedicated to the self-efficacy of new teachers of the control group in various domains of their professional life. In this part of the questionnaire, the new teachers express their level of confidence in dealing with challenges of the teaching profession before and after the intervention provided to the control group. Before the intervention, 76% of new teachers were confident in managing classroom (that is they replied "totally agree" or "agree" to the relevant item). This percentage **increased to 85% after the intervention**. About 70% of the participants were confident in improving teaching techniques. This percentage **increased to 78% after the intervention**. 82% of participants were confident in developing/using supporting materials in teaching, with this percentage **increased to 84% after the intervention**. The intervention did not affect self-confidence in the use of ICT devices and tools in classroom, the percentage remained stable. On the other hand, as regards dealing with students with diverse needs, the percentage of teachers being confident in dealing with this issues, **increased** from 45% to 54%, but the number of those who "neither agree nor disagree" also increased, from 31% to 34%. As regards evaluating and giving feedback to students, the percentage of teachers being confident **increased from 64% to 78%**. As regards working with parents and guardians, the percentage of teachers being confident **increased from 49% to 62%**. As regards working with other stakeholders, teachers do not feel very confident, but this percentage **increased** after the intervention, **from 38% to 53%**. Finally, as regards dealing with administrative issues, the percentage of teachers **increased from 29% to 50%**.

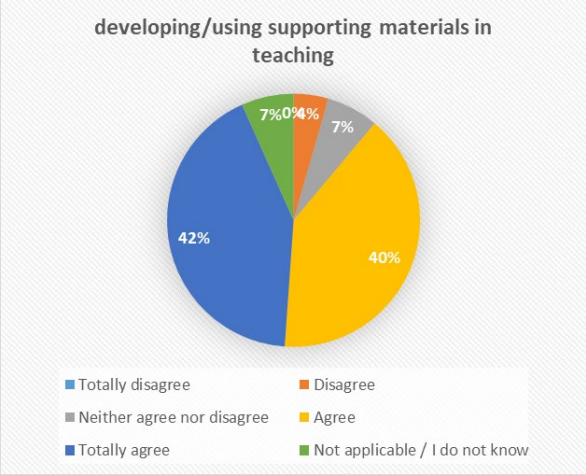
The conclusion from the control group of new teachers is that teachers' confidence in dealing with most issues is lower, but increased after the intervention.

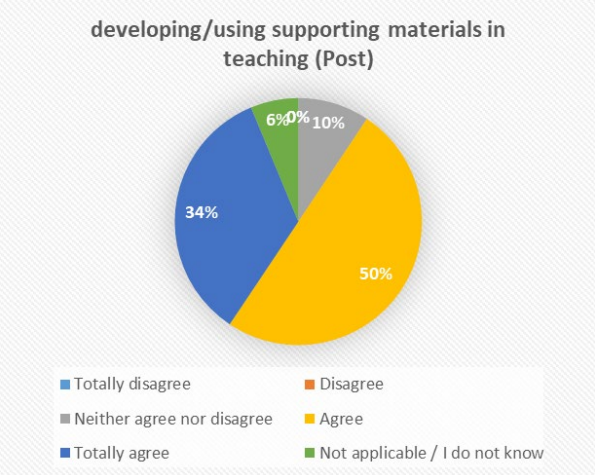
Figure 21: Results of Part F of the Questionnaire (control group – new teachers)

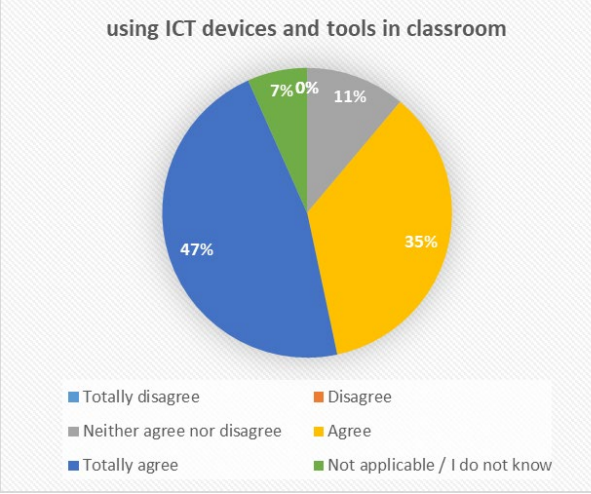


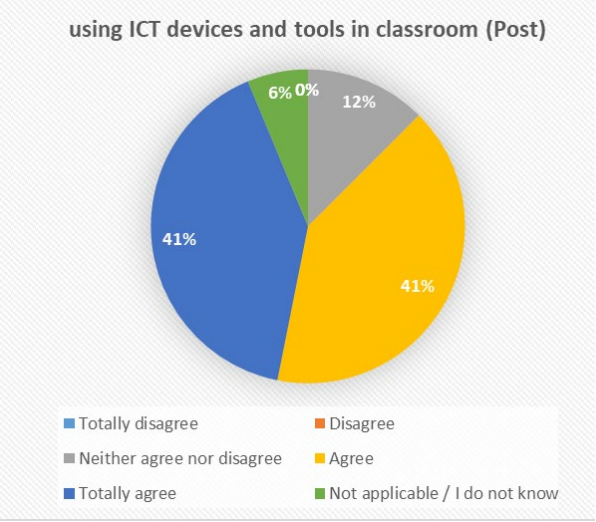

improving teaching techniques
2%
7%
11%
40%
31%
9%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

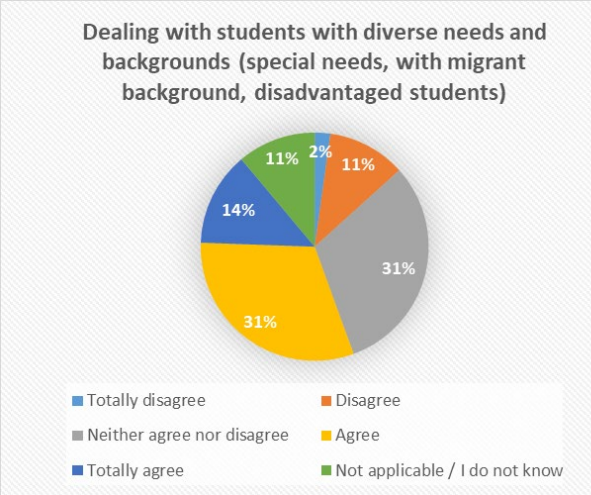

improving teaching techniques (Post)
6%
0%
6%
10%
28%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

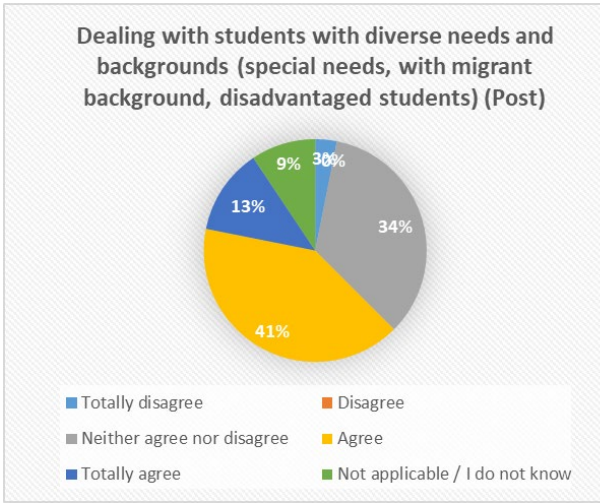

developing/using supporting materials in teaching
7%
0%
4%
7%
42%
40%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

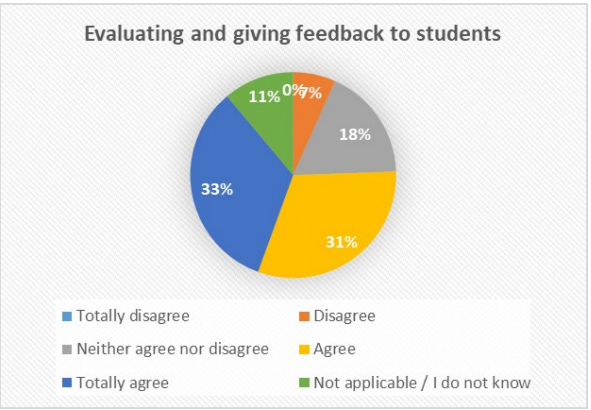

developing/using supporting materials in teaching (Post)
6%
0%
10%
34%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

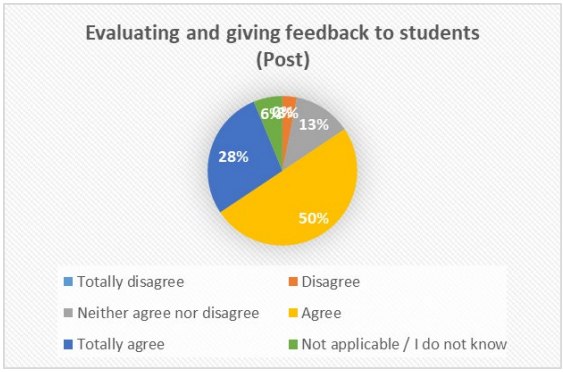

using ICT devices and tools in classroom
7%
0%
11%
47%
35%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

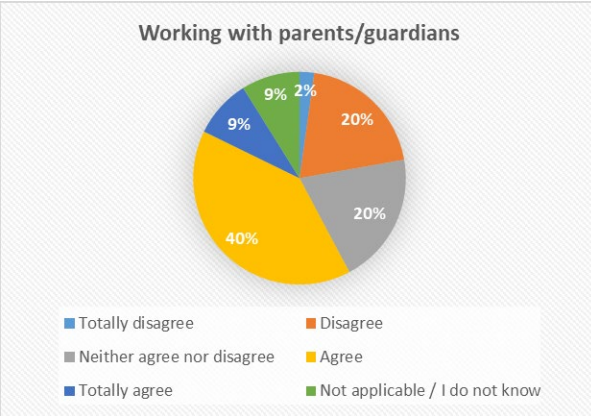

using ICT devices and tools in classroom (Post)
6%
0%
12%
41%
41%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

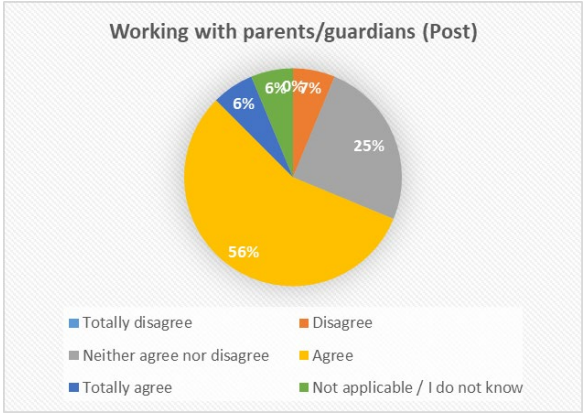

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)
2%
11%
31%
31%
14%
11%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

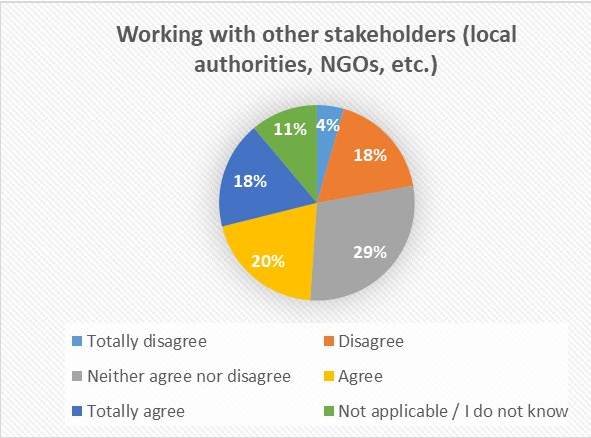

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students) (Post)
3%
34%
41%
13%
9%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

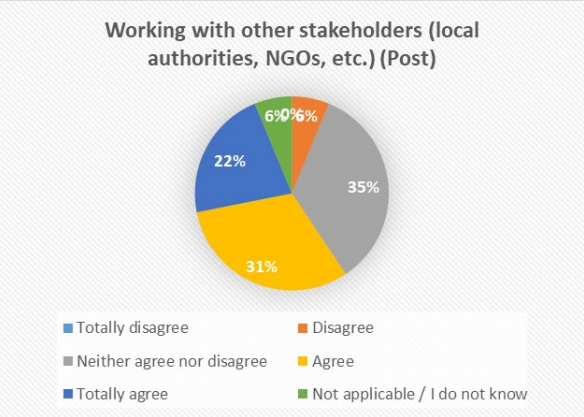

Evaluating and giving feedback to students
0%
7%
18%
31%
33%
11%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

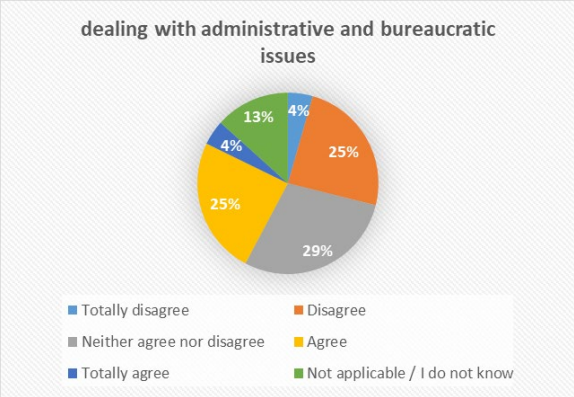

Evaluating and giving feedback to students (Post)
3%
13%
50%
28%
6%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Working with parents/guardians
2%
20%
20%
40%
9%
9%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Working with parents/guardians (Post)
0%
7%
25%
56%
6%
6%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know







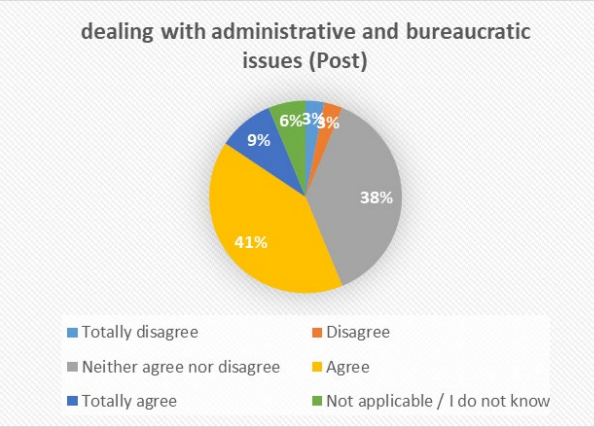


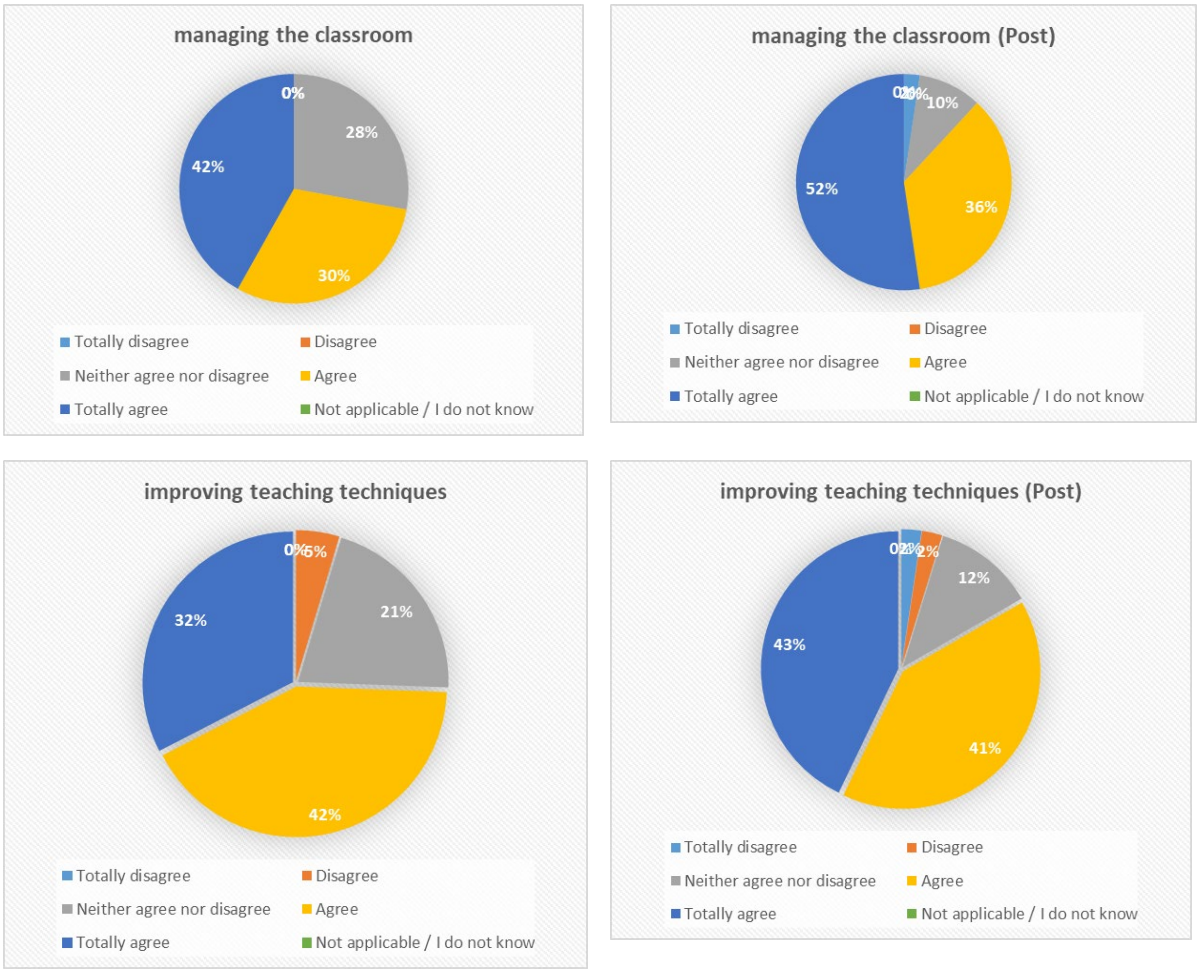
Figure 22 presents new teachers' confidence in dealing with challenges of the teaching profession before and after the intervention provided to the experimental group.

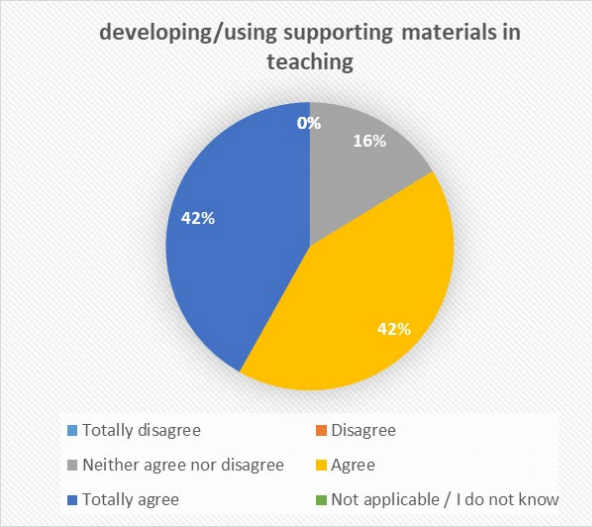
Before the intervention, 72% of new teachers were confident in managing classroom (that is they replied "totally agree" or "agree" to the relevant item). This percentage **increased to 88%** after the intervention. About 74% of the participants were confident in improving teaching techniques. This percentage **increased to 84% after the intervention**. 84% of participants were confident in developing/using supporting materials in teaching, with this percentage **increasing to 88%** after the intervention. 81% of participants were confident in using ICT devices and tools in classroom before the intervention and 84% after the intervention. As regards dealing with students with diverse needs, the percentage of teachers being confident in dealing with these issues, **increased from 63% to 81%**.

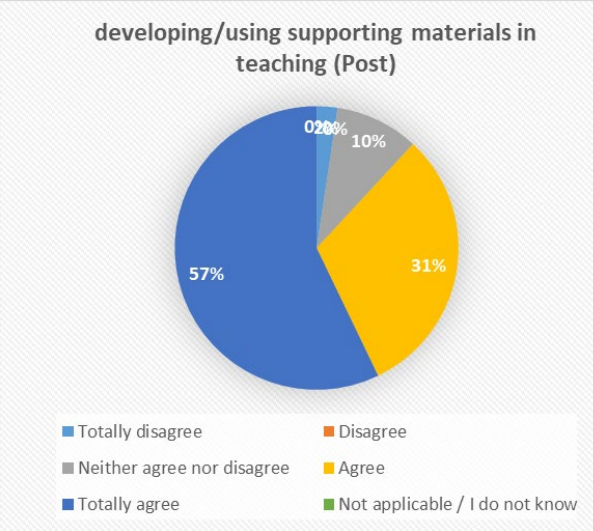
As regards evaluating and giving feedback to students, the percentage of teachers being confident **increased from 67% to 83%**. As regards working with parents and guardians, the percentage of teachers being confident **increased from 56% to 76%**. As regards working with other stakeholders, the percentage of teachers being confident **increased from 42% to 64%**. Finally, as regards dealing with administrative issues, the percentage of teachers **increased from 44% to 67%.**

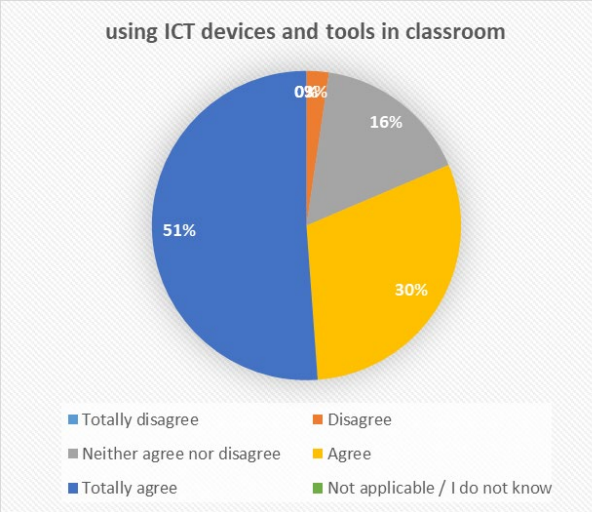
Overall, the experimental intervention increased new teachers' confidence in dealing with almost all everyday challenges of the teaching profession.

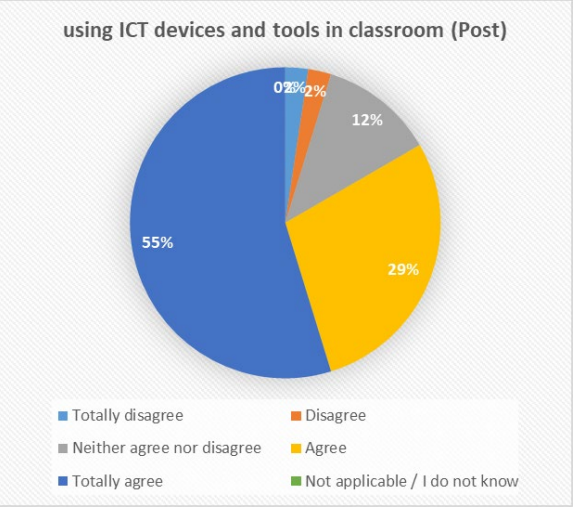
Figure 22: Results of Part F of the Questionnaire (experimental group – new teachers)

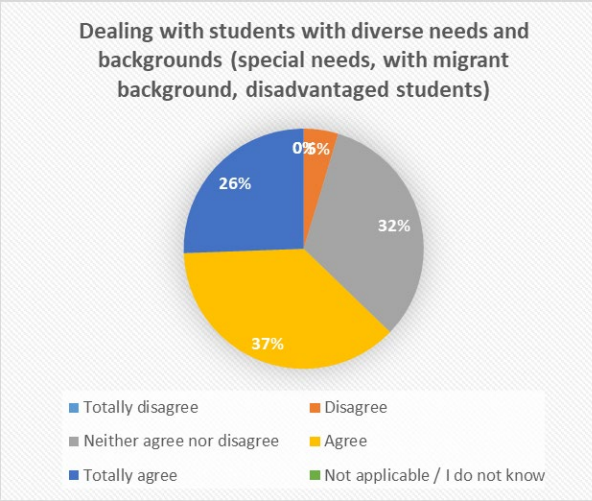


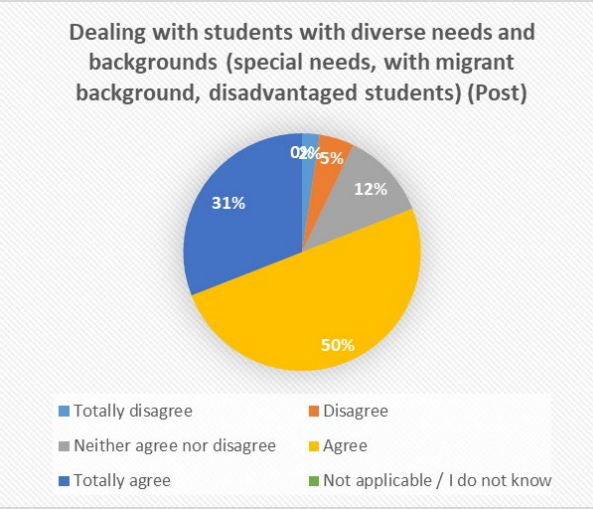

developing/using supporting materials in teaching
0%
16%
42%
42%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

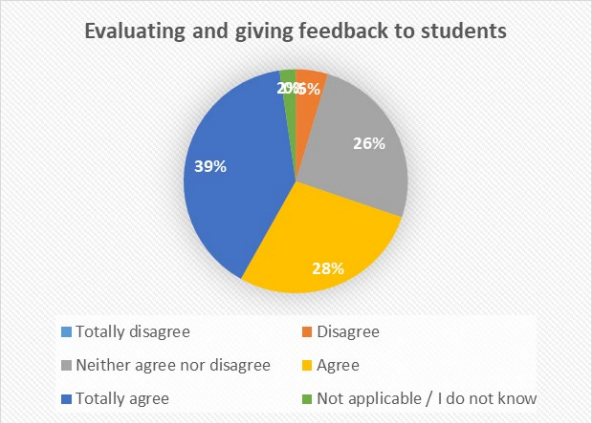

developing/using supporting materials in teaching (Post)
10%
57%
31%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

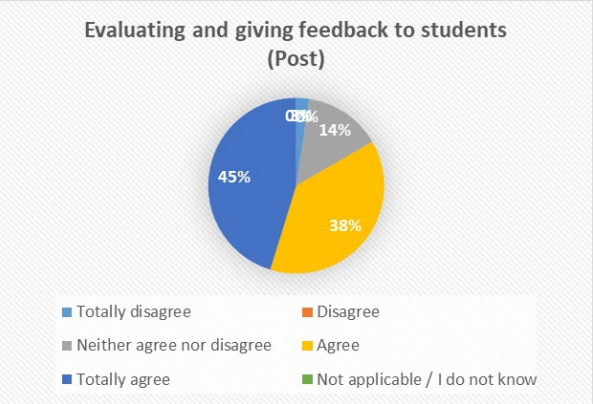

using ICT devices and tools in classroom
16%
51%
30%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

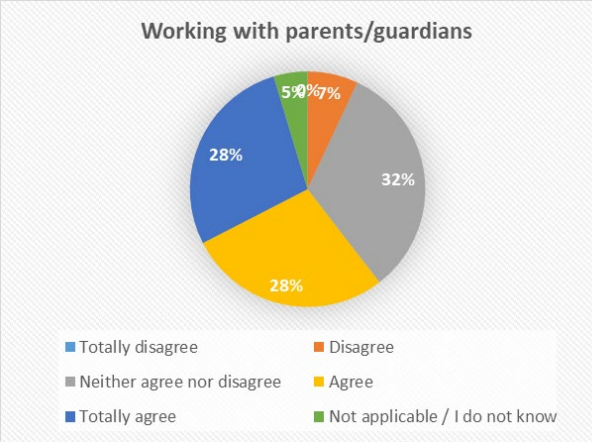

using ICT devices and tools in classroom (Post)
2%
12%
55%
29%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

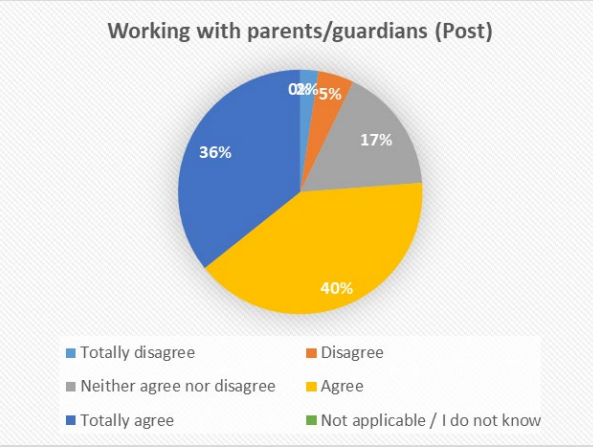

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)
5%
26%
32%
37%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students) (Post)
2%
5%
12%
31%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

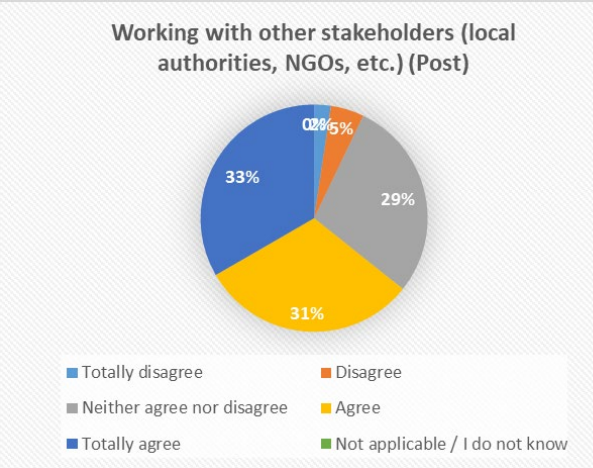

Evaluating and giving feedback to students
26%
28%
39%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

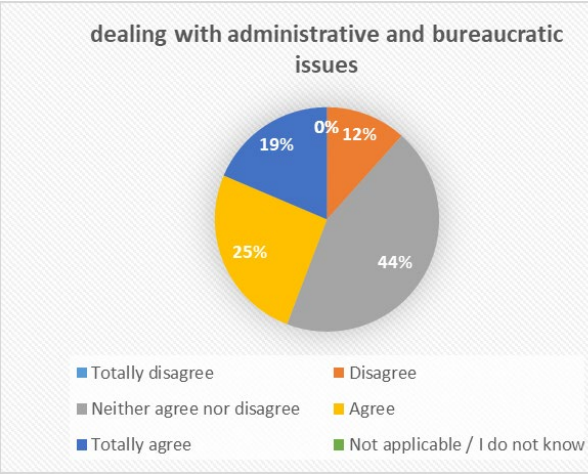

Evaluating and giving feedback to students (Post)
14%
38%
45%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

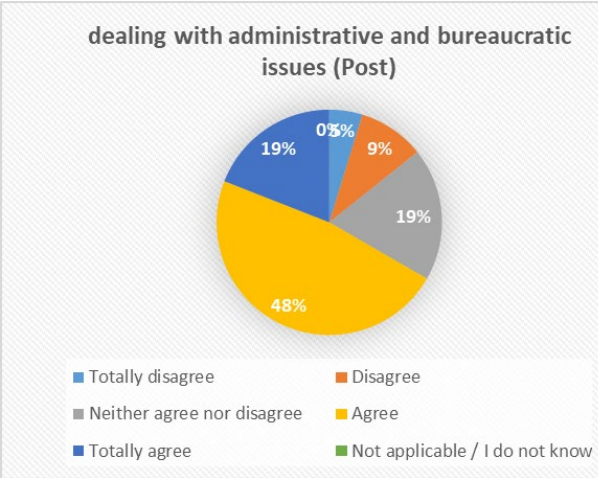

Working with parents/guardians
32%
28%
28%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Working with parents/guardians (Post)
5%
17%
36%
40%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Working with other stakeholders (local authorities, NGOs, etc.)
16%
40%
26%
16%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Working with other stakeholders (local authorities, NGOs, etc.) (Post)
5%
29%
33%
31%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know





***Overall Conclusion**: The evidence from the field trails does provide support in favour of the fifth hypothesis. In particular, the intervention increased the already high levels of confidence among experienced teachers in the control group. What is of particular interest is that results in the experimental group show that the intervention did not affect the change in results or even reduced certain percentages, which can perhaps be justified by the fact that the intervention raised awareness of certain insecurities. The results are even more interesting for the group of new teachers. The control group reported that teachers' confidence in dealing with most issues is lower, but increased after the intervention. Yet, the experimental intervention acted more effectively, boosting their sense of self-efficacy.*

Hypothesis 6. The training of mentors facilitates the implementation of teacher induction programmes.

This hypothesis is tested through the results of the Part C of the questionnaire of experienced teachers (see Figures 5 and 6). Reiterating the basic findings of the analysis of Part C, **the majority of experienced teachers believe that mentoring programmes should be mandatory. Their degree of agreement to this idea increased after the interventions.** As we already discussed they are also in favour of a more formal and structured approach in the design of the mentoring programme, equipped with tools, formal guidance and support material, which furthermore will be adapted to the school context. It is worthwhile to note that the participants were already positive towards this approach (as reflected on the high levels of positive statements, i.e. answering "agree" and "totally agree" to the relevant items). **Yet, the degree of positivity was boosted after the intervention and especially in the experimental**

group for certain items (for example a substantial number of them moved from "agree" to "totally agree" when asked about the importance of a formal induction programme).

***Overall Conclusion**: The majority of experienced teachers believe that mentoring programmes should be mandatory. Their degree of agreement to this idea increased after the interventions. As we already discussed they are also in favour of a more formal and structured approach in the design of the mentoring programme, equipped with tools, formal guidance and support material, which furthermore will be adapted to the school context. It is worthwhile to note that the participants were already positive towards this approach (as reflected on the high levels of positive statements, i.e. answering "agree" and "totally agree" to the relevant items). Yet, the degree of positivity was boosted after the intervention and especially in the experimental group for certain items (for example a substantial number of them moved from "agree" to "totally agree" when asked about the importance of a formal induction programme).*

Thus the replies of experienced teachers offer some indirect evidence in favour of Hypothesis 6.

Hypothesis 7: Lack of resources and guidance are the reasons for not implementing induction programs in schools.

The following Figures examine the relevance of resources and guidance in implementing induction programs in schools. Teachers were initially asked whether a number of conditions are threats for the implementation of the induction programme. After the interventions (the control and the experimental one), they were asked if these conditions proved to be threats.

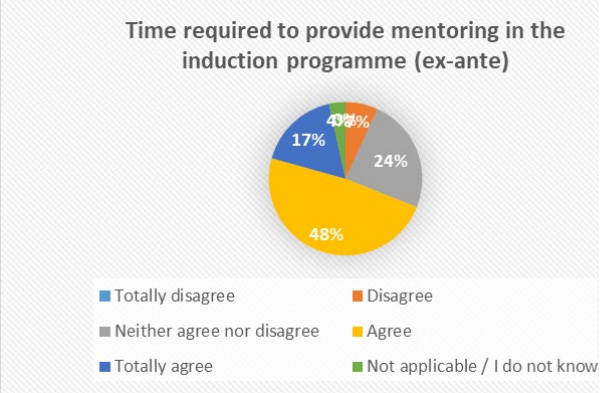
Figure 23 focuses on experienced teachers. According to their replies, **65%** of the experienced teachers in the control group considered time to provide mentoring as a potential threat to the implementation of induction programs in schools. After the intervention, **50% replied that it proved threat, but the number of those who "neither agree nor disagree" increased after the intervention, from 24% to 42%**. 62% of the experienced teachers who participated in the control group acknowledged **appropriate space** (office or meeting space) as a significant factor before the intervention. After the intervention 50% of them replied that it proved a significant factor. Regarding support from school leadership, the share of those highlighting its lack as a potential threat **decreased** after the intervention. The same pattern of replies is also found concerning financial incentives. Regarding the availability of support material in implementing induction programs, the percentage increased from 62% to 84%.

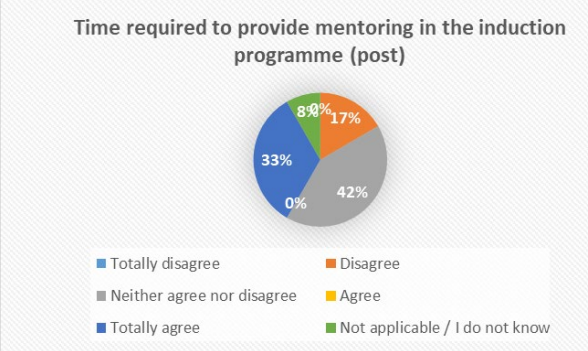
Regarding the experimental group of experienced teachers, we are observing the following. The share of teachers agreeing or totally agreeing about the role of time to provide mentoring as a potential threat was **60%** before the intervention. Yet, **after the intervention 31% of them identified time as a proven threat**. **In regard to financial incentives**, **63%** of experienced teachers found this factor to be a threat after the intervention (compared to **59%** that identified financial incentives as potential threat). Similar reactions were not observed for the availability of time of new teachers, availability of space, the support of school leadership and the availability of activities and supporting material.

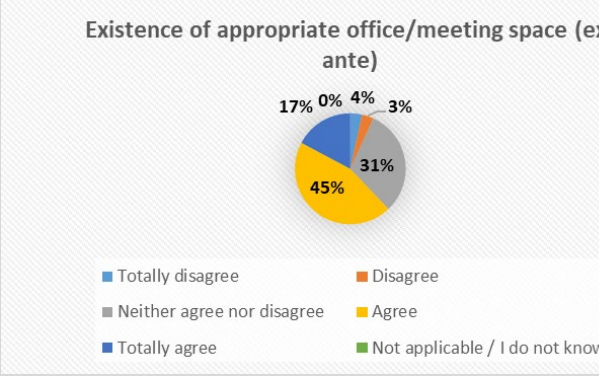
Overall, the results from experienced teachers show that the availability of support material and financial incentives are conditions worth considering when designing and implementing induction programmes.

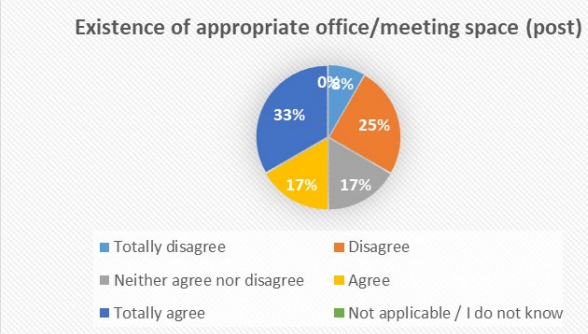
Figure 23: Results of Part F of the Questionnaire (control and experimental groups – experienced teachers)

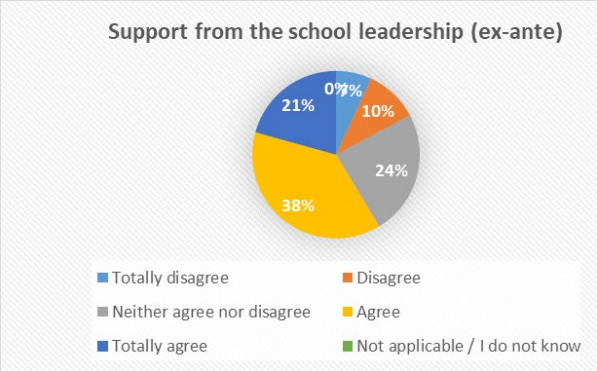
Control group

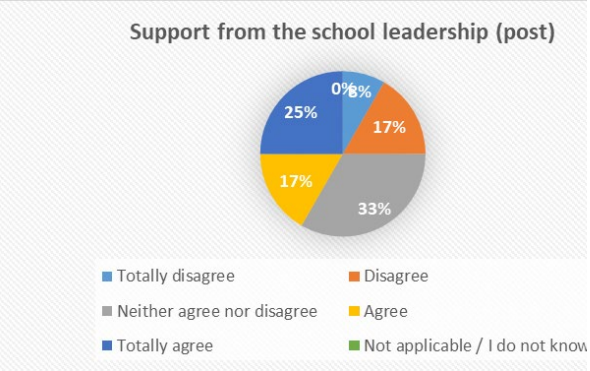


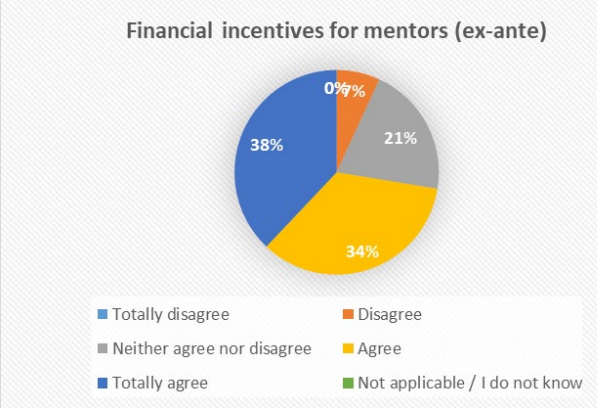


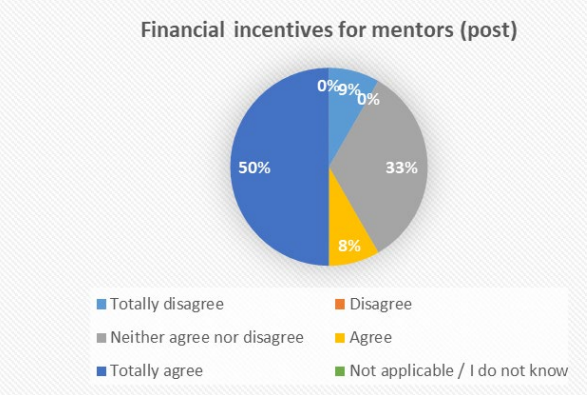


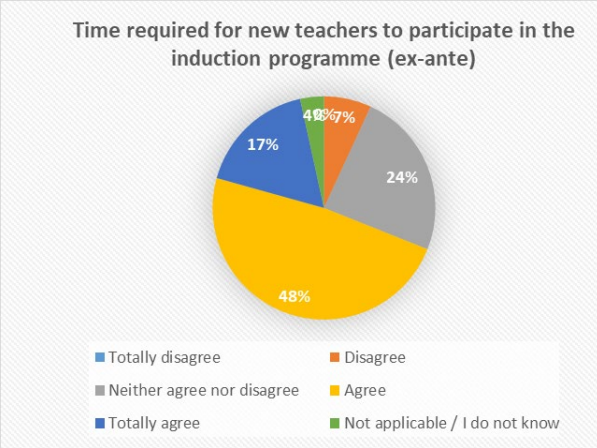


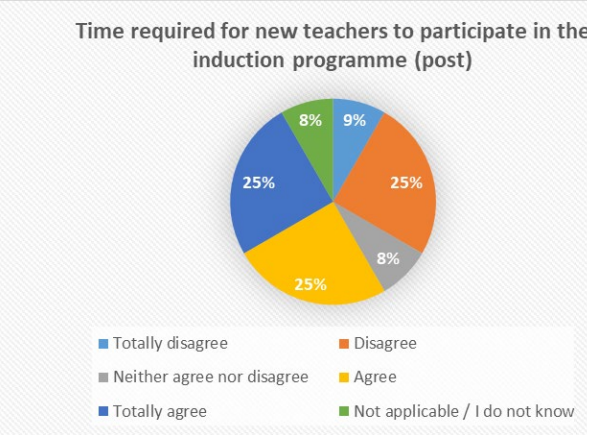

Support from the school leadership (ex-ante)
0%
7%
10%
24%
38%
21%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

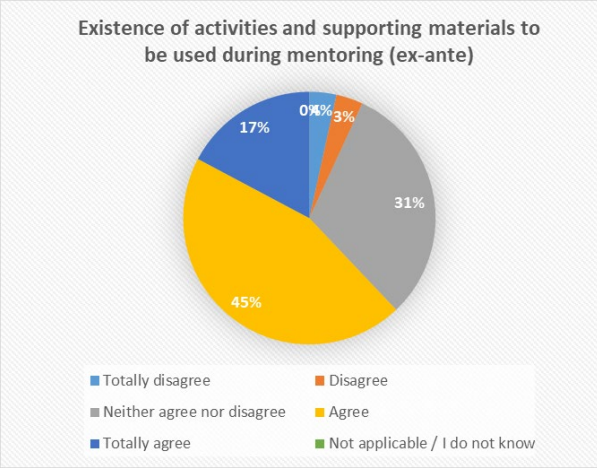

Support from the school leadership (post)
0%
8%
17%
33%
17%
25%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

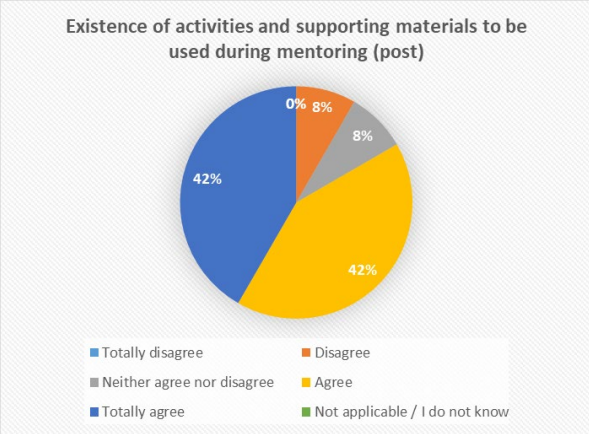

Financial incentives for mentors (ex-ante)
0%
7%
21%
34%
38%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Financial incentives for mentors (post)
0%
9%
0%
33%
8%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

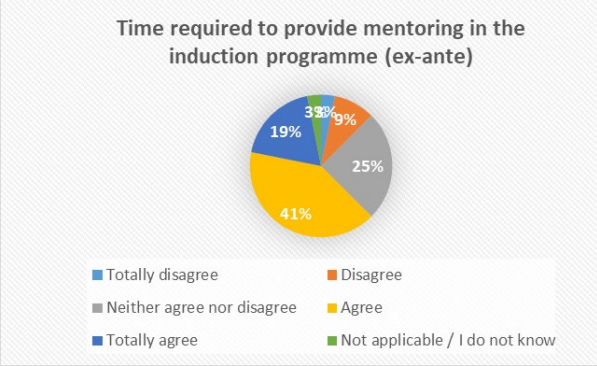

Time required for new teachers to participate in the induction programme (ex-ante)
7%
24%
48%
17%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

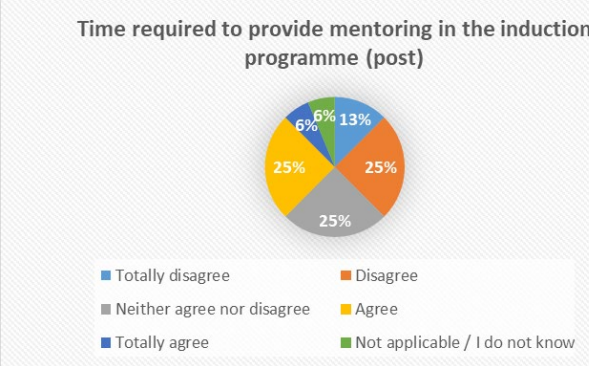

Time required for new teachers to participate in the induction programme (post)
9%
25%
8%
25%
25%
8%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

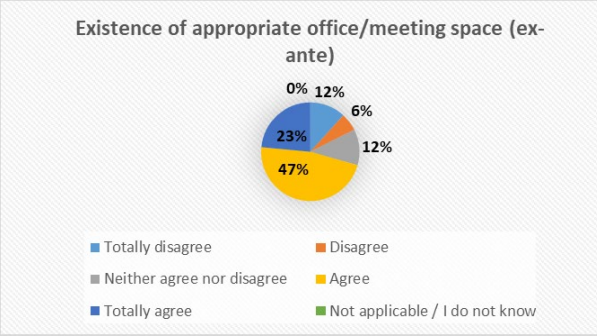


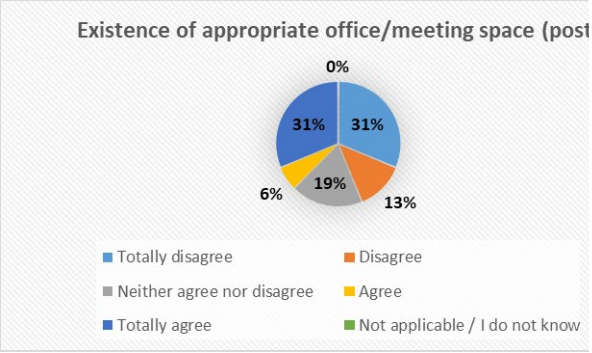


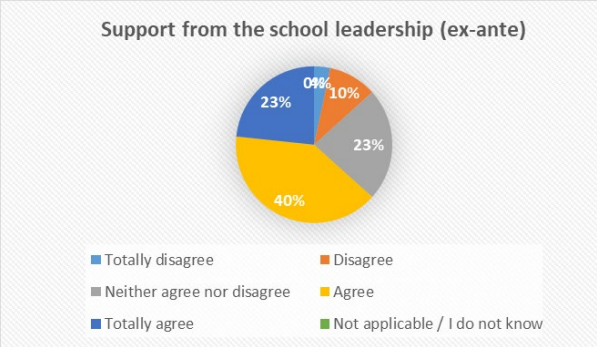
Experimental group

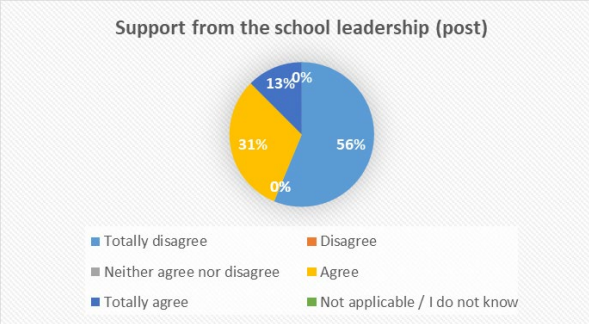




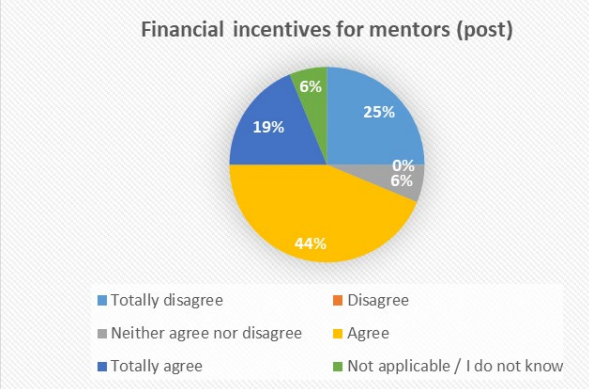


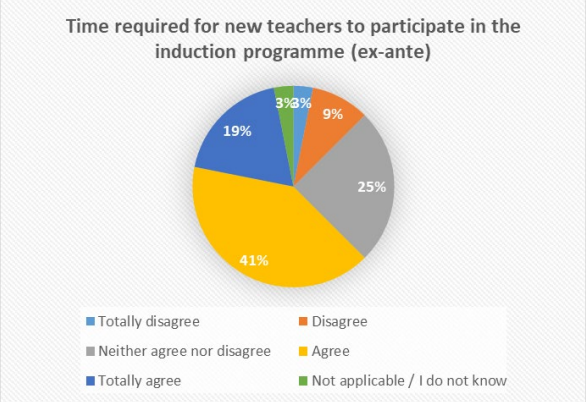


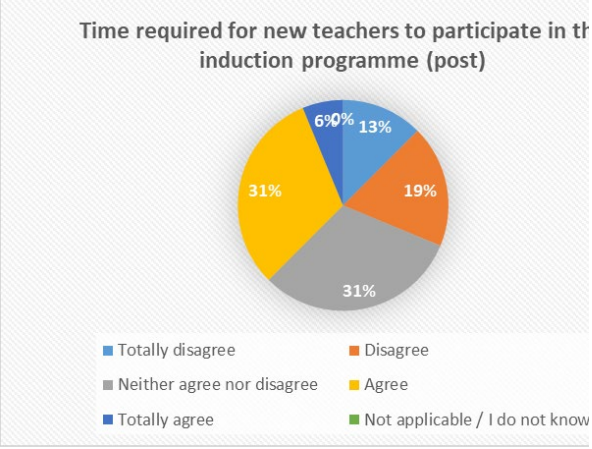

Support from the school leadership (ex-ante)
0%
10%
23%
40%
23%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

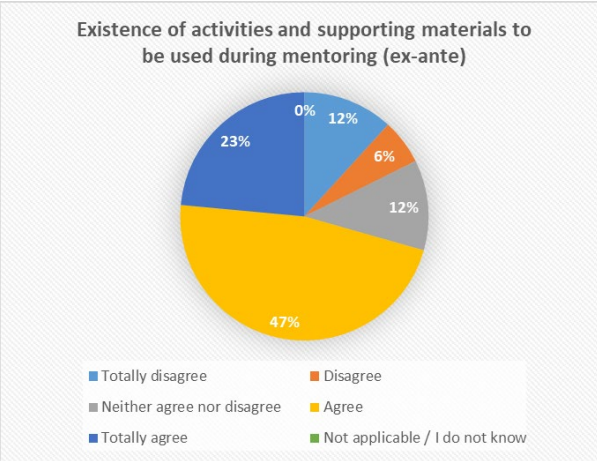

Support from the school leadership (post)
13%
0%
31%
56%
0%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

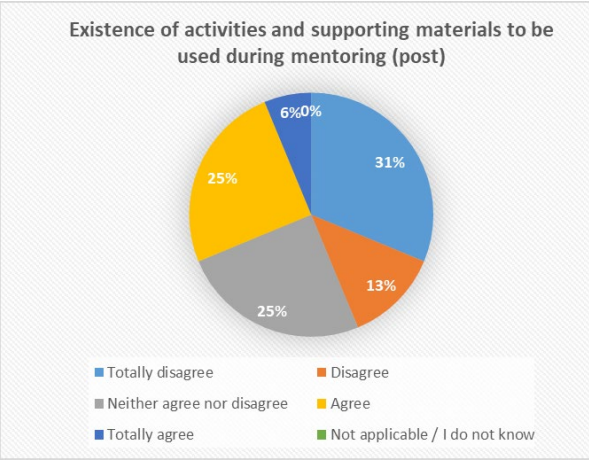

Financial incentives for mentors (ex-ante)
3%
6%
13%
28%
19%
31%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Financial incentives for mentors (post)
6%
25%
19%
0%
6%
44%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Time required for new teachers to participate in the induction programme (ex-ante)
3%
3%
9%
19%
25%
41%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Time required for new teachers to participate in th
induction programme (post)
6%
0%
13%
31%
19%
31%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know





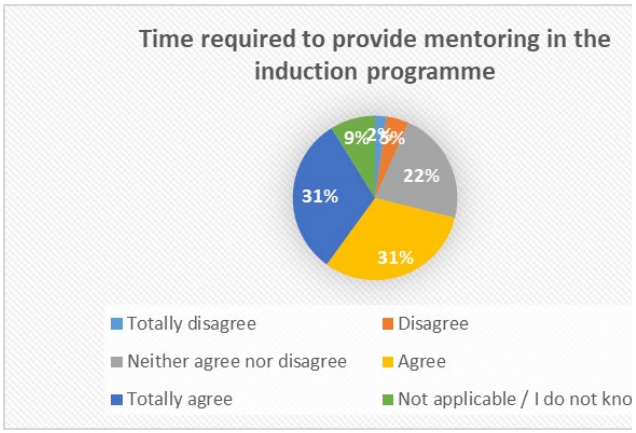
In Figure 24, the analysis of Figure 23 is replicated for the control and the experimental groups of new teachers. The first part of the Figure is dedicated to the control group. In regards to time required to provide mentoring, new teachers' views **remain relatively stable**. New teachers' views also **remain stable** with respect to availability of supporting materials and activities, appropriate space and financial incentives. Yet, the share of teachers viewing the availability of time for new teachers and support from school leadership has **decreased** as a potential and proven threat.

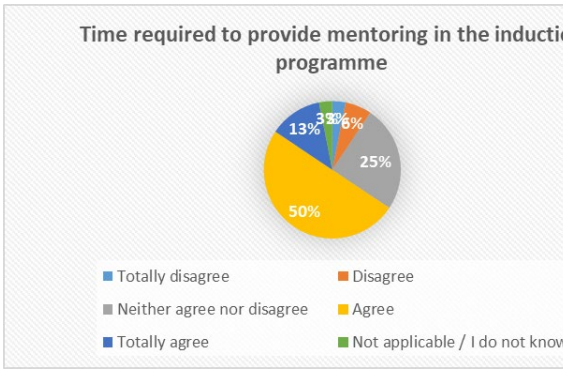
The analysis of the replies derived from the experimental group of new teachers also reveals that the experimental intervention highlighted the importance of resources and guidance in the implementation of the relevant programmes. In particular, the share of teachers replying "totally agree" or "agree" with respect to time required to provide mentoring decreased from 68% to 66% (that is, in the end, **66% of teachers acknowledged time as a threat in implementation, noting that this percentage decreased slightly after the intervention**). The relevance of the availability of space **increased from 46% to 55%** and the relevance of the availability of activities and supporting materials **increased from 46% to 57%. On the other hand, no such effects were found with respect to** "time required for mentoring" and "support from school leadership".

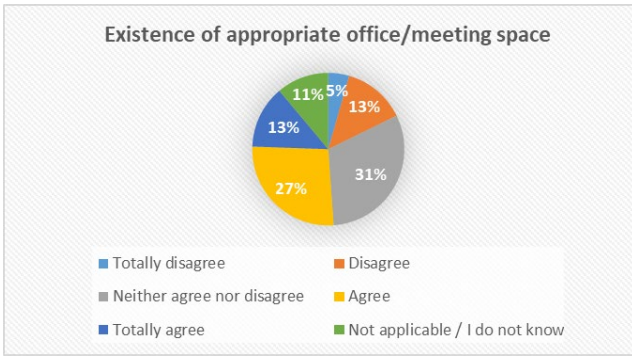
Overall, the results from new teachers (especially those stemming from the experimental group) identify the availability of time, space and supporting material as conditions worth considering when designing and implementing induction programmes.

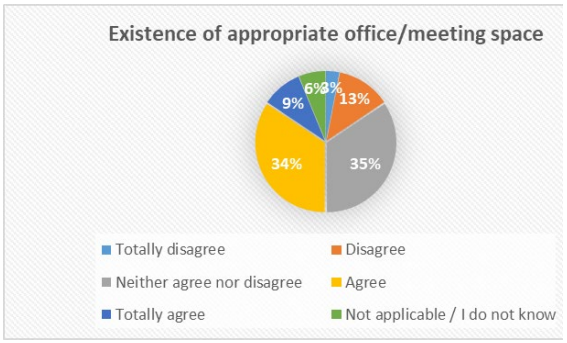
Figure 24: Results of Part G of the Questionnaire (control and experimental groups – new teachers)

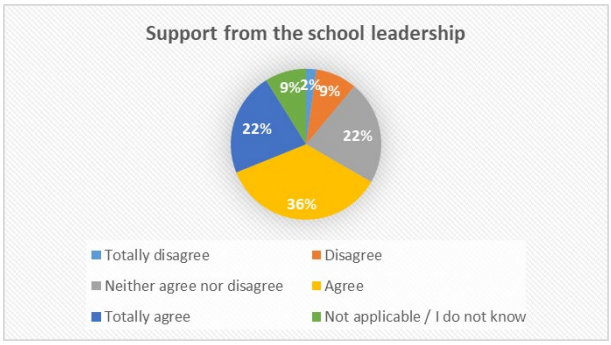
Control group

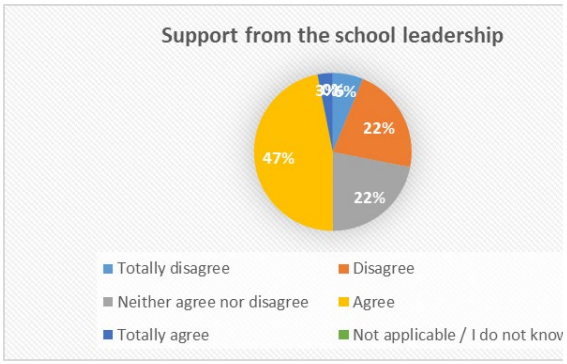


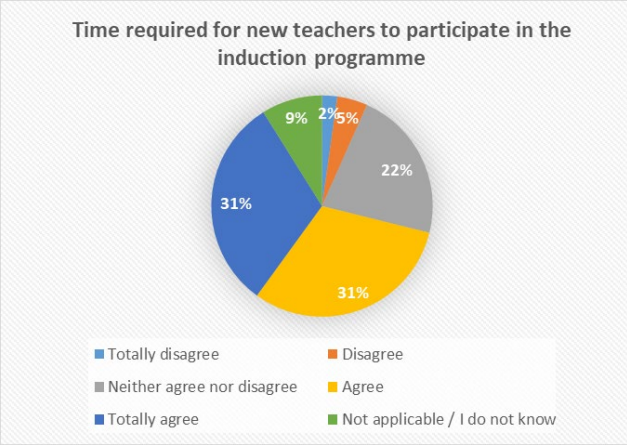


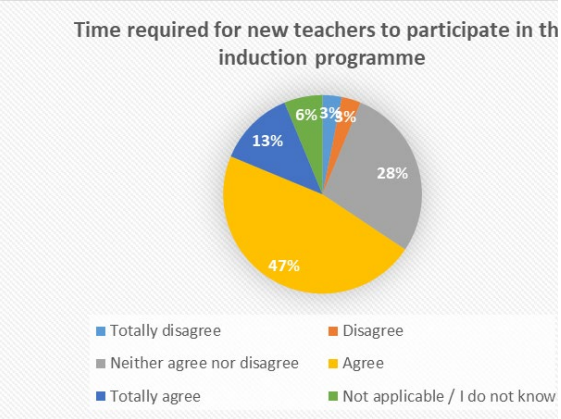


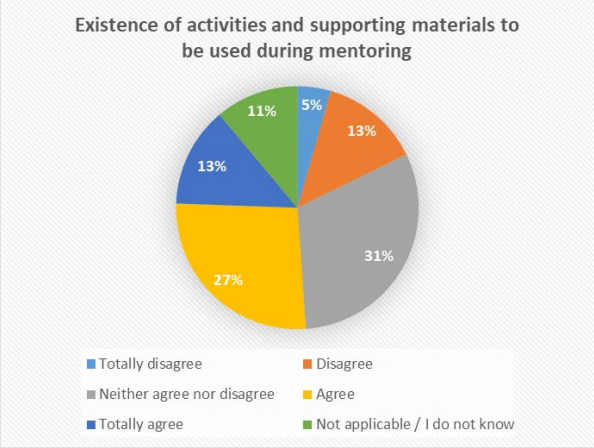


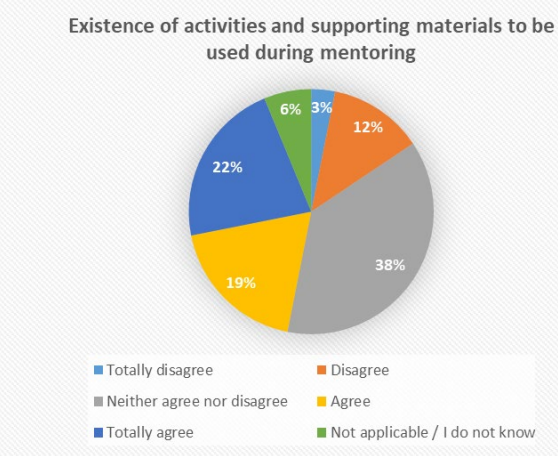


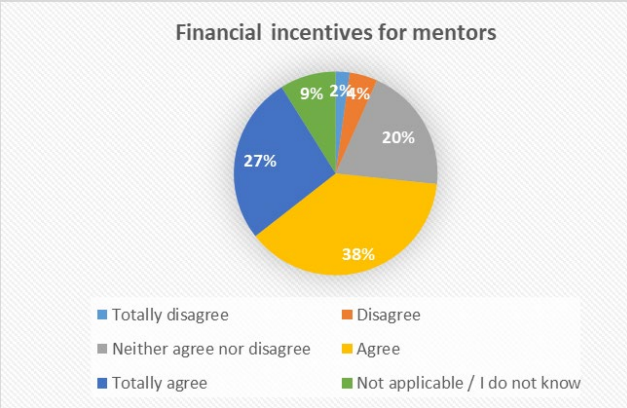


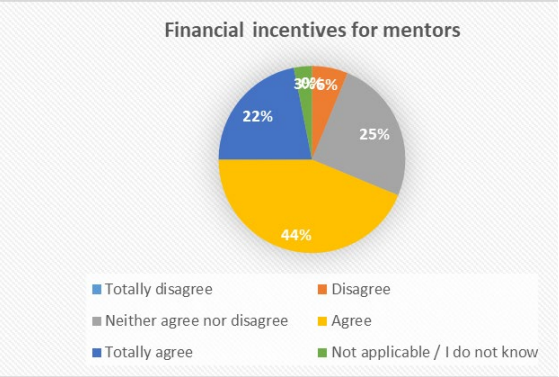

Time required for new teachers to participate in the induction programme
2%
5%
22%
31%
31%
9%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Time required for new teachers to participate in th induction programme
3%
3%
28%
47%
13%
6%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

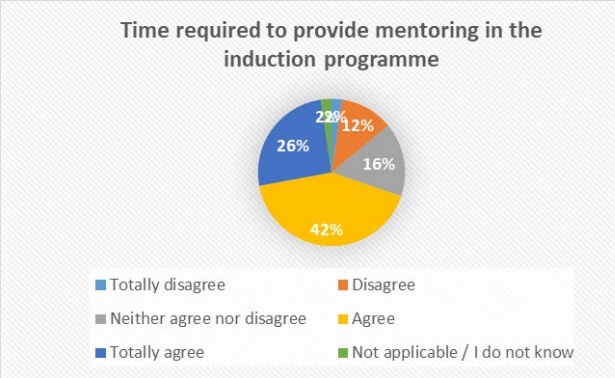

Existence of activities and supporting materials to be used during mentoring
5%
13%
31%
27%
13%
11%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

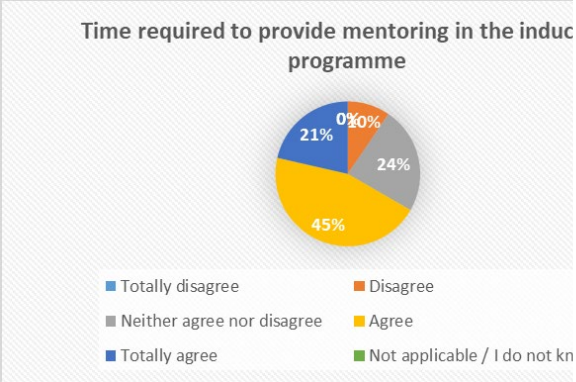

Existence of activities and supporting materials to be used during mentoring
3%
12%
38%
19%
22%
6%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

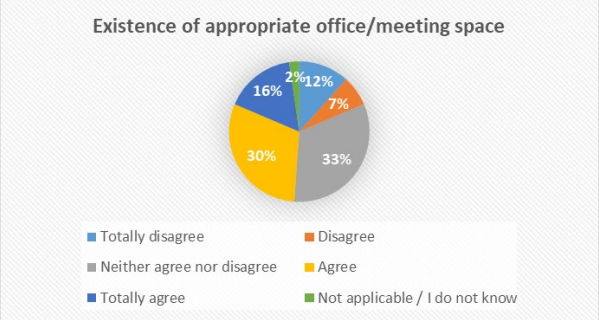

Financial incentives for mentors
2%
4%
20%
38%
27%
9%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

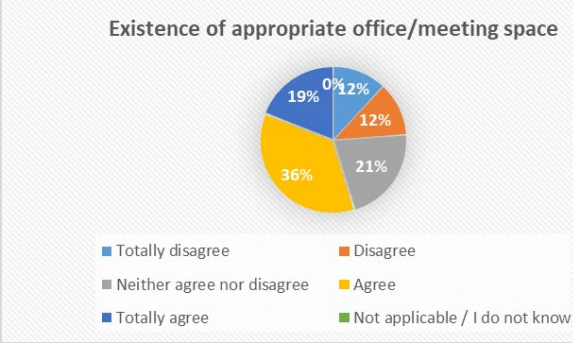

Financial incentives for mentors
3%
6%
25%
44%
22%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

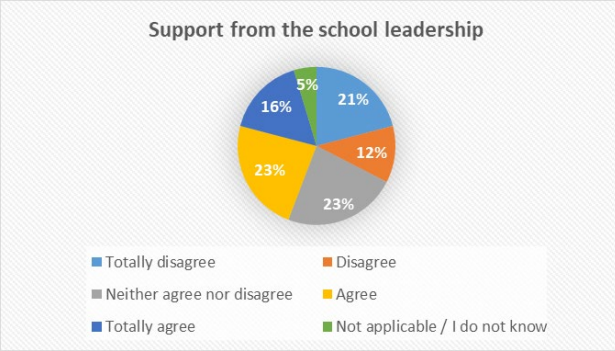
Experimental group

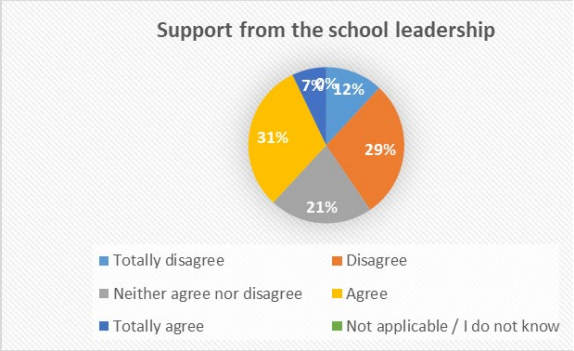


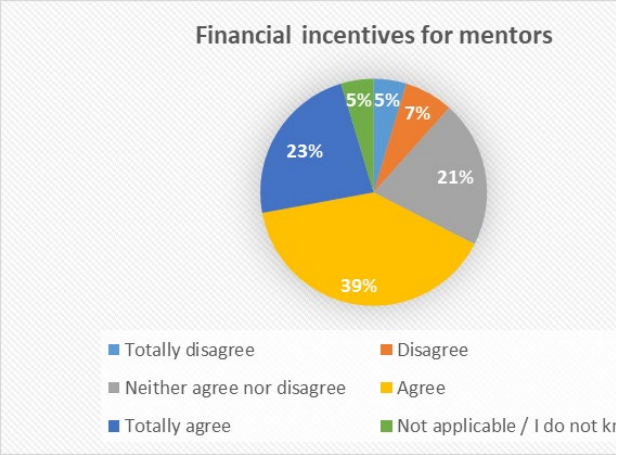


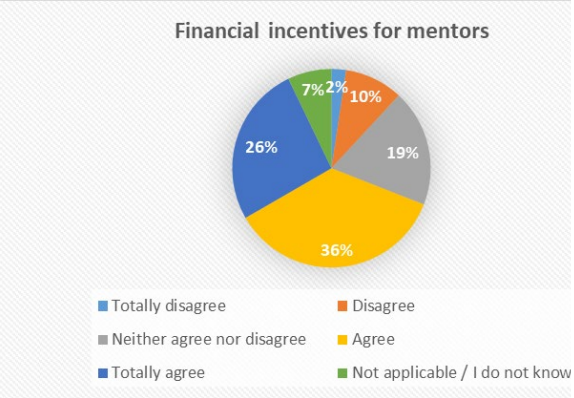


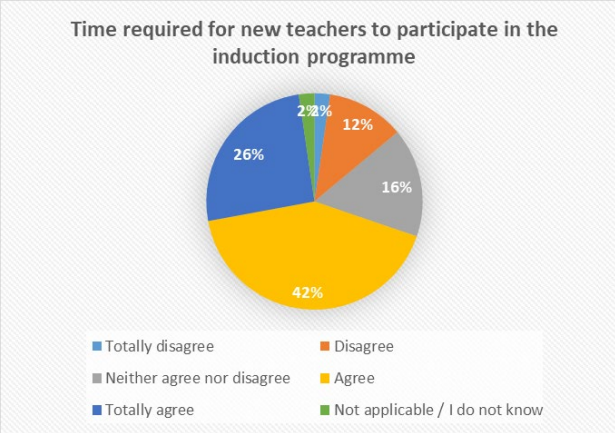


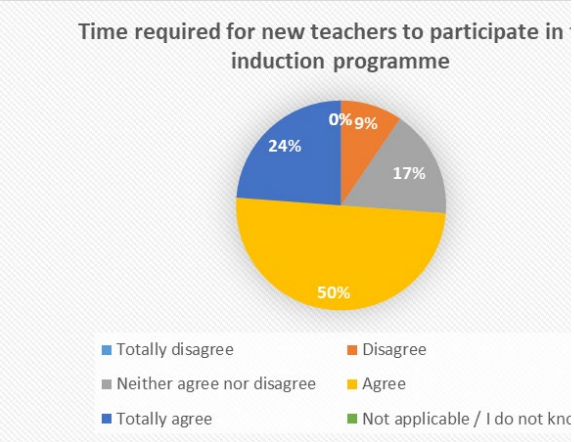


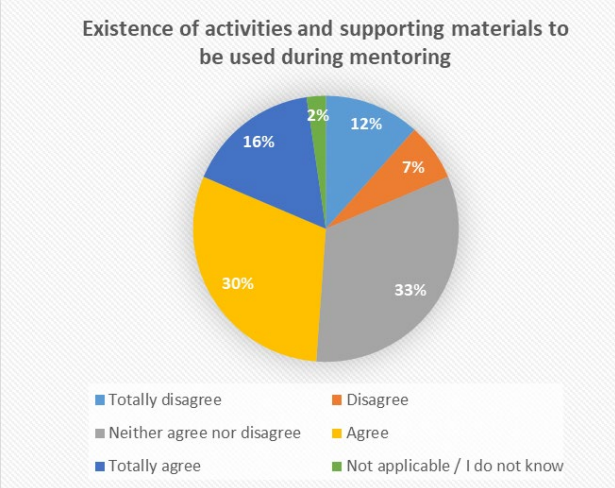


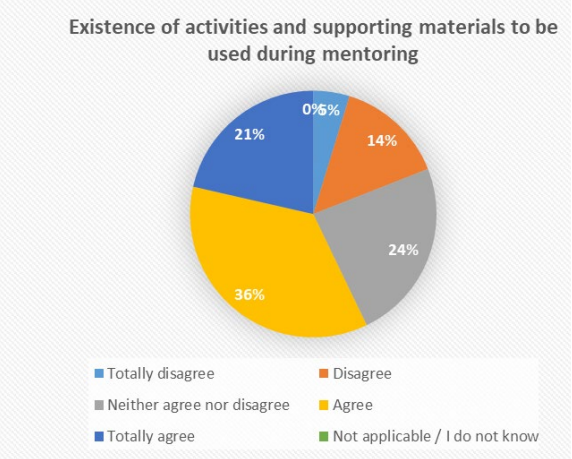

Financial incentives for mentors
5%
5%
7%
21%
39%
23%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not kr


Financial incentives for mentors
2%
10%
19%
36%
26%
7%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Time required for new teachers to participate in the induction programme
2%
2%
12%
16%
42%
26%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Time required for new teachers to participate in
induction programme
0%
9%
17%
50%
24%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not kn


Existence of activities and supporting materials to be used during mentoring
12%
7%
33%
30%
16%
2%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Existence of activities and supporting materials to be used during mentoring
0%
5%
14%
24%
36%
21%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

***Overall Conclusion**: The results from experienced teachers show that the availability of support material and financial incentives are conditions worth considering when designing and implementing induction programmes. The results from new teachers (especially those stemming from the experimental group) identify the availability of time, space and supporting material as conditions worth considering when designing and implementing induction programmes.*
Overall, hypothesis 7 is partially verified from the field trials.

Part B: Qualitative evaluation of the field trials

Section 1B: The samples of the qualitative evaluation of the field trials

For the qualitative analysis of the field trials, one focus group session was organized. Specifically, five experienced and three newly qualified teachers participated in a focus group session (see Table 2), which lasted for almost 1h and half. Note that the focus group managed to take place on the fourth attempt, given that the previous three agreed appointments were canceled by the teachers (more precisely, the new teachers). Also, for the same reason, the focus group was held online (it was originally planned to be live) and at a later date than planned. In the end, it was held on December 14, 2023, that is almost a month and a half after the completion of the field trials. Due to technical problems, it was not recorded, but photographs were taken with the permission of the participants. Due to the mentioned problems in the organization, the interviews will be recorded online afterward.

Table 5: Demographics of the participants in the Focus Group Session

Subject	School level	Gender	Area of the school	Age Group	Years of experience
Teacher 1 (mentor)	Secondary school, gymnasium-four-year vocational school	Female	Urban	45-55	<20
Teacher 2 (mentor)	Primary school	Female	Urban	45-55	<20
Teacher 3 (mentor)	Primary school	Female	Urban	45-55	<20
Teacher 4 (mentor)	Primary school	Female	Urban	56-65	<20
Teacher 5 (mentor)	Secondary Vocational school	Female	Urban	45-55	<20
Teacher 6 (mentee)	Primary school	Female	Urban	26-35	1-5
Teacher 7 (mentee)	Primary school	Female	Rural	26-35	1-5
Teacher 8 (mentee)	Primary school	Female	Rural	36-45	1-5

Section 2B: Results of the qualitative part of the field trials' evaluation

Hypothesis 1: Mentor formal training programmes for experienced teachers and school leaders facilitates the deployment of effective, formal teacher induction programmes.

The formal mentoring program offers a much closer relationship with the trainee, the mentor had the feeling that he was more truly available to the trainee when he needed help. The existing program in Croatia is more like a school pattern and according to it, the trainees are left to their own devices ("pushed" into the class according to the principle of "handle it yourself"). They cited problems in the current system: more interns for one mentor, although now the situation is somewhat better because schools take fewer trainees for internships, which is another type of problem at the moment - fewer trainees get the opportunity to do internships in schools. Mentors believe that they need much more support as a mentor than is generally believed.

"*Closer relationship - available to interns - structured program. You don't have to be an expert, but you can do mentoring.*"

(Teacher-mentor)

"*Our system is not good, because it does not focus on the mentor, so I liked LOOP. Consistency of the program.*"

(Teacher-mentor)

Therefore, concerning hypothesis 1, all participants in the focus group emphasized the value of a formal mentoring program as a facilitating factor in the effective implementation of the NTIP.

Hypothesis 2: The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance on the system.

The LOOP program is more structured, the general impression is that the teachers are grateful that they had the opportunity to experience it, to try it out. It helped them build a mentor-trainee relationship. Another important impression of the LOOP program is that they say that you do not need to be a formal mentor to use this program, in other words, with LOOP program you can be a mentor without prior professional training to be a mentor.

In the current system, it feels like preparing a new teacher is just "work".

"*A well-developed program, in contrast to the state one.*"

(Teacher-mentor)

"*Structural guidelines for work - this is something new and useful.*"

(Teacher-mentor)

"*I realized how much our students lack knowledge about the practical skills that await them in class. This mentoring program made me aware that future teachers are not sufficiently prepared for direct work - work with parents, teachers/colleagues.*"

(Teacher-mentor)

The general impression of all participants is that the programs are valuable.

Hypothesis 3: Peer-developed teachers' induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system.

LOOP programs helped with practical skills that were lacking when entering the classroom. The programs helped to make new teachers aware of their gaps in skills such as cooperation with parents, and how to conduct a parent-teacher meeting. The program helped build self-confidence. Both

mentors and trainees think it's good to have any kind of support, someone you can turn to, any help is welcome. The value of the LOOP program is also in the relationship between the older and younger generations of teachers, which is improved by such programs.

"*I can see through the program what I missed when I started school. Everyone should use this program. Referral to specific practice at school.*"

(Teacher-mentee)

Trainees have gained more security, especially those who work a lot with special programs in class (students with adapted programs).

Hypothesis 4: Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers.

At the university and through official mentoring, the trainees did not get the support they needed with this program, for example how to manage a parent-teacher meeting, and how to manage a class. They give these programs a huge advantage in terms of the support they provide. They think that it is an advantage when you have a person you can ask everything because some keep their knowledge exclusively for themselves.

"*At the age of 36, I entered school and this program helped me a lot, as did the LOOP mentor. This program also helped me adapt to school. Help for work at school is never enough.*"

(Teacher-mentee)

"*The trainee is more confident when working with students. She could not rule with high school students. It confirmed that I am working correctly, and this really serves us and should have been an official program.*" (about NTIP)

(Teacher-mentor)

Hypothesis 5. Structured mentoring programmes adapted to the context increases the interest and success of its participants.

"*Here you get concrete support, advice. Very useful in the relationship with parents, students and colleagues. At the university, we learn the subject, but the relationship with people - students, colleagues, administration - that part is missing.*"

(Teacher-mentee)

They believe that the structure of the mentoring program can be adjusted and you can individually choose what you need, this is an advantage they point out. It is great to be able to choose chapters and topics that are individually important and from which something can be learned.

"*In this program, mentors must share their knowledge. We get answers to questions that seem banal to some, but they are not!*"

(Teacher-mentee)

Hypothesis 6. The training of mentors facilitates the implementation of teacher induction programmes.

As already mentioned, the mentors pointed out as an advantage that it is not necessary to formally be a mentor here, but with the help of the mentoring program (and good will), anyone can be a mentor. They also point out that live meetings, live trainings and exchange of experiences greatly increase their motivation and facilitate the implementation of teacher induction programmes.

Hypothesis 7: Lack of resources and guidance are the reasons for not implementing induction programs in schools.

They pointed out the lack of live interaction between the project participants and the lack of time for the implementation of the NTIP, mostly for the shake of exchanging experience, as a shortcoming in the implementation of the program.

Conclusions and Policy Recommendations

Analysis of the findings provides evidence in favour of mentoring and induction programs, but also suggests that more structured approaches be taken in designing these programs. Indicatively, the majority of experienced teachers participating in the field trials expressed negative attitudes toward informal programs. Overall, the results show that formal mentoring programs promote effective formal teacher induction programs. Similarly, peer-developed teacher induction programs based on mentoring activities support the professional development and motivation of new teachers while contributing to their rapid and effective integration into schools. It is also interesting to note that we do not find evidence that lack of resources is a serious barrier to the implementation of induction programs in schools. In general, the success of an induction program seems to depend more on the experience and motivation of the mentor than on material factors. However, the availability of time seems to be a crucial factor for the effective implementation of such programs.

In terms of policymaking, the evidence from the field trials highlights the importance of developing, establishing and maintaining a formal mentoring scheme in Croatia. Mentors emphasize that they need much more support, as do new teachers. In addition to providing the incentives and necessary

conditions for participation in such a system (e.g. temporary release from other school duties, recognition of mentoring experience as a prerequisite for career advancement, etc.), our findings indicate that potential mentors should be formally trained in programs that are carefully designed to adhere to basic principles of adult education, reflexive learning, and transformative leadership. Principals should be responsible for facilitating the participation of experienced and new teachers in successful mentoring and induction activities.

Finally, the qualitative part of the study, based on the experiences of participants in the field trials, yielded some additional interesting policy suggestions:

- Experienced teachers should be provided with specific incentives so as to undertake the role of mentors such as recognition of this role while applying for higher positions, reduction of the teaching workload or provision of a financial reward in the form of a special allowance.
- Networking among mentors should be encouraged and facilitated. For example, the existence of a free platform where teachers can connect online, a platform for registering teachers who are willing to provide support as mentors (register as “mentors”) and those who need help as a new teacher (register as a “mentee”), a platform connects them and also offers access to materials (LOOP programs) and additional resources and tools (possibility to share good practices).
- It would be preferable to introduce such induction programs in the final years of study (faculty) as a preparation for entering schools. One of the ways is through the National Agency for Education, for which we need to find a way to place our programs (manuals) at least as alternative or secondary literature for the preparation of new teachers in their apprenticeship. It is a long process, but one should never give up. We presented the programs to the management of the agency, which was the first step.
- Propose and introduce courses in the faculty that are closely related to the new modules. For example, courses:
    - Classroom Management
    - Coping with the stress of work at school
    - Relationships with colleagues, professional services and school principals
    - School administration
    - Personal and professional life of teachers
- Perhaps the universities involved in the LOOP project (as well as individuals working in universities) could propose such courses at their universities or perhaps even register new projects (Jean Monnet or similar) for joint courses.

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Empowering teachers

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