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NATIONAL REPORT ON IMPLEMENTATION
Field trials in Greece

WP3 VALIDATION THROUGH FIELD TRIALS IN REAL
ENVIRONMENTS

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EMPOWERING TEACHERS PERSONAL, PROFESSIONAL AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH INNOVATIVE PEER - INDUCTION PROGRAMMES

Executive Summary

This document provides an overview of the preparation and implementation of the LOOP mentors' capacity programme and teachers' induction programme in Greek 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 80 schools in Greece 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 Greek partners built through their contacts a pool of interested schools and teachers, between June and October 2022 allowing the participation of 363 teachers in the field trials, distributed as follows:

1. Control group of 105 experienced teachers.
2. Experimental group of 61 experienced teachers.
3. Control group of 114 new teachers.
4. Experimental group of 83 new teachers.

As part of the preparation for the field trials, a set of **events**, **involving** a total of **363 Greek teachers** was promoted, including the:

- **Train the Mentors training course** (E7) - **10 sessions** involving **61 experienced teachers** of the experimental group
- **My induction programme workshop** (E8) - **2 sessions** involving **83 new teachers** of the experimental group
- **Info session for Mentors** (E9) – **1 session** involving **105 experienced teachers** of the control group
- **Info session for New Teachers** (E10) – **1 session** involving **114 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 October/2022 and January/2023) and **after** completing this **implementation** (post-intervention questionnaire filled in between July and September/2023). Of the 363 involved in the field trials: 305 (84%) answered the ex-ante and post-intervention questionnaires.
- One on-line **focus group involving 9 teachers** (5 mentors and 4 new teachers) from the control and experimental group promoted after completing the implementation, in September/2023

- Four online **interviews with 4 teachers** (1 mentor and 3 new teachers) conducted 2 months after finalizing the implementation of the induction programme, between September and October 2023.

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 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. 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 providing the opportunity for mentoring contributes to the motivation and maintenance of experienced teachers in the system. Yet, we did not find significant differences between the control and the experimental group. Experienced teachers of the two groups mentioned that they like their job and feel that they are challenged by it. In the case of the experienced teachers the majority mentioned that would recommend teaching profession to young people. Many of the experienced teachers are not considering leaving the profession, seeing that in the future they will remain happy for pursuing the teaching profession. Several experienced teachers would like to have the possibility of becoming mentors, as they see it as a career opportunity and almost all teachers see it as an opportunity to have another role in their school and in the educational system, in general. Therefore, hypothesis 2 is verified.

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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 some positive effect especially in terms of preparing new teachers to assimilate to the schools' culture. However, in relation to 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 either negligible effects or increased the ambivalence of new teachers with respect to their self-efficacy (possibly as a result of the higher awareness about the challenges of the profession 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, both interventions increased the already high levels of confidence among experienced teachers, with the increases being more pronounced in the case of the experimental intervention. The results are even more interesting for the group of new teachers. The control group reported no improvement as a result of the induction programme. This could be explained by the fact that the control intervention rather revealed the complexities of the professional role of new teachers; in effect questioning their sense of self-efficacy. 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 time 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 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 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	√		

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Hypothesis	Partially verified	Fully verified	Comments
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 Greek 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.
- Mentors should have the same specialty with their mentees and serve at the same school with them.
- The guide could take the form of a digital items bank where both mentors and mentees can search for relevant material on the basis of specific issues search. The relevant banks should be expandable and function under the auspices of each country national authorities (e.g. Ministries of Education).
- It would be preferable if the induction programmes start some months after the beginning of new teachers careers. This timing will enable them (i.e. new teachers) to be more aware about their needs and weaknesses.
- The part of the programme related to the legal duties of the new teachers should necessarily involve as mentors the school principals of the corresponding schools.
- Networking among mentors should be encouraged and facilitated. For example, the formation of virtual communities of practice on a regional basis could yield beneficial network effects.

Introduction

The aim of this national report is to present and analyse the results from the field trials conducted in a sample of 80 schools in Greece (30 in the experimental and 50 in the control group) in the context of the LOOP programme. The methodology adopted in the programme 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 on the teachers' perceptions on 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 adheres to the following structure: in Section 1A of Part A, the statistical profiles of the participants of the field trials are presented. Section 2A briefly describes how the field trials were organized starting from the initial phase of training and info-sessions until their completion. Section 3A presents the results from the analysis of the collected data 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 Greek partners built through their contacts a pool of interested schools and teachers, between June and October 2022 allowing the identification and engagement of 363 teachers in the field trials, distributed as follows:

1. Control group of 105 experienced teachers
2. Experimental group of 61 experienced teachers
3. Control group of 114 new teachers
4. Experimental group of 83 new teachers.

In total, 363 Greek teachers were involved in the field trials of the LOOP project, but only 305 (84%) answered the ex-ante and post-intervention questionnaires. In detail, 92% of the experienced teachers of the two groups answered both questionnaires and 77% of the new teachers of the two groups answered both questionnaires. As can be seen, there is a lower percentage of answers from the new teachers, which can be explained by the fact that, commonly, new teachers in Greece move to different schools at the beginning of the school year. Considering that the e-mails of new teachers are from the schools where they teach, once they move to another school, the e-mail changes as well, hindering contact with them.

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 305 teachers who answered the questionnaires and not all teachers involved in the field trials in Greece.

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

From the 305 teachers that replied to both questionnaires…

1. 96 are experienced teachers of the control group (91% answered)
2. 57 are experienced teachers of the experimental group (93% answered)
3. 80 are new teachers of the control group (70% answered)
4. 72 are new teachers of the experimental group (86% answered)

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

The sample of the control group (experienced teachers)

Figure 1 presents the profile of the participants of the control group of experienced teachers. Three out of four participants are women, reflecting the gender allocation of the Greek educational system. Expectedly, the majority of participants belong to the 46-55 and 56-65 age groups (44% and 30% of the sample, respectively), while 23% of them belong to the 36-45 age group. Accordingly, 53% of participants have accumulated over 20 years of experience, 26% between 16 and 20 years, 14% between 11 and 15 and only 7% between 6 and 10. Furthermore, 43% of participants teach in primary schools and the rest in lower secondary (39%) and upper secondary (18%) schools. Almost 70% of the 50 schools of the control group are located in urban areas and 33% in rural areas. The majority of participants teach in regular education; yet, 8% and 9% of them teach in special and VET schools, respectively. Finally, only 23% of them have a mentoring experience.

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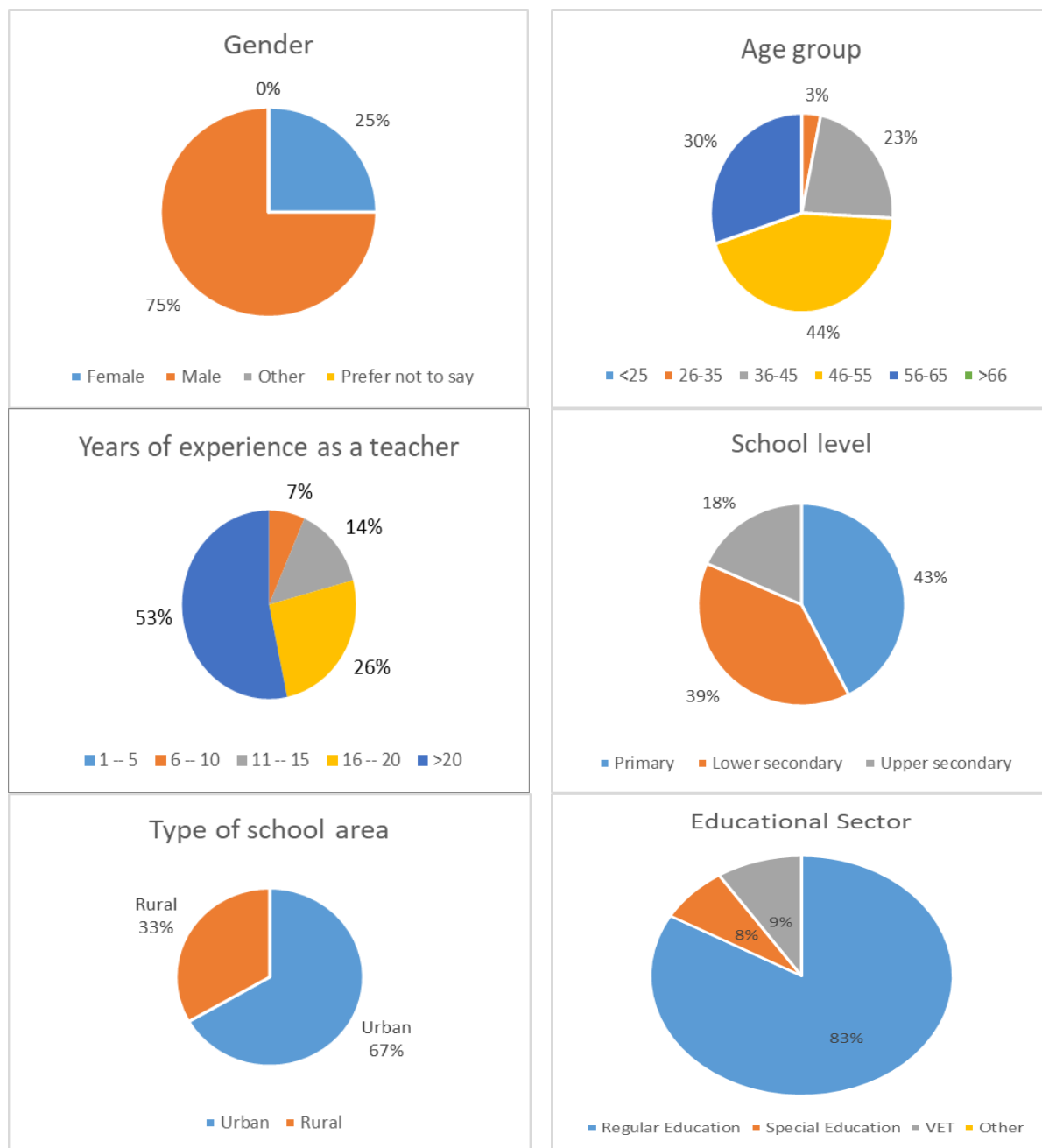
Gender

0%
25%
75%

■ Female ■ Male ■ Other ■ Prefer not to say

Age group

3%
23%
30%
44%

■ <25 ■ 26-35 ■ 36-45 ■ 46-55 ■ 56-65 ■ >66

Years of experience as a teacher

7%
14%
53%
26%

■ 1 – 5 ■ 6 – 10 ■ 11 -- 15 ■ 16 -- 20 ■ >20

School level

18%
43%
39%

■ Primary ■ Lower secondary ■ Upper secondary

Type of school area

Rural
33%
Urban
67%

■ Urban ■ Rural

Educational Sector

9%
8%
83%

■ Regular Education ■ Special Education ■ VET ■ Other

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Experience as mentor

23%

77%

■ Yes ■ No
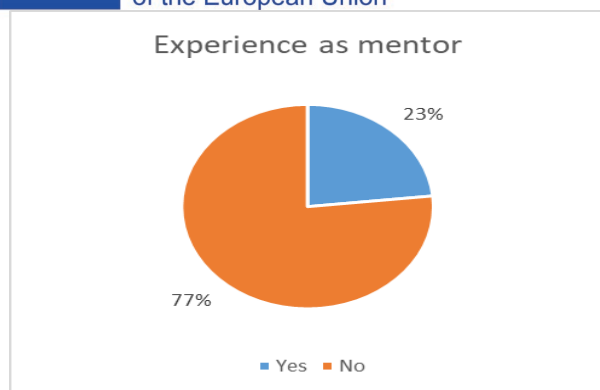
The sample of the experimental group (experienced teachers)

Figure 2 presents the profile of the participants of the experimental group of experienced teachers. Again, three out of four participants are women. The majority of participants belong to the 46-55 and 56-65 age groups (44% and 24% of the sample, respectively), while 30% of them belong to the 36-45 age group. Accordingly, 58% of participants have accumulated over 20 years of experience, 25% between 16 and 20 years, 8% between 11 and 15 and 8% between 6 and 10. Furthermore, 53% of participants teach in primary schools and the rest in lower secondary (20%) and upper secondary (27%) schools. Almost 64% of these schools are located in urban areas and 36% in rural areas. The majority of participants teach in regular education; yet, 5% and 5% of them teach in special and VET schools, respectively. Finally, 34% of them have a mentoring experience. **Overall, the profile of the experienced teachers of the experimental group is very similar to profile of the experienced teachers of the control group teachers and especially in terms of educational level and geographical variation**.

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

Gender

- 0%
- 25%
- 75%

Legend: ■ Female ■ Male ■ Other ■ Prefer not to say

Age group

- 2%
- 24%
- 30%
- 44%

Legend: ■ <25 ■ 26-35 ■ 36-45 ■ 46-55 ■ 56-65 ■ >66

Years of experience as a teacher

- 8%
- 8%
- 58%
- 25%

Legend: ■ 1 – 5 ■ 6 -- 10 ■ 11 -- 15 ■ 16 -- 20 ■ >20

School level

- 27%
- 53%
- 20%

Legend: ■ Primary ■ Lower secondary ■ Upper secondary

Type of school area

- Urban 36%
- Rural 64%

Legend: ■ Urban ■ Rural

Educational Sector

- 5%
- 5%
- 2%
- 88%

Legend: ■ Regular Education ■ Special Education ■ VET ■ Other

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Experience as mentor

34%

66%

■ Yes ■ No

The sample of the control group (new teachers)

Figure 3 presents the profile of the participants of the control group of new teachers. Again, three out of four participants are women. The majority of participants belong to the 26-35 and 36-45 age groups (30% and 46% of the sample, respectively), while 20% of them belong to the 46-55 age group (the latter reflects an idiosyncrasy of the Greek education system, namely that many teachers enter the profession belatedly after serving for many years as substitute teachers). 66% of them are inexperienced (less than 5 year of experience) and the remaining 34% has some experience (between 6 and 10 years). About one out of three teaches serve at primary education, 42% at lower secondary and the remaining 28% at upper secondary education. Furthermore, the sample is almost equally allocated between urban and rural schools, most of which belonging to regular education (65%), with another 15% and 16% belonging to VET and special education, respectively.

Figure 3: Profile of the participants (experimental group of experienced teachers)

Gender

24%

76%

■ Female ■ Male ■ Other ■ Prefer not to say

Age group

4%

20%

30%

46%

■ <25 ■ 26-35 ■ 36-45 ■ 46-55 ■ 56-65 ■ >66

Years of experience as a teacher

34%

66%

■ 1 – 5 ■ 6 – 10 ■ 11 -- 15 ■ 16 -- 20 ■ >20

School level

28%   30%

42%

■ Primary ■ Lower secondary ■ Upper secondary

Type of school area

Rural
46%

Urban
54%

■ Urban ■ Rural

Educational Sector

15%   4%

16%

65%

■ Regular Education ■ Special Education ■ VET ■ Other
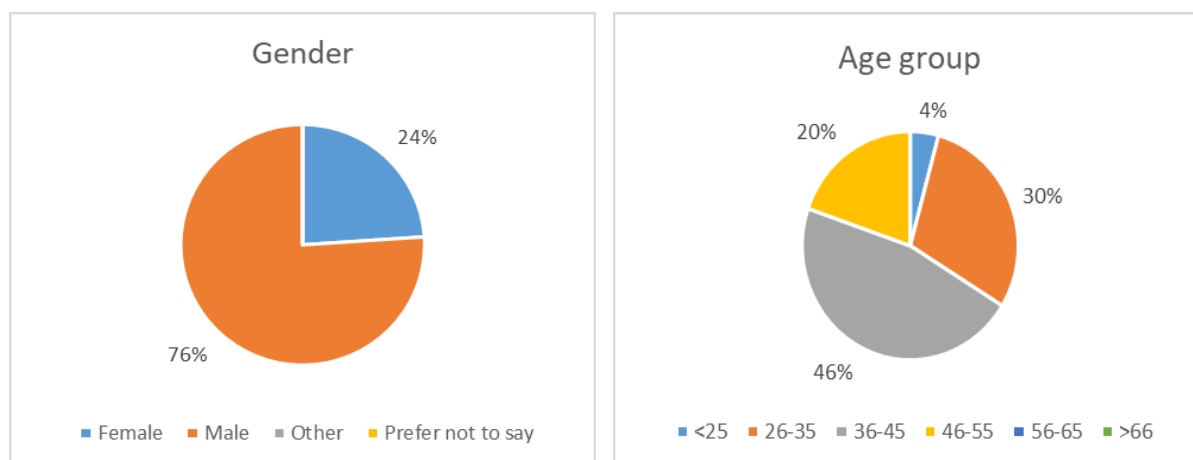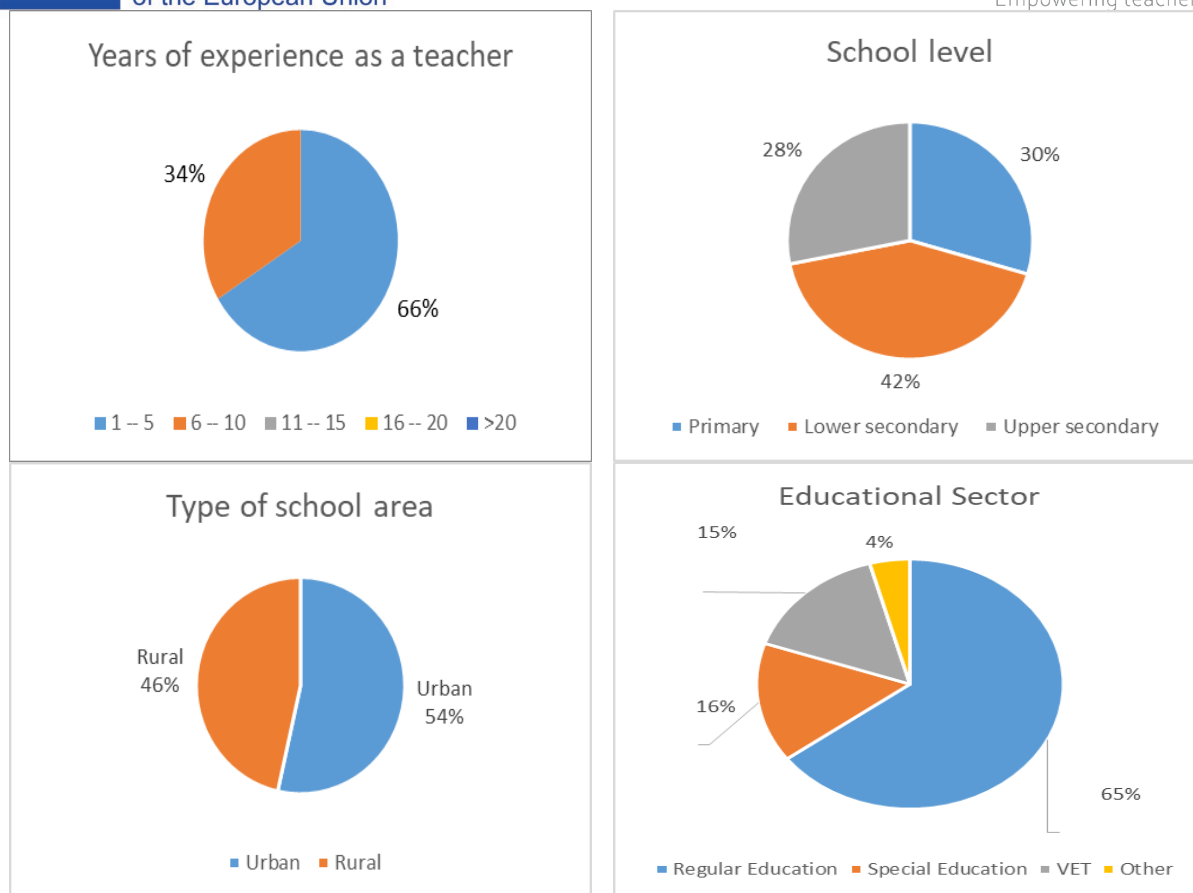
The sample of the experimental group (new teachers)

Finally, Figure 4 presents the profile of the participants of the control group of new teachers. Almost four out of five participants are women. The majority of participants belong to the 26-35 and 36-45 age groups (51% and 20% of the sample, respectively), while 15% of them are below 25 years old. There is another 14% aged above 46 years. As expected, they are teachers with very few years of experience, mostly teaching at primary schools (58%) and then at lower secondary (20%) and upper secondary education (22%). Most of them (61%) are located in urban areas and the overwhelming majority (87%) belongs to regular education. Overall, and despite some variation (e.g. a high share of women) **the profile of the participants of the experimental group of new teachers is similar to the profile of the participants of the control group of new teachers and especially in terms of educational level and geographical variation.**

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

Gender

- Female: 19%
- Male: 81%

Legend: Female ▪ Male ▪ Other ▪ Prefer not to say

Age group

- <25: 15%
- 26-35: 51%
- 36-45: 20%
- 46-55: 14%

Legend: <25 ▪ 26-35 ▪ 36-45 ▪ 46-55 ▪ 56-65 ▪ >66

Years of experience as a teacher

- 1 – 5: 94%
- 6 – 10: 6%

Legend: 1 – 5 ▪ 6 – 10 ▪ 11 -- 15 ▪ 16 -- 20 ▪ >20

School level

- Primary: 58%
- Lower secondary: 20%
- Upper secondary: 22%

Legend: Primary ▪ Lower secondary ▪ Upper secondary

Type of school area

- Urban: 61%
- Rural: 39%

Legend: Urban ▪ Rural

Educational Sector

- Regular Education: 87%
- Special Education: 6%
- VET: 3%
- Other: 4%

Legend: Regular Education ▪ Special Education ▪ VET ▪ Other

Section 2A: The procedure of the field trials

The hypotheses of the analysis were tested through field trials, which were organized as follows: Initially, 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. Generally speaking, effort was taken 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 of the experimental group were, prior to the initiation of the field trials, systematically trained on the basis of Mentor's Capacity Programme (MCP)[1] for 35 hours for undertaking the role of mentors, while the experienced teachers of the control group were informed about the two policy instruments: New Teachers Induction Programme (NTIP) and Mentor's Capacity Programme (MCP) during one info session lasting a few hours. Besides the new teachers of the experimental were informed about the NTIP during two info sessions while those of the control group during one info session (see next Table).

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

Events	Target group	Editions	Nr. Teachers
E7 Train the Mentors training course	Experienced teachers of the experimental group	10	61
E8 My induction programme workshop	New teachers of the experimental group	2	83
E9 Info session for Mentors	Experienced teachers of the control group	1	105
E10 Info session for New Teachers	New teachers of the control group	1	114
TOTAL		14	363

The training of all participants was done between October and December 2022 with online sessions. Moreover, the experimental group was systematically supported during the field trials while the control group was not. This systematic support took the form of three distance meetings on March, April and May of 2023 during which the team of the UOP had the chance 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 emerged in each school context. In addition to that members of the experimental group had the chance to communicate with the coordinating team of the UOP via email, immediate phone calls or other appropriate means. Both groups were formed by members of the schools which have been enrolled in the Greek national LOOP network.

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[1] Mentor's Capacity Programme (MCP) Handbook has been developed as part of the WP2 of the LOOP Project. The aim of MCP is to inspire and support the training of teachers to become mentors by providing a concrete theoretical background and suggesting a suitable menu of tools.

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 3. 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 25% to 42%, 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**. This is in contrast to the question whether the mentoring programme should be the same across the national

context, where a substantial share of experienced teachers are negative (38% of participants replied "totally disagree" or "disagree" before the intervention, with the corresponding percentage being 42% after the intervention). Similarly, the **experienced teachers are mostly negative against an informal mentoring programme (i.e. 68%-69% of participants)**. At the same time, they generally favour a formal induction programme with tools, guides and support for mentors: 83% of them replied positive before the intervention and 85% of them replied positively after the intervention.

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

Learn how to be a mentor should be more informal than structured a programme (Ex-Ante)

7% 4% 14%
20%
55%

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

Learn how to be a mentor should be more informal than structured a programme (Post)

6% 3%
22% 28%
40%

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

Providing a formal induction programme and tools, guides and supports mentors during the mentoring of new teachers. (Ex-Ante)

0% 1% 2% 12%
32%
53%

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

Providing a formal induction programme and tools, guides and supports mentors during the mentoring of new teachers. (Post)

1% 1% 3% 12%
48%
35%

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

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 59% to 80% 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 agreeing that the mentoring programme should be the same across the national context increased after the intervention (the percentage of those answering "agree" increased from 25% to 41%, while the percentage of those answering "totally agree" remained at about the same levels). This seems to be in contrast with the corresponding trend in the control group, possibly meaning that the more formal and structured approach adopted in the case of the experimental group persuaded a higher share of experienced teachers about the necessity of offering a uniform programme across schools.

The **experienced teachers are also mostly negative against an informal mentoring programme**. **However, it appears that, compared to the control group, the intervention, now, strengthened their stance against an informal approach**; the percentage of those answering negatively increased from 59% to 65%. Finally, they generally favour a formal induction programme with tools, guides and support for mentors: about 83% of participants replied positively before and after the intervention; yet, a substantial number of them moved from "agree" to "totally agree" (see the last graphs in Figure 6).

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

The mentoring programme must be mandatory for all mentors (Ex-Ante)

- 2% 2% (Totally disagree / Totally agree)
- 10% Agree
- 32% Totally agree
- 27% Neither agree nor disagree
- 27% Agree

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

The mentoring programme must be mandatory for all mentors (Post)

- 0% 2% 4%
- 14% Neither agree nor disagree
- 46% Totally agree
- 34% Agree

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

The mentoring programme should be adapted to the school context (Ex-Ante)

- 2% 3% 8%
- 36% Totally agree
- 51% Agree

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

The mentoring programme should be adapted to the school context (Post)

- 0% 9%
- 54% Totally agree
- 37% Agree

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

The mentoring programme should be the same in all national context (Ex-Ante)

- 3% 2% 9%
- 22% Totally agree
- 39% Neither agree nor disagree
- 25% Agree

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

The mentoring programme should be the same in all national context (Post)

- 0% 2% 11%
- 25% Totally agree
- 21% Neither agree nor disagree
- 41% Agree

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

LOOP
Empowering teachers

Learn how to be a mentor should be more informal than structured a programme (Ex-Ante)

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

Learn how to be a mentor should be more informal than structured a programme (Post)

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

Providing a formal induction programme and tools, guides and supports mentors during the mentoring of new teachers. (Ex-Ante)

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

Providing a formal induction programme and tools, guides and supports mentors during the mentoring of new teachers. (Post)

- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know
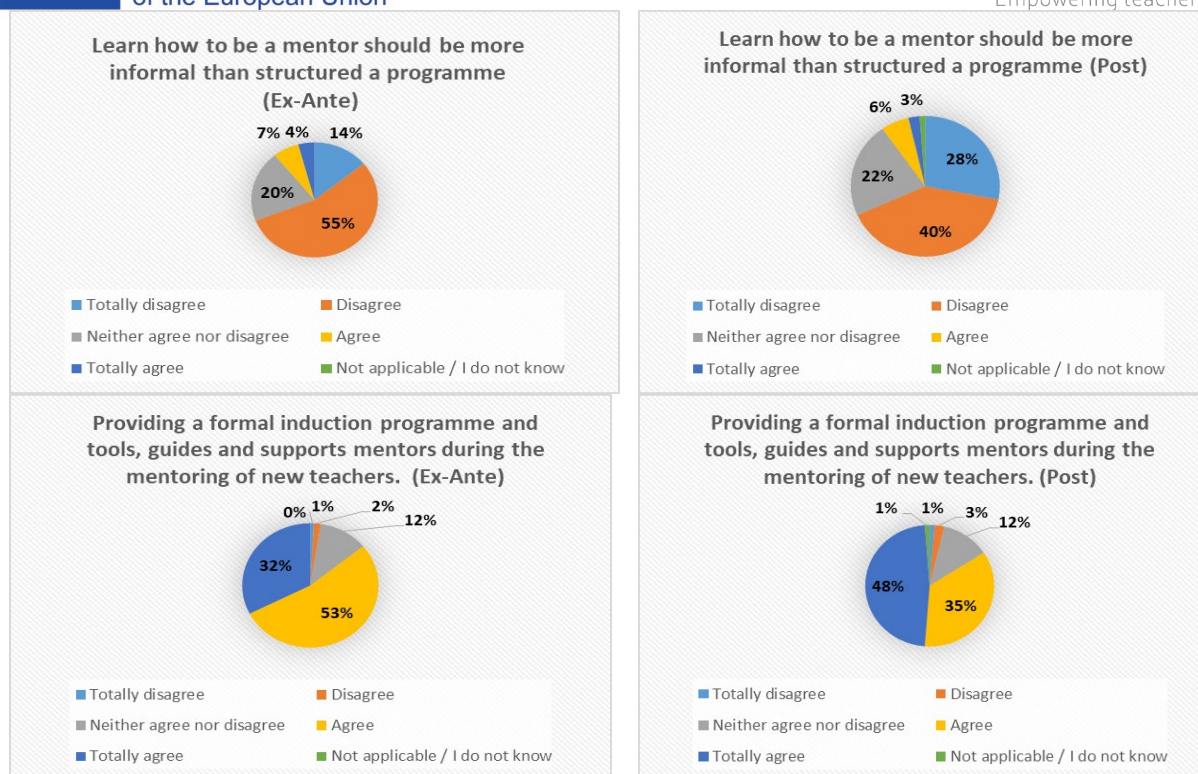
In Figure 7 the results of the comparison (before and after the intervention) for the control group of new teachers are presented. Initially, it appears that the majority of new teachers believe that mentoring programmes can empower them in their professional career. Yet, **the mentoring programme offered to the control group failed to strengthen this opinion**. In particular, the percentages of those answering "totally agree" or "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), 35% of them replied totally agree and 41% replied agree. After the intervention, the former figure remains stable, but the latter decreases to 29%. 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.

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

empower new teachers for the profession (Ex-Ante)

0% 4% 0%
34%
16%
46%

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

empower new teachers for the profession (Post)

2% 4% 7%
33%
18%
36%

- 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)

1% 0% 3%
35%
17%
44%

- 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)

2% 5% 4%
36%
24%
29%

- 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% 1%
41%
17%
41%

- 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)

2% 0% 7%
38%
22%
31%

- 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)

1% 1% 9%
31%
21%
37%

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

increase new teachers' motivation for the profession(Post)

2% 4% 9%
33%
25%
27%

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

In Figure 8 the results of the comparison (before and after the intervention) for the experimental group of new teachers are presented. The results differ in comparison with the control group in the sense that **the new teachers of the experimental group tend to adopt stances that are more positive after the intervention**. In particular, 27% of new teachers replied before the intervention that they totally agree that mentoring programmes could empower new teachers. This percentage increases to 44% after the intervention. The percentage of teachers replying "agree" to this item was 49% and reduced only to 39% after the intervention. Overall, the percentage of teachers having a positive stance (i.e. replying "totally agree" or "agree") increased from 76% to 83%. Exactly the same pattern is observed for developing new teachers' sense of belonging and for strengthening teacher's ability to interact and cooperate with other colleagues. Indicatively, the share of those answering "totally agree" increased from 26% to 38% and from 31% to 41%, 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.

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

empower new teachers for the profession (Ex-Ante)

- Totally disagree: 4%
- Disagree: 5%
- Neither agree nor disagree: 12%
- Agree: 49%
- Totally agree: 27%
- Not applicable / I do not know: 3%

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

empower new teachers for the profession (Post)

- Totally disagree: 0%
- Disagree: 4%
- Neither agree nor disagree: 10%
- Agree: 39%
- Totally agree: 44%

Legend:
- 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)

- 3% 4% 2%
- Neither agree nor disagree: 13%
- Agree: 52%
- Totally agree: 26%

Legend:
- 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% 4% 4%
- Neither agree nor disagree: 7%
- Agree: 47%
- Totally agree: 38%

Legend:
- 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)

- 3% 2% 4%
- Neither agree nor disagree: 8%
- Agree: 52%
- Totally agree: 31%

Legend:
- 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% 4% 6%
- Neither agree nor disagree: 6%
- Agree: 43%
- Totally agree: 41%

Legend:
- 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)

3% 4% 8%
31%
15%
39%

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

increase new teachers' motivation for the profession(Post)

0% 0% 6%
30%
19%
41%

- 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 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. 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, some appear to find their job as even more challenging** (the percentage of those replying "totally agree" to the question of

whether they find their job challenging increases from 65% to 73%). They also consistently disagree with the idea of abandoning teaching for some other profession and they overwhelmingly agree that they are happy completing their career as teachers.

Most of them (near 70%) would recommend to a young person to follow a teaching career (without this percentage being affected by the control intervention). Furthermore, **77% of them stated that they would like to become a mentor**. **This percentage increased by 8 percentage points, reaching 85%, after the intervention.** The control intervention also appears to have influenced the opinion of experienced teachers regarding mentoring as an alternative career option. **After the intervention, a larger percentage of teachers is in favour of this alternative option** (82% compared to 54%). 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)

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Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (ex ante)

- 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)

- 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)

- 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)

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

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

Based on my personal experience I would recommend a young person to follow the teaching profession (ex ante)

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

Based on my personal experience I would recommend a young person to follow the teaching profession (Post)

- 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 (ex ante)

4% 2% 3%
14%
44%
33%

- 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)

3% 0% 4%
7%
23%
63%

- 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)

3% 2% 9%
32%
24%
30%

- 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)

1% 0% 5%
12%
43%
39%

- 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)

2% 5% 1%
12%
33%
47%

- 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)

4% 3% 0%
10%
51% 32%

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

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 very similar rates both before and after the intervention. **The**

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intervention strengthened their disagreement over the idea of abandoning teaching for some other profession and they overwhelmingly agree 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.

About one of out of three experienced teachers are rather indifferent to recommend to a young person to follow a teaching career. Yet, **51% of them would recommend to a young person to follow a teaching career, with this percentage increasing to 57% after the intervention**.

Furthermore, 89% of them stated that they would like to become a mentor. This percentage decreased by 7 percentage points after the intervention. Yet, the intensity of wanting to become a mentor increased. In particular, 47% of the participants replied that they "totally agree" to the relevant question. **This percentage increased very substantially, reaching 66% 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, 25% of teachers answered "totally agree" when asked if mentoring could be an alternative career option before the intervention. This percentage increased to 45% after the intervention. **Similarly, for "mentoring as an alternative role within the school system", this percentage increased from 33% to 51%.** That said, **these changes are not substantially different from those observed for the control group**.
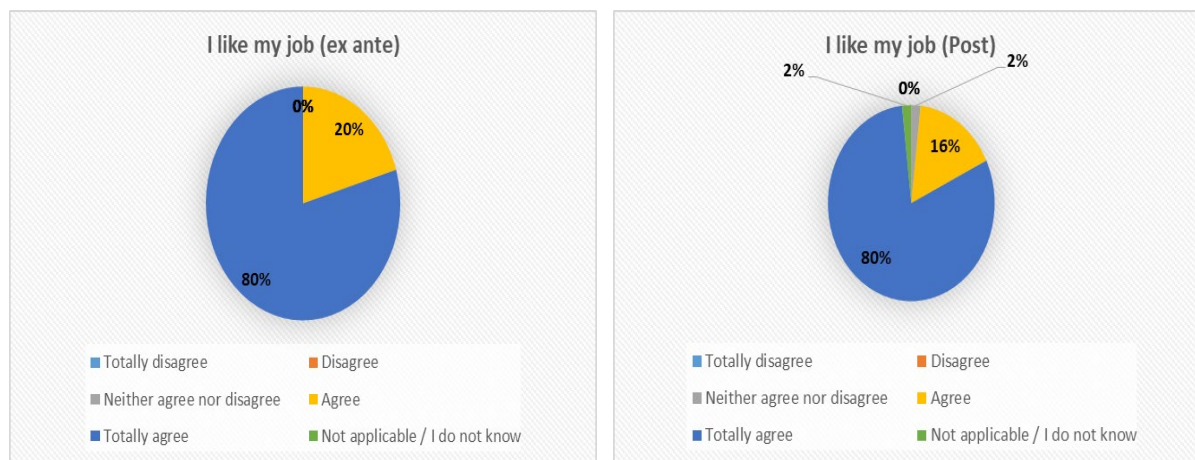
Figure 10: Results of Part B of the Questionnaire (experimental group – experienced teachers)

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My work challenges me (ex ante)
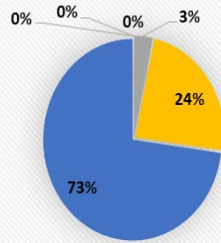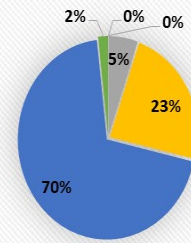
0% 0% 0% 3%
24%
73%

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

My work challenges me (Post)

2% 0% 0%
5%
23%
70%

- 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)

8% 2% 0%
19%
35%
36%

- 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)

12% 5% 0%
11%
45%
27%

- 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)

0%
26%
42%
32%

- 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)

5% 0% 5%
13%
39%
38%

- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know
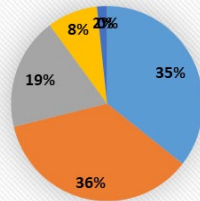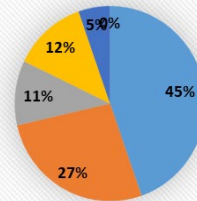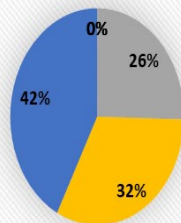
Figure 10 (cont.): Results of Part B of the Questionnaire (experimental group – experienced teachers)

Based on my personal experience I would recommend a young person to follow the teaching profession (ex ante)

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

Based on my personal experience I would recommend a young person to follow the teaching profession (Post)

- 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 (ex ante)

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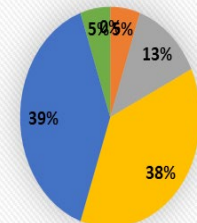- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

I would like to have the opportunity of becoming a mentor (Post)

- 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)

- 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)

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

Overall Conclusion: In general, we find that providing the opportunity for mentoring contributes to the motivation and maintenance of experienced teachers in the system. Yet, we did not find significant differences between the control and the experimental group. Experienced teachers of the two groups mentioned that they like their job and feel that they are challenged by it. In the case of the experienced teachers the majority mentioned that would recommend teaching profession to young people. Many of the experienced teachers are not considering leaving the profession, seeing that in the future they will remain happy for pursuing the teaching profession. Several experienced teachers would like to have the possibility of becoming mentors, as they see it as a career opportunity and almost all teachers see it as an opportunity to have another role in their school and in the educational 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 47% to 63% after the intervention**. At the same time, the percentage of those agreeing to this statement decreased from 46% to 32%. 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**

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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)
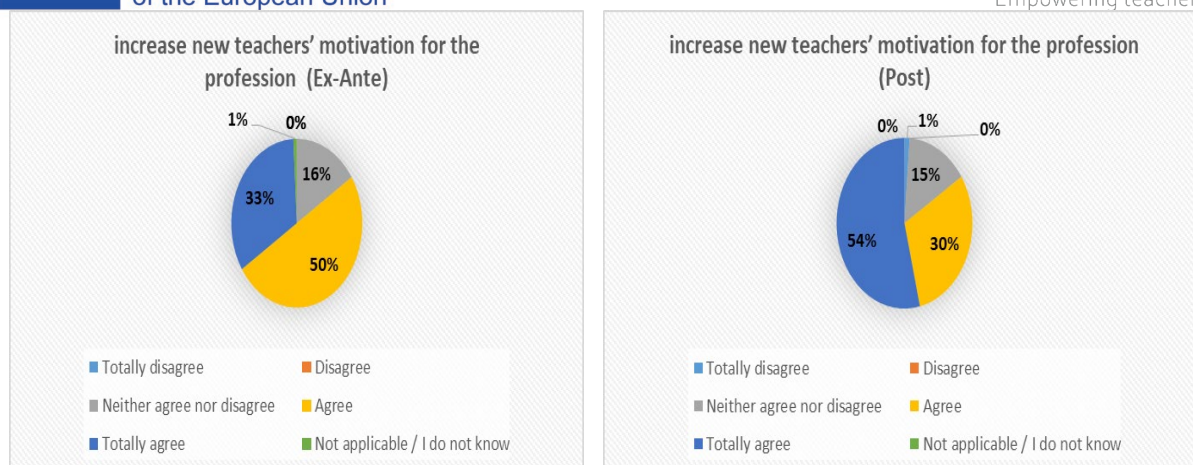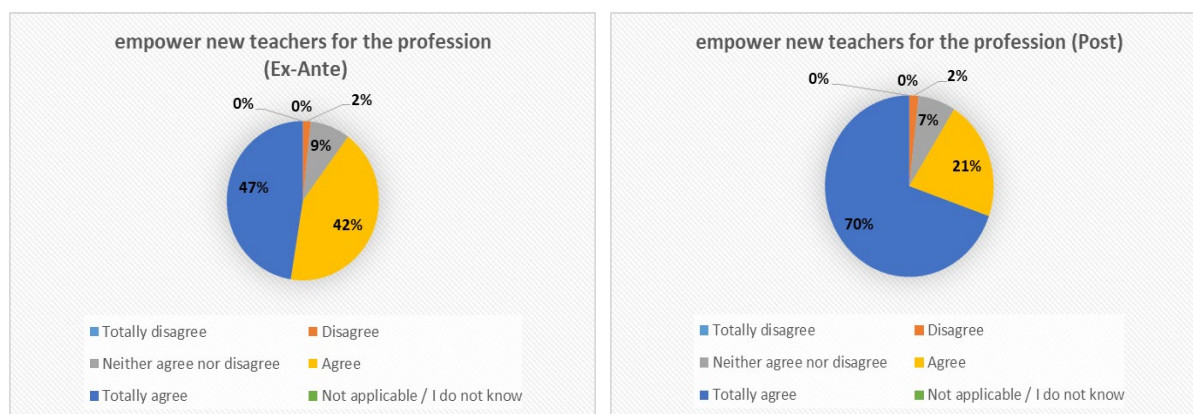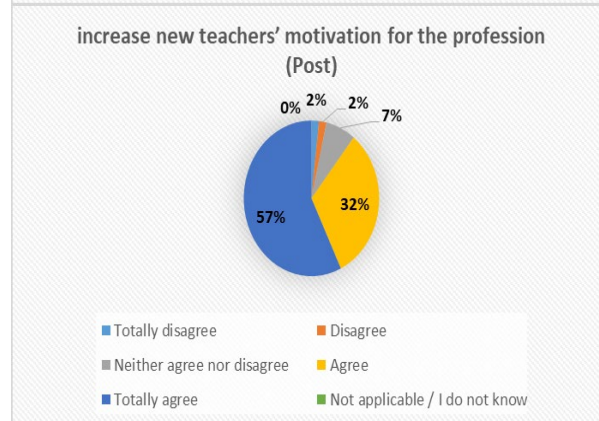

empower new teachers for the profession
(Ex-Ante)

1% 0% 0% 6%
47% 46%

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

empower new teachers for the profession (Post)

0% 1% 0% 4%
63% 32%

- 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)

1% 0% 0% 5%
51% 43%

- 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% 1% 0% 6%
61% 32%

- 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)

1% 0% 0% 3%
47% 49%

- 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% 1% 0% 5%
67% 27%

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

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

increase new teachers' motivation for the profession (Post)

Figure 12 presents the results of Part E of the questionnaire for the experimental group of experienced teachers. We observe the same exact patter 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. These increases are even more substantial compared to the control group.** For example, the percentage of experienced teachers replying "totally agree" to the question regarding the empowerment of new teachers **increased from 47% to 70% after the intervention**. A change of similar magnitude is also observed for developing new teachers' sense of belonging: **from 46% to 71%**.

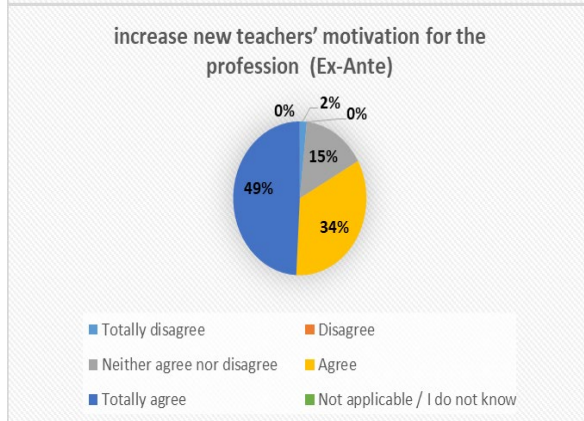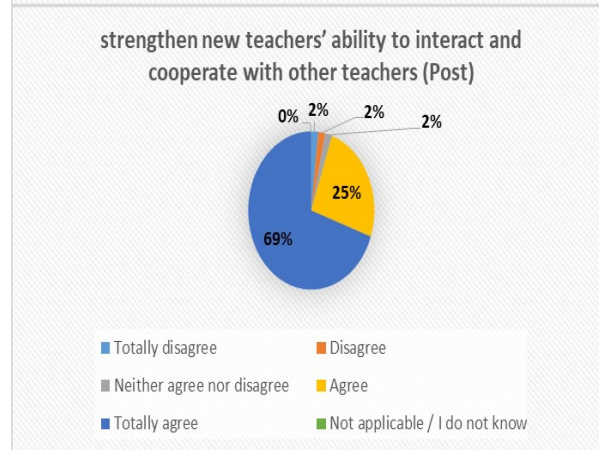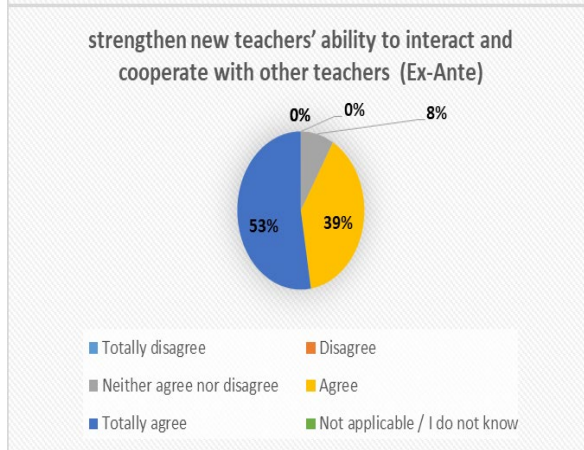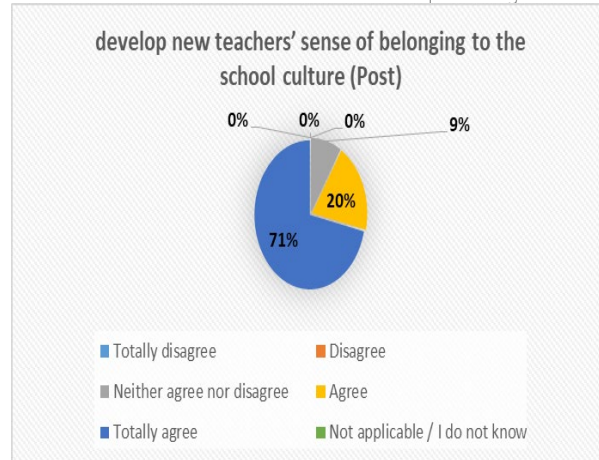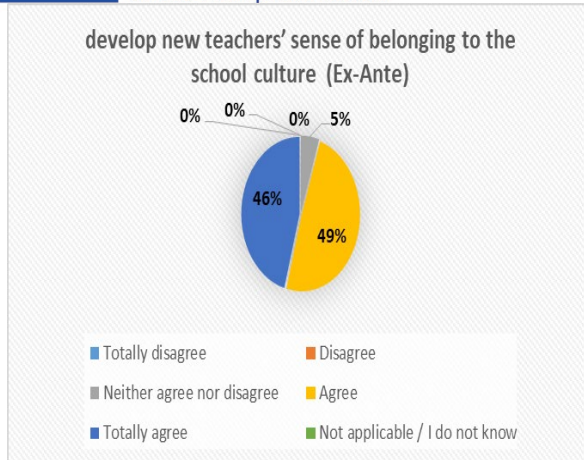**Figure 12: Results of Part E of the Questionnaire (experimental group – experienced teachers)**

empower new teachers for the profession (Ex-Ante)

empower new teachers for the profession (Post)

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

0% 0% 0% 5%

46%

49%

- 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% 0% 0% 9%

71%

20%

- 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% 0% 8%

53%

39%

- 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% 2% 2% 2%

69%

25%

- 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)

0% 2% 0%

15%

49%

34%

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

increase new teachers' motivation for the profession (Post)

0% 2% 2% 7%

57%

32%

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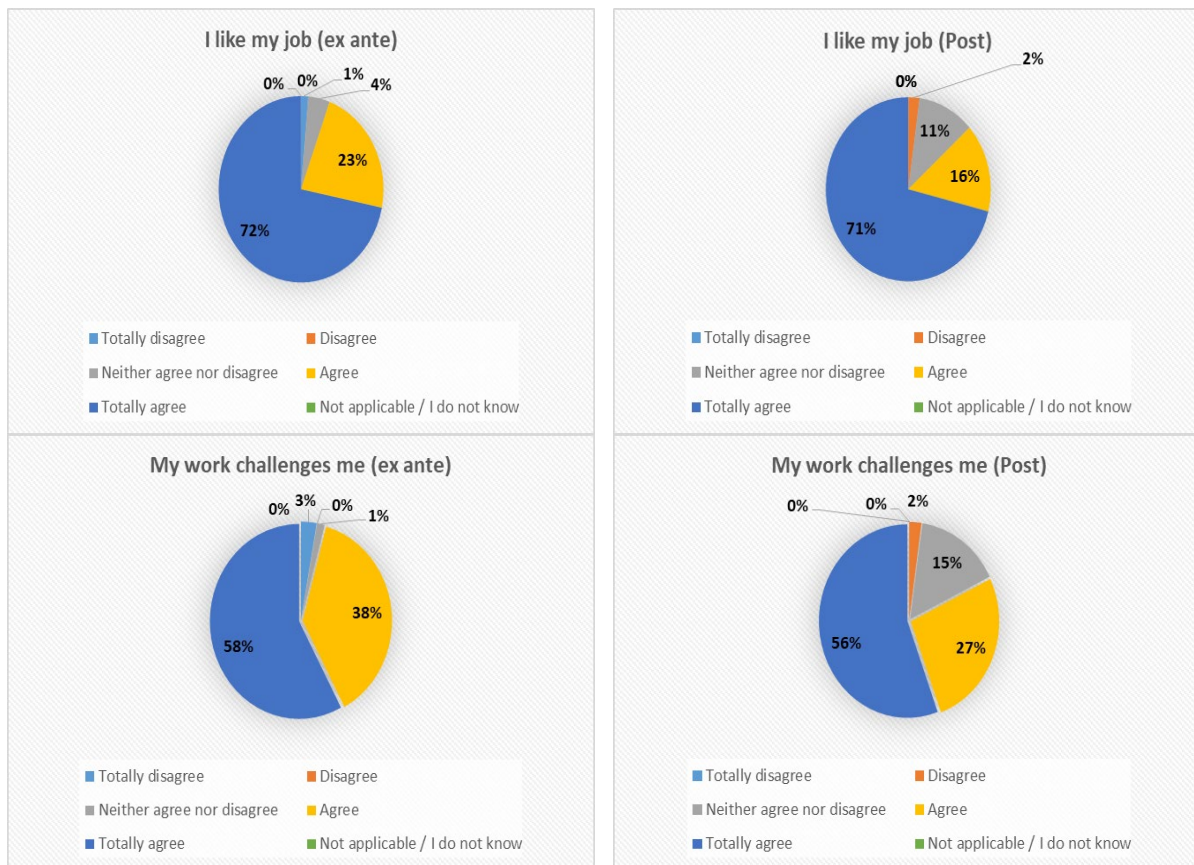- Totally agree
- Not applicable / I do not know

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 11% of them stated neither agree nor disagree to the relevant item after the intervention. Almost all of them (96%) 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, the intervention of the control group seems to have a positive effect. **A larger proportion (78% vs 67%) replies negatively to the question of potentially abandoning the profession**. On the other hand, the share of those answering that they would be happy following the teacher profession slightly decreased. Almost half of them state that they would consider becoming mentors in the future. Yet, this percentage remains almost the same after the intervention of the control group (while the share of those disagreeing slightly increased).

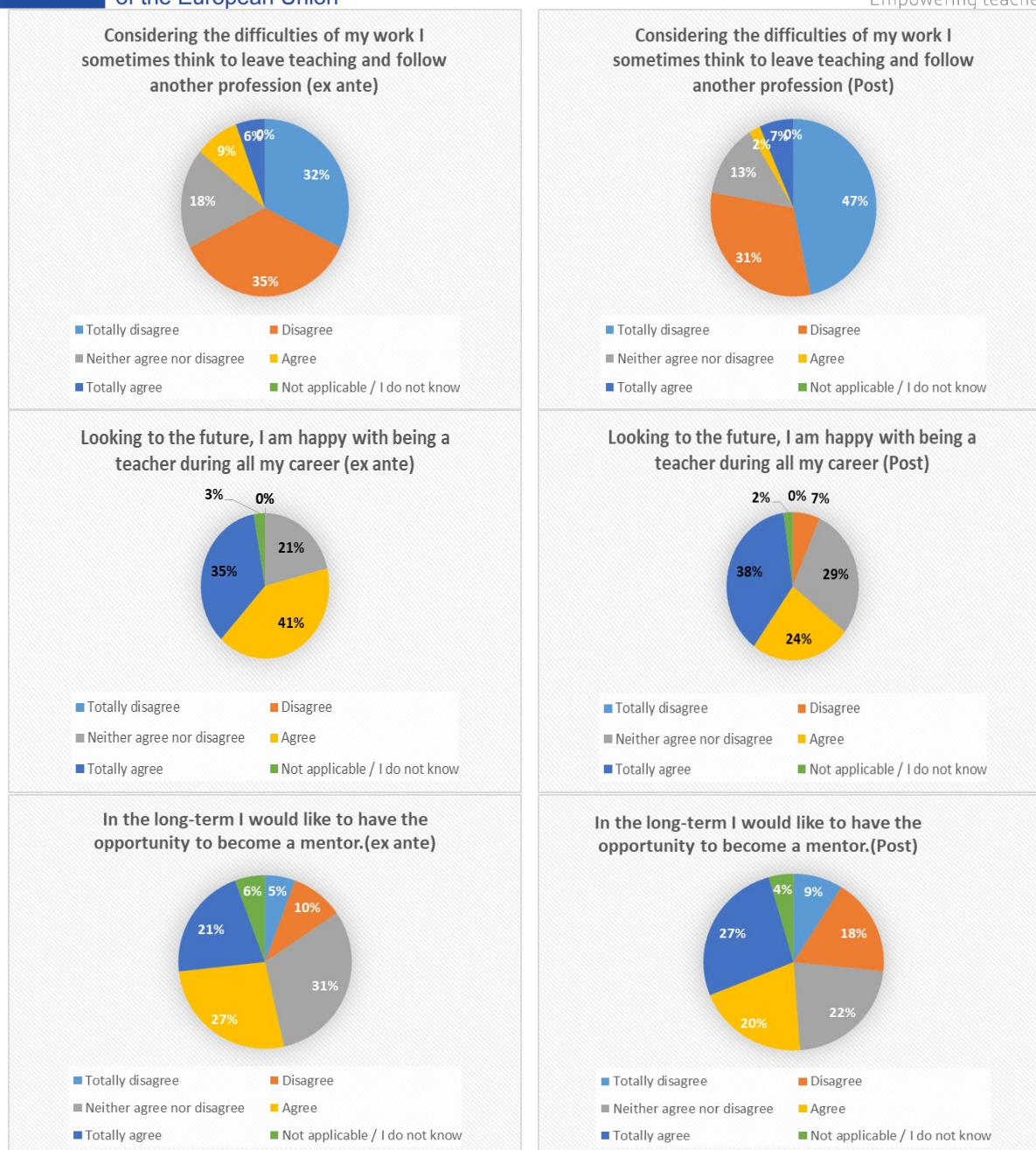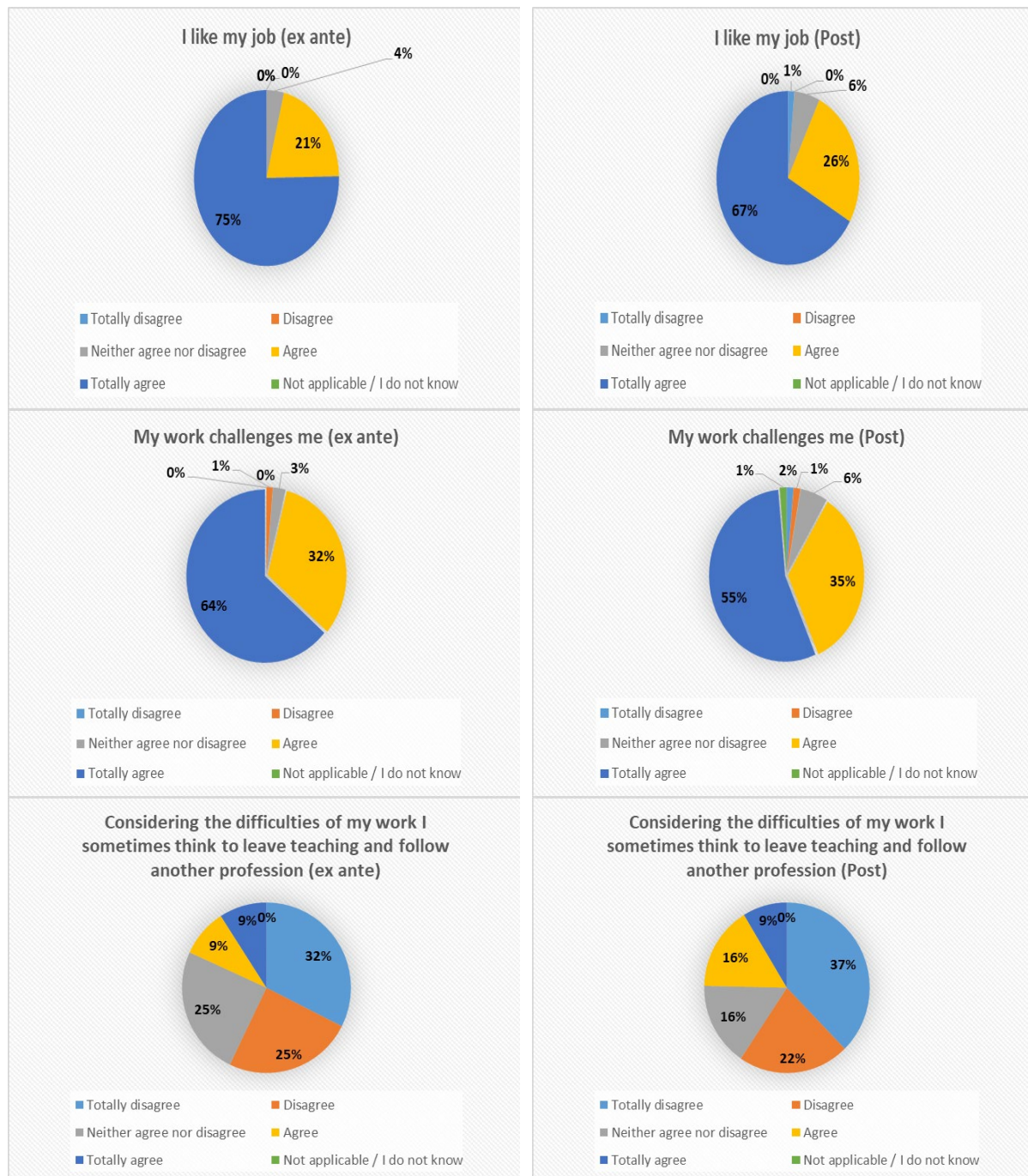**Figure 13: Results of Part B of the Questionnaire (control group – new teachers)**

Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (ex ante)

- Totally disagree: 32%
- Disagree: 35%
- Neither agree nor disagree: 18%
- Agree: 9%
- Totally agree: 6%
- Not applicable / I do not know: 0%

Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (Post)

- Totally disagree: 47%
- Disagree: 31%
- Neither agree nor disagree: 13%
- Agree: 2%
- Totally agree: 7%
- Not applicable / I do not know: 0%

Looking to the future, I am happy with being a teacher during all my career (ex ante)

- Totally disagree: 0%
- Disagree: 3%
- Neither agree nor disagree: 21%
- Agree: 41%
- Totally agree: 35%
- Not applicable / I do not know: 0%

Looking to the future, I am happy with being a teacher during all my career (Post)

- Totally disagree: 0%
- Disagree: 7%
- Neither agree nor disagree: 29%
- Agree: 24%
- Totally agree: 38%
- Not applicable / I do not know: 2%
- 0%

In the long-term I would like to have the opportunity to become a mentor.(ex ante)

- Totally disagree: 5%
- Disagree: 10%
- Neither agree nor disagree: 31%
- Agree: 27%
- Totally agree: 21%
- Not applicable / I do not know: 6%

In the long-term I would like to have the opportunity to become a mentor.(Post)

- Totally disagree: 9%
- Disagree: 18%
- Neither agree nor disagree: 22%
- Agree: 20%
- Totally agree: 27%
- Not applicable / I do not know: 4%

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 about three out of four stated that feel happy towards a long-term teaching career). About 45% of them state that they would consider becoming mentors in the future, with this percentage slightly increasing (by 5 percentage
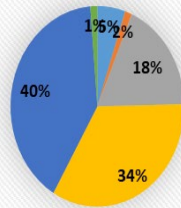
points) after the intervention of the control group (while the share of those disagreeing slightly increased).

Figure 14: Results of Part B of the Questionnaire (experimental group – new teachers)
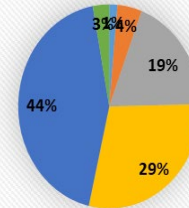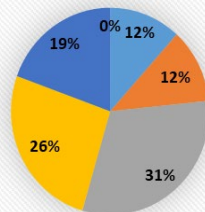
I like my job (ex ante)

4%
0% 0%
21%
75%

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

I like my job (Post)

0% 1% 0% 6%
26%
67%

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

My work challenges me (ex ante)

0% 1% 0% 3%
32%
64%

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

My work challenges me (Post)

1% 2% 1% 6%
35%
55%

- 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)

9% 0%
9%
25%
32%
25%

- 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)

9% 0%
16%
16%
37%
22%

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

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Looking to the future, I am happy with being a teacher during all my career (ex ante)

- 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)

- 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)

- 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)

- 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.

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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. Almost all new teachers of the control group (97%) stated that they can act according to the values and principles of their profession. This share decreases to 82% after the intervention. **Yet, the percentage of those believing that they can assimilate to school culture increased after the intervention (from 65% to 73%).** Again, the vast majority of new teachers stated being able to cooperate with others. Yet, a small portion of them about 13% expressed an ambivalence (i.e. neither agree nor agree) after the intervention. A very similar result with the former one also emerges with respect to cooperation with parents. Almost 80% of new teachers appear to be capable of managing diverse classrooms (the replies are almost identical before and after the intervention). Finally, with respect to dealing with school authorities and other stakeholders, **the participants expressed an increased ambivalence after the intervention**; that is the percentage of the **"neither agree nor agree" replies increased from 4% to 11%.**

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

I can act according to the values and principles of the teachers' profession(Ex-Ante)

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

I can act according to the values and principles of the teachers' profession(Post)

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

I can assimilate the school culture by myself (Ex-Ante)

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

I can assimilate the school culture by myself(Post)

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

LOOP
Empowering teachers

I am able of cooperating with peers (Ex-Ante)

3%
59%
38%

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

I am able of cooperating with peers (Post)

2%
13%
56%
29%

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

I am able of working with parents (Ex-Ante)

4%
51%
45%

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

I am able of working with parents (Post)

0% 5%
11%
44%
40%

- 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)

1% 3%
13%
38%
45%

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

I am able of managing diverse classrooms (Post)

7%
16%
33%
44%

- 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)

1% 1% 6%
40%
52%

- 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)

2% 2%
20%
42%
34%

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

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 (97%) stated that they can act according to the values and principles of their profession. This share decreases to 90% after the intervention. **Yet, the percentage of those believing that they can assimilate to school culture increased after the intervention (from 60% to 69%).** Furthermore, the vast majority of new teachers stated being able to cooperate with others. Only, a very small portion of them (7%) expressed an ambivalence (i.e. neither agree nor agree) after the intervention. A similar result is found with respect to cooperation with parents. Almost 75% 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 (86% before the intervention and 82% 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 can act according to the values and principles of the teachers' profession(Ex-Ante)

0% 3%
48%
49%

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

I can act according to the values and principles of the teachers' profession(Post)

1% 9%
48%
42%

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

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I can assimilate the school culture by myself (Ex-Ante)

0% 13%
20%
27%
40%

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

I can assimilate the school culture by myself(Post)

3%
33% 28%
36%

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

I am able of cooperating with peers (Ex-Ante)

5%
35%
60%

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

I am able of cooperating with peers (Post)

2% 7%
29%
62%

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

I am able of working with parents (Ex-Ante)

1% 5%
31%
63%

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

I am able of working with parents (Post)

2% 1%
36% 15%
46%

- 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)

1% 1% 4%
21%
20%
53%

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

I am able of managing diverse classrooms (Post)

4%
29%
18%
49%

- 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)

14%
34%
52%

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

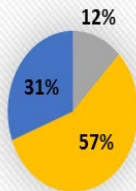**I am able of working with school authorities and other stakeholders (Post)**

1% 1%
38%
16%
44%

- 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 some positive effect especially in terms of preparing new teachers to assimilate the schools' culture by themselves. However, in relation to 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 either negligible effects or increased the ambivalence of new teachers with respect to their self-efficacy (possibly as a result of the awareness about the challenges of the profession 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, 90% 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. In regards to improving their teaching techniques, the corresponding shares are 93% and 91% before and after the intervention, respectively. In regard to developing/using supporting material these shares are 88% and 92% before and after the intervention, respectively. In regard to the use of ICT devices and tools these shares are 79% and 86% before and after the intervention. In regard to dealing with students with diverse needs these shares are 81% and 78%. In regard to evaluating and giving feedback these shares are 87% and 92%. About 90% of them feel confident dealing with parents and, finally, 79% and 87% 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)

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improving their teaching techniques (Ex-Ante)

7%
30%
63%

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

improving their teaching techniques (Post)
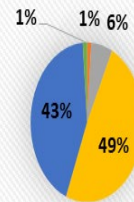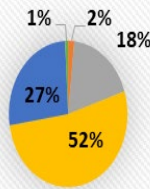
1%
8%
43%
48%

- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know
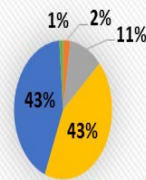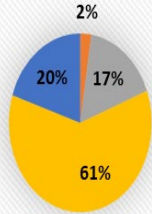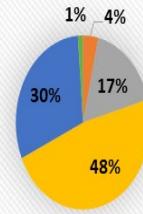
developing/using supporting materials in teaching (Ex-Ante)

12%
31%
57%

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

developing/using supporting materials in teaching (Post)

1% 1% 6%
43%
49%

- 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 (Ex-Ante)

1% 2%
18%
27%
52%

- 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)

1% 2%
11%
43%
43%

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

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LⲞOP
Empowering teachers

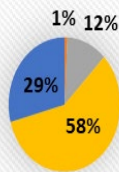### dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students) (Ex-Ante)

2%
20%
17%
61%

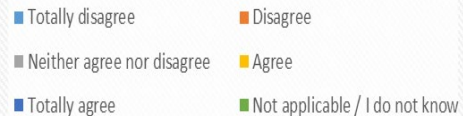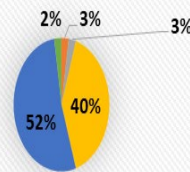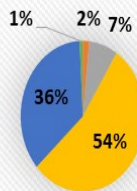- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students) (Post)

1% 4%
30%
17%
48%

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

evaluating and giving feedback to students (Ex-Ante)

1% 12%
29%
58%

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

evaluating and giving feedback to students (Post)

2% 3%   3%
52%
40%

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

working with parents/guardians (Ex-Ante)

1%   2% 7%
36%
54%

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

working with parents/guardians (Post)

2% 3% 5%
56%
34%

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

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

2% 1%
18%
23%
56%

■ 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)

2% 2% 9%
44%
43%

■ 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. As expected, the confidence levels of experienced teachers in dealing with various professional challenges are high. Indicatively, none participant replied "disagree" or "totally disagree" in the question about feeling confident in improving their teaching techniques. Yet, what is of particular interest, is that these already high levels of confidence further improved after the experimental intervention in most professional challenges. So, the **percentage of experienced teachers replying "totally agree" or "agree" improved** across the following items: **improving teaching techniques** (from 80% to 91%), **developing/using supporting materials** (from 87% to 93%), **use of ICT tools** (from 71% to 89%), **evaluating and giving feedback** (from 86% to 93%) and **working with parents and guardians** (from 90% to 93%).

The conclusion is that the experimental intervention increased the already high levels of confidence among experienced teachers.
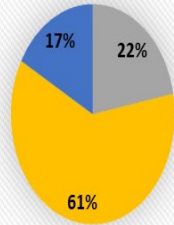
Figure 18: Results of Part D of the Questionnaire (experimental group – experienced teachers)
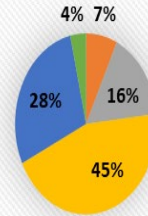
improving their teaching techniques (Ex-Ante)

- 20%
- 48%
- 32%

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

improving their teaching techniques (Post)

- 9%
- 37%
- 54%

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

developing/using supporting materials in teaching (Ex-Ante)

- 13%
- 51%
- 36%

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

developing/using supporting materials in teaching (Post)

- 2% 5%
- 41%
- 52%

Legend:
- 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 (Ex-Ante)

- 29%
- 46%
- 25%

Legend:
- 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)

- 11%
- 55%
- 34%

Legend:
- Totally disagree
- Disagree
- Neither agree nor disagree
- Agree
- Totally agree
- Not applicable / I do not know

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dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students) (Ex-Ante)
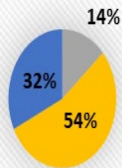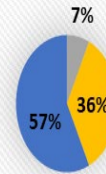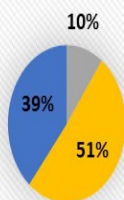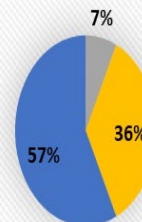

17% 22%
61%

- 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)

4% 7%
28% 16%
45%

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

evaluating and giving feedback to students (Ex-Ante)

14%
32%
54%

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

evaluating and giving feedback to students (Post)

7%
57% 36%

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

working with parents/guardians (Ex-Ante)

10%
39% 51%

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

working with parents/guardians (Post)

7%
57% 36%

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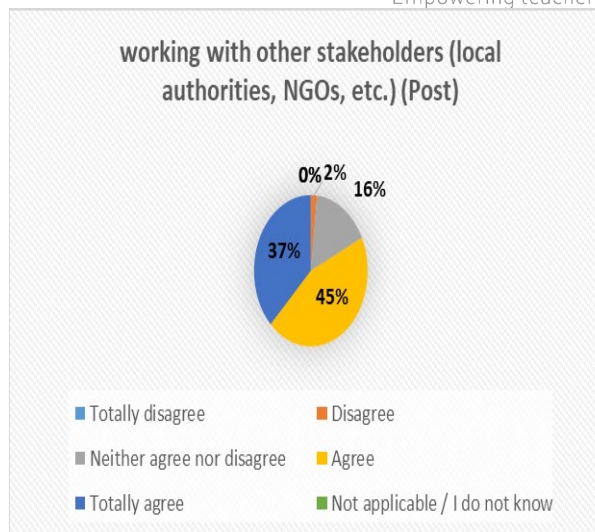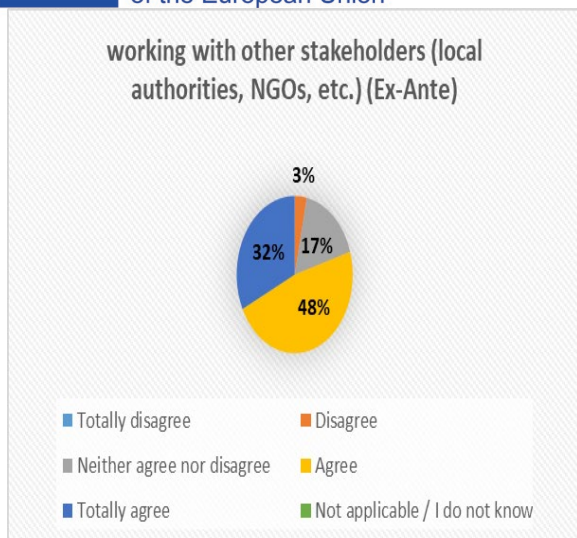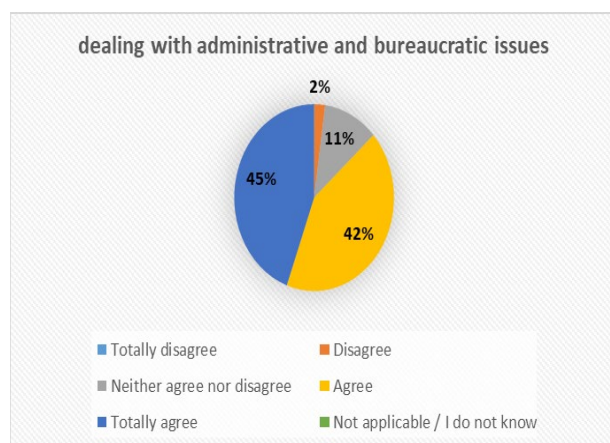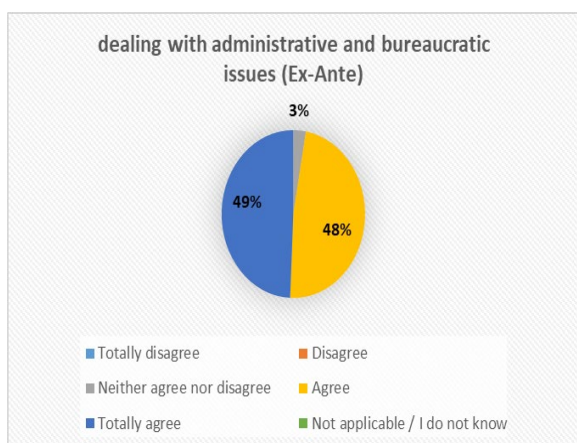- Totally agree
- Not applicable / I do not know

LOP
Empowering teachers

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

3%
17%
32%
48%

- 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)**

0% 2%
16%
37%
45%

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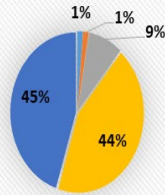- Not applicable / I do not know

Figure 19 presents the results of Part E of the questionnaire. The comparison is before and after the intervention (control group of new teachers). 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 reduces.** As in the previous question, the percentage of those replying "neither agree nor disagree" increases (from 9% to 22%). Similar pattern is observed for the following items: "develop/use supporting materials in teaching", "use of ICT devices in the classroom", "dealing with disadvantaged students" and "cooperating with experienced teachers". Finally, as concerns the items "evaluating and giving feedback to students", "working with parents/guardians", "promoting social and cultural integration in the school environment", no significant differences was observed before and after the intervention.

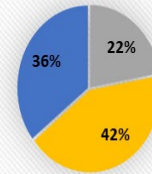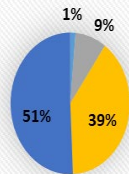**Figure 19: Results of Part E of the Questionnaire (control group – new teachers)**

**dealing with administrative and bureaucratic
issues (Ex-Ante)**

3%
49%
48%

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

dealing with administrative and bureaucratic issues

2%
11%
45%
42%

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

LOOP
Empowering teachers

Teaching techniques(Ex-Ante)

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

Teaching techniques

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

Develop/use supporting materials in teaching(Ex-Ante)

- 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

- 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)

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

Use of ICT devices and tools in classroom

- 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)

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)

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

1% — 0% — 3% — 41% — 55%

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)

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

2% — 7% — 11% — 36% — 44%

Evaluating and giving feedback to students

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

3% — 0% — 4% — 11% — 47% — 35%

Evaluating and giving feedback to students

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

2% — 2% — 13% — 45% — 38%

Working with parents/guardians

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

0% — 1% — 13% — 48% — 38%

Working with parents/guardians

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

0% — 2% — 5% — 13% — 47% — 33%

Administrative and bureaucratic issues

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

Administrative and bureaucratic issues

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

Social and cultural integration in the school environment/culture

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

Social and cultural integration in the school environment/culture

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

Cooperating with other (experienced and/or new) teachers

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

Cooperating with other (experienced and/or new) teachers

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

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 85% of teachers reply that they feel confident dealing with these issues. The intervention has not any impact on teaching techniques, while it appears to increase teachers' ambiguity on developing support tools and use of ICT. In particular, **in both cases, the percentage of those replying "neither agree nor disagree" increased from 5% and 8% to 15%, respectively**. The questions on dealing with disadvantaged students, evaluating and giving feedback, working with parents, working with other stakeholders and cooperating with other teachers were also not positively affected by the intervention

of the experimental group. In regard to the social and cultural integration in the classroom, it is interesting that the percentage of those answering disagree increased from 1% to 7%.

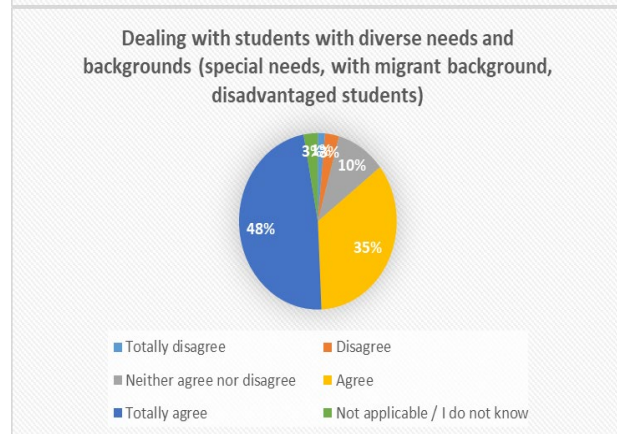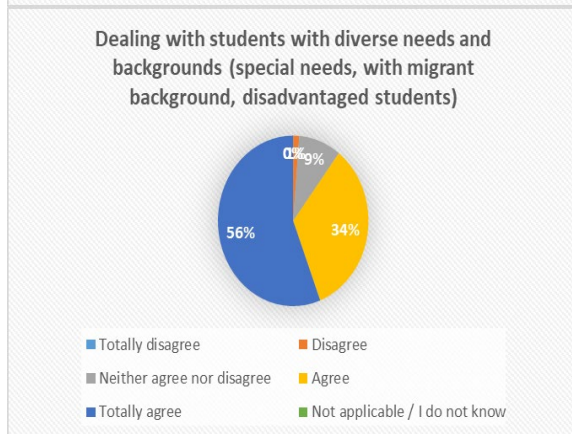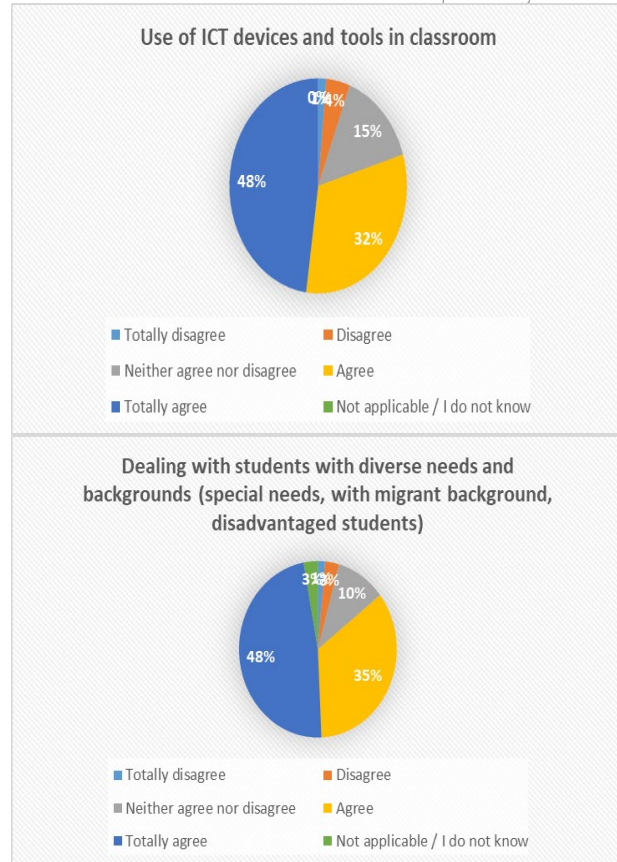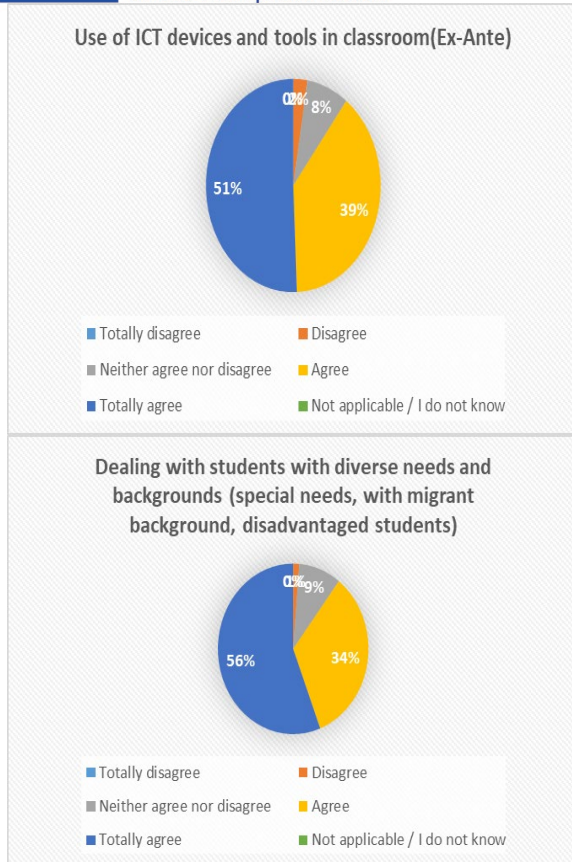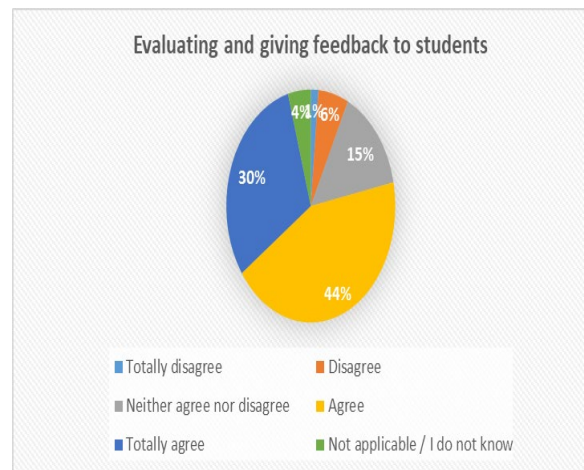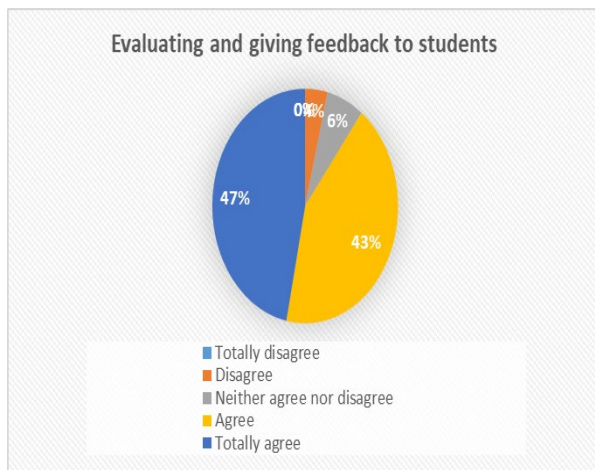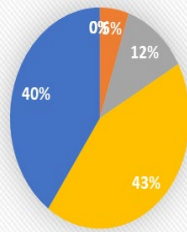**Figure 20: Results of Part E of the Questionnaire (experimental group – new teachers)**

dealing with administrative and bureaucratic issues (Ex-Ante)

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

dealing with administrative and bureaucratic issues

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

Teaching techniques(Ex-Ante)

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

Teaching techniques

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

Develop/use supporting materials in teaching(Ex-Ante)

- 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

- 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)

Totally disagree: 0%, Disagree: 2%, Agree: 8%, Totally agree: 51%, Agree: 39%

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

Use of ICT devices and tools in classroom

Totally disagree: 0%, Disagree: 4%, Neither agree nor disagree: 15%, Agree: 32%, Totally agree: 48%

- ■ 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)

56%, 34%, 9%

- ■ 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)

3%, 1%, 3%, 10%, 48%, 35%

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

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

Evaluating and giving feedback to students

0%, 0%, 6%, 47%, 43%

- ■ Totally disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Totally agree

Evaluating and giving feedback to students

4%, 1%, 6%, 15%, 30%, 44%

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

Working with parents/guardians

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

0% 5% 12% 40% 43%

Working with parents/guardians

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

1% 3% 4% 15% 38% 39%

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

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

0% 4% 22% 35% 39%

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

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

0% 4% 17% 31% 44%

Social and cultural integration in the school environment/culture

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

1% 14% 37% 48%

Social and cultural integration in the school environment/culture

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

3% 7% 16% 36% 38%

Cooperating with other (experienced and/or new) teachers

1% 1% 4%

46% 48%

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

Cooperating with other (experienced and/or new) teachers

0% 3% 6% 10%

46% 35%

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

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, 82% of new teachers were confident in managing classroom (that is they replied "totally agree" or "agree" to the relevant item). This percentage **reduced to 71% after the intervention**. About 85% of the participants were confident in improving teaching techniques. This percentage **reduced to 74% after the intervention**. 89% of participants were confident in developing/using supporting materials in teaching, with this percentage **reducing to 82% after the intervention**. Following the same pattern, 87% of participants were confident in using ICT devices and tools in classroom before the intervention and 73% after the intervention. On the other hand, as regards dealing with students with diverse needs, the percentage of teachers being confident in dealing with this issues, **remained stable**. As regards evaluating and giving feedback to students, the percentage of teachers being confident **reduced from 86% to 80%**. As regards working with parents and guardians, the percentage 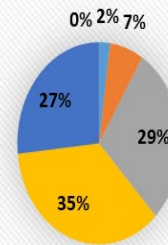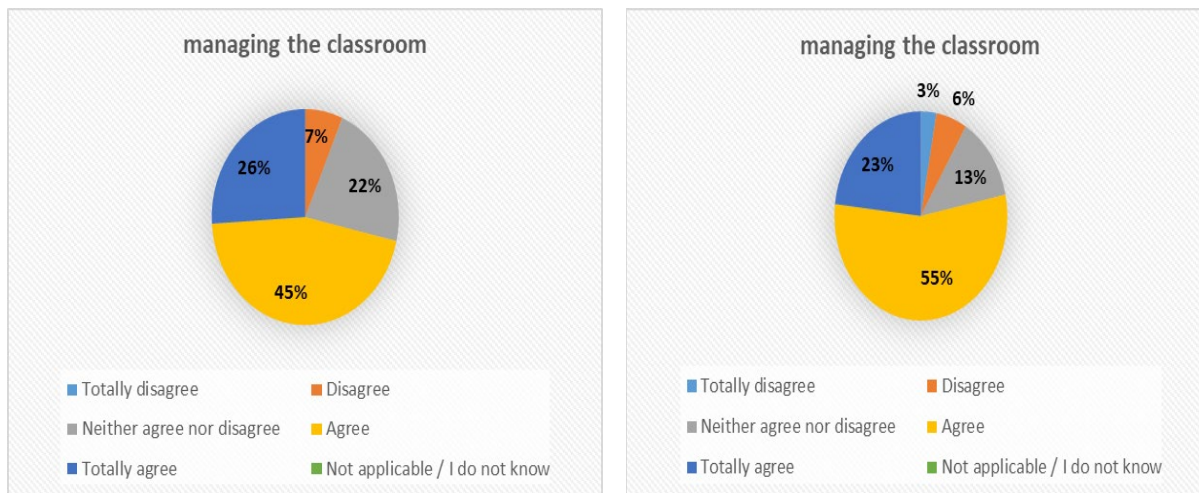of teachers being confident **reduced from 87% to 78%**. As regards working with other stakeholders, the percentage of teachers being confident **reduced from 67% to 62%**. Finally, as regards dealing with administrative issues, the percentage of teachers **increased from 59% to 62%**.

The conclusion from the control group of new teachers is that teachers' confidence in dealing with most issues reduced.

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

managing the classroom

- 3%
- 20%
- 15%
- 62%

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

managing the classroom

- 11%
- 22%
- 18%
- 49%

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

improving teaching techniques

- 2%
- 25%
- 10%
- 63%

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

improving teaching techniques

- 2%
- 18%
- 22%
- 58%

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

developing/using supporting materials in teaching

- 3%
- 8%
- 24%
- 65%

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

developing/using supporting materials in teaching

- 2%
- 20%
- 16%
- 62%

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

using ICT devices and tools in classroom

- 3%
- 10%
- 24%
- 63%

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

using ICT devices and tools in classroom

- 20%
- 27%
- 53%

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)

- 1%
- 3%
- 25%
- 23%
- 48%

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)

- 4%
- 29%
- 22%
- 45%

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

Evaluating and giving feedback to students

- 1%
- 13%
- 28%
- 58%

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

Evaluating and giving feedback to students

- 4%
- 16%
- 29%
- 51%

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

Working with parents/guardians

- 2%
- 11%
- 31%
- 56%

Legend:
- ■ Totally disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Totally agree
- ■ Not applicable / I do not know

Working with parents/guardians

- 4%
- 27%
- 18%
- 51%

Legend:
- ■ Totally disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Totally agree
- ■ Not applicable / I do not know

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

- 4%
- 0%
- 4%
- 27%
- 25%
- 40%

Legend:
- ■ Totally disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Totally agree
- ■ Not applicable / I do not know

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

- 0%
- 0%
- 2%
- 22%
- 36%
- 40%

Legend:
- ■ Totally disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Totally agree
- ■ Not applicable / I do not know

dealing with administrative and bureaucratic issues

- 3%
- 3%
- 6%
- 21%
- 29%
- 38%

Legend:
- ■ Totally disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Totally agree
- ■ Not applicable / I do not know

dealing with administrative and bureaucratic issues

- 0%
- 2%
- 7%
- 27%
- 29%
- 35%

Legend:
- ■ Totally disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Totally agree
- ■ Not applicable / I do not know

65

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, 71% of new teachers were confident in managing classroom (that is they replied "totally agree" or "agree" to the relevant item). This percentage **increased to 78%** after the intervention. About 80% of the participants were confident in improving teaching techniques. This percentage **increased to 87% after the intervention**. 76% of participants were confident in developing/using supporting materials in teaching, with this percentage **increasing to 82%** after the intervention. On the other hand, 83% of participants were confident in using ICT devices and tools in classroom before the intervention and 80% after the intervention. That is, **teachers' confidence was slightly reduced**. As regards dealing with students with diverse needs, the percentage of teachers being confident in dealing with this issues, **increased from 66% to 71%**.
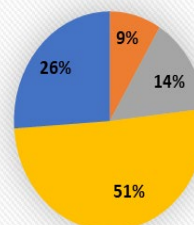
As regards evaluating and giving feedback to students, the percentage of teachers being confident **increased from 71% to 83%**. As regards working with parents and guardians, the percentage of teachers being confident **increased from 69% to 77%**. As regards working with other stakeholders, the percentage of teachers being confident **increased from 52% to 64%**. Finally, as regards dealing with administrative issues, the percentage of teachers **increased from 55% to 68%.**
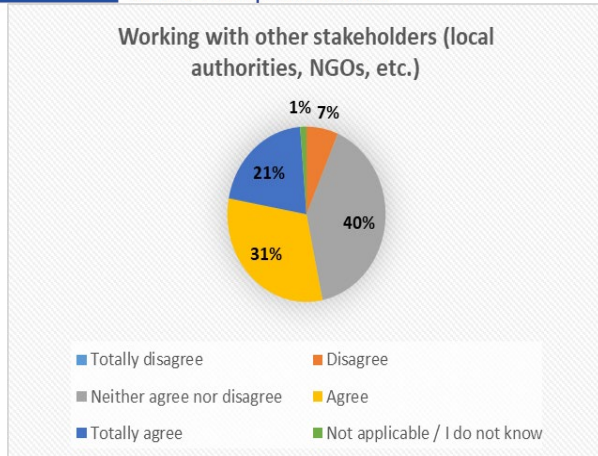
Overall, and in sharp contrast with the results of the control group, the experimental intervention increased new teachers' confidence in dealing with almost all everyday challenges of the teaching profession.

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

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LOOP
Empowering teachers

improving teaching techniques

1% 1%
21% 18%
59%

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

improving teaching techniques

1% 3%
9%
33%
54%

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

developing/using supporting materials in teaching

1% 1%
26% 22%
50%

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

developing/using supporting materials in teaching

6%
12%
40%
42%

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

using ICT devices and tools in classroom

1% 2%
14%
31%
52%

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

using ICT devices and tools in classroom

6%
14%
32%
48%

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

Co-funded by the
Erasmus+ Programme
of the European Union

LOOP
Empowering teachers

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)

1% 4%
19%
29%
47%

- 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)

10%
26%
19%
45%

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

Evaluating and giving feedback to students

4%
22%
25%
49%

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

Evaluating and giving feedback to students

1% 4%
26%
12%
57%

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

Working with parents/guardians

3%
21%
28%
48%

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

Working with parents/guardians

9%
26%
14%
51%

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

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

1% 7%
21%
31%
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.)

9%
19%
27%
45%

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

dealing with administrative and bureaucratic issues

2% 5%
8%
17%
30%
38%

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

dealing with administrative and bureaucratic issues

1%
12%
20%
19%
48%

- 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, both interventions increased the already high levels of confidence among experienced teachers, with the increases being more pronounced in the case of the experimental intervention. The results are even more interesting for the group of new teachers. The control group reported no improvement as a result of the induction programme applied. This could be explained by the fact that the control intervention rather revealed the complexities of the professional role of new teachers in effect questioning their sense of self-efficacy. 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, **71%** of the experienced teachers in the control group considered time to provide mentoring as a potential threat to the implementation
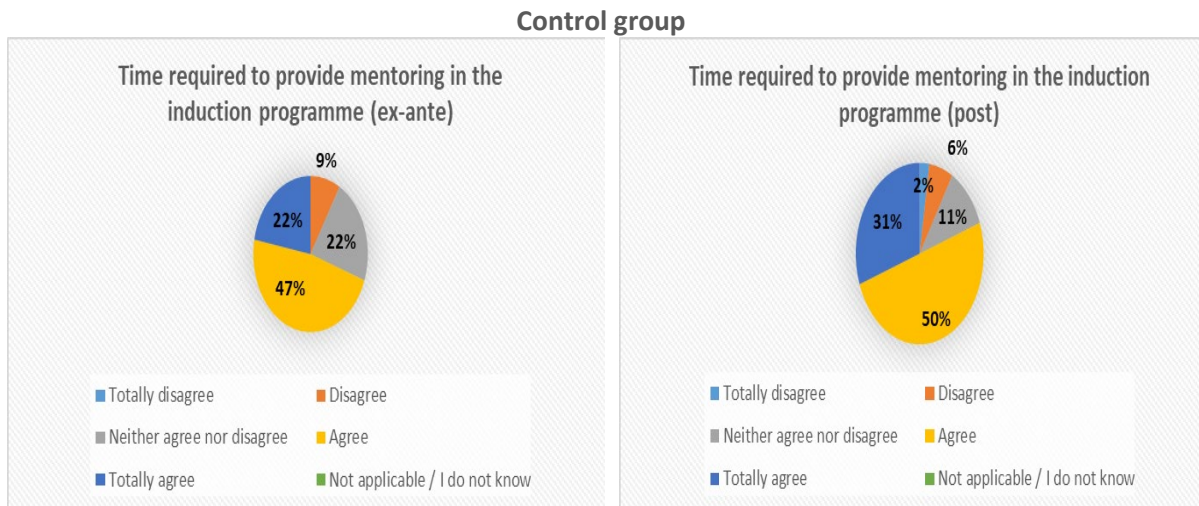
of induction programs in schools. After the intervention, **81% replied that it proved threat**. Exactly half of the experienced teachers who participated in the control group acknowledged **appropriate space** (office or meeting space) as a significant factor before the intervention. After the intervention 52% 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 **remained the same as before** the intervention. The same pattern of replies is also found with respect financial incentives and the availability of support material in implementing induction programs.

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 **69%** before the intervention. Yet, **after the intervention 79% of them identified time as a proven threat**. **Similar reactions were found in regard to financial incentives**, whereas **55%** of experienced teachers found this factor to be a threat after the intervention (compared to **46%** that identified financial incentives as potential threat). Similar reactions were also observed for the availability of time of new teachers, but not for the 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 time 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)

Existence of appropriate office/meeting space (ex-ante)

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

Existence of appropriate office/meeting space (post)

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

Support from the school leadership (ex-ante)

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

Support from the school leadership (post)

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

Financial incentives for mentors (ex-ante)

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

Financial incentives for mentors (post)

- 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)

2% 1%
8%
16%
18%
55%

- 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)

1% 3%
7%
28%
12%
49%

- 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 (ex-ante)

1% 1%
21%
10%
40%
27%

- 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 (post)

1% 4%
24%
14%
33%
24%

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

Experimental group

Time required for new teachers to participate in the induction programme (ex-ante)

9%
22%
22%
47%

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

Time required to provide mentoring in the induction programme (post)

7%
14%
43%
36%

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

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Existence of appropriate office/meeting space (ex-ante)

15%   5%
21%
32%   27%

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

Existence of appropriate office/meeting space (post)

3%
27%   18%
25%   27%

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

Support from the school leadership (ex-ante)

19%   0% 12%
27%
27%   15%

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

Support from the school leadership (post)

13%   23%
25%
12%   27%

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

Financial incentives for mentors (ex-ante)

20%   0% 17%
26%
37%

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

Financial incentives for mentors (post)

4% 9%
23%   14%
32%   18%

- 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)

22%   9%
22%
47%

- 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)

2%
45%   7%
21%
25%

- 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 (ex-ante)

- 5%
- 21%
- 27%
- 32%
- 15%

■ 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 (post)

- 11%
- 29%
- 23%
- 14%
- 23%

■ 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**. Thus, after the intervention, 37% of new teachers "totally agree" that time to provide mentoring can be a major obstacle and another 7% "agrees" with this view. New teachers' views also **remain stable** with respect to availability of appropriate space, support from school leadership, financial incentives and availability of time for new teachers. Yet, the share of teachers viewing the availability of **supporting materials and activities** increases as a potential and proven threat increases **from 36% to 46**%.

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 increased from 69% to 79% (that is, in the end, **79% of teachers acknowledged time as a threat in implementation**). The relevance of the availability of space **increased from 47% to 52%** and the relevance of the availability of activities and supporting materials **increased from 36% to 46%. 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 and supporting material as conditions worth considering when designing and implementing induction programmes.
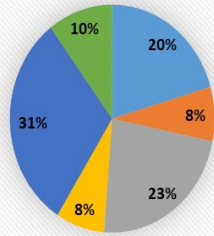
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Figure 24: Results of Part G of the Questionnaire (control and experimental groups – new teachers)

Control group

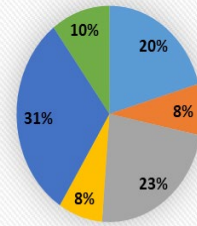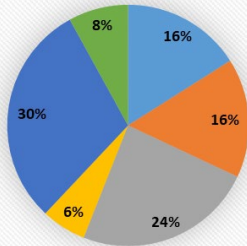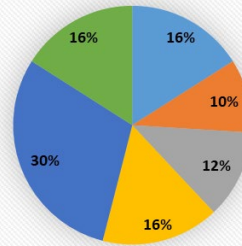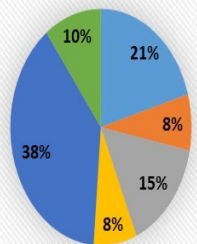**Time required to provide mentoring in the induction programme**

20% — Totally disagree
8% — Disagree
23% — Neither agree nor disagree
8% — Agree
31% — Totally agree
10% — Not applicable / I do not know

Time required to provide mentoring in the induction programme

19% — Totally disagree
12% — Disagree
15% — Neither agree nor disagree
7% — Agree
37% — Totally agree
10% — Not applicable / I do not know

Existence of appropriate office/meeting space

16% — Totally disagree
16% — Disagree
24% — Neither agree nor disagree
6% — Agree
30% — Totally agree
8% — Not applicable / I do not know

Existence of appropriate office/meeting space

16% — Totally disagree
16% — Disagree
24% — Neither agree nor disagree
6% — Agree
30% — Totally agree
8% — Not applicable / I do not know

Support from the school leadership

21% — Totally disagree
8% — Disagree
15% — Neither agree nor disagree
8% — Agree
38% — Totally agree
10% — Not applicable / I do not know

Support from the school leadership

21% — Totally disagree
8% — Disagree
15% — Neither agree nor disagree
8% — Agree
38% — Totally agree
10% — Not applicable / I do not know

Time required for new teachers to participate in the induction programme

- 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

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

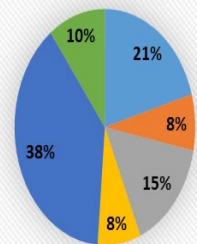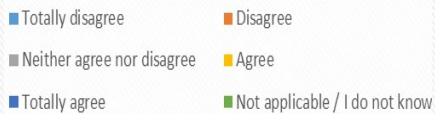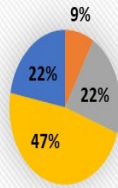**Existence of activities and supporting materials to be used during mentoring**

- 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

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

Financial incentives for mentors

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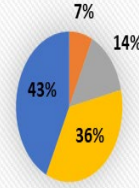- Not applicable / I do not know

Financial incentives for mentors

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

Experimental group

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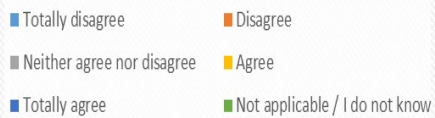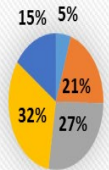## Time required to provide mentoring in the induction programme (ex-ante)

9%
22%
22%
47%

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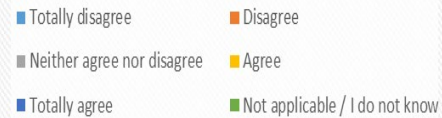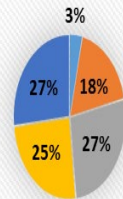- Agree
- Totally agree
- Not applicable / I do not know

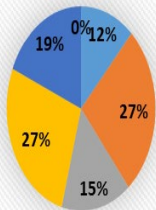## Time required to provide mentoring in the induction programme (post)

7%
14%
43%
36%

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

Existence of appropriate office/meeting space (ex-ante)

15% 5%
21%
32%
27%

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

Existence of appropriate office/meeting space (post)

3%
27%
18%
25%
27%

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

Support from the school leadership (ex-ante)

0% 12%
19%
27%
27%
15%

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

Support from the school leadership (post)

13%
25%
23%
12%
27%

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

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Financial incentives for mentors (ex-ante)

0%
17%
37%
26%
20%

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

Financial incentives for mentors (post)

4% 9%
14%
18%
32%
23%

- 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)

9%
22%
22%
47%

- 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)

2%
7%
21%
25%
45%

- 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 (ex-ante)

5%
21%
27%
32%
15%

- 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 (post)

11%
29%
23%
14%
23%

- 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 time 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 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, four interviews and one focus group session were organized. Specifically, one experienced and three newly qualified teachers were interviewed on a one-to-one basis (see Table 2). The interviews lasted between 40 minutes and 1h and 15 minutes. Additionally, nine teachers of whom five were experienced and four new teachers participated in a focus group session, which lasted for 1h and 26 minutes (note that two more new teachers were invited but due to technical reasons, they did not manage to attend the teleconference). Both the interviews and the focus group session took place between late September and early October 2023, that is almost three months after the completion of the field trials. All sessions took place via teleconference and were recorded after informing all attendees about the intention to record the meeting and asking for their permission.

Table 4: Demographics of the interview participants

Subject	School level	Gender	Area of the school	Age Group	Years of experience
Teacher 1 (mentor)	Pre-primary school	Female	Rural	45-55	>20
Teacher 2 (mentee)	Secondary Special Education School (Vocational)	Male	Urban	36-45	1-5
Teacher 3 (mentee)	Upper Secondary Vocational School	Male	Rural	36-45	1-5
Teacher 4 (mentee)	Primary School	Female	Urban	26-35	1-5

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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)	Upper Secondary School	Female	Rural	56-65	>20
Teacher 2 (mentor)	Upper Secondary Vocational School	Female	Rural	46-55	6-19
Teacher 3 (mentor)	Primary School	Female	Urban	45-56	6-19
Teacher 4 (mentor)	Primary School	Female	Urban	45-56	6-19
Teacher 5 (mentor)	Pre-primary School	Female			
Teacher 6 (mentee)	Upper Secondary School	Female	Rural	26-35	1-5
Teacher 7 (mentee)	Upper Secondary Vocational School	Female	Rural	26-35	1-5
Teacher 8 (mentee)	Primary School	Male	Urban	46-55	1-5
Teacher 9 (mentee)	Pre-primary School	Female	Rural	26-35	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.

Initially (that is during the warm-up activity of the field trials), the participants of the focus group were asked to evaluate their experiences from participating in the trials on a scale ranging from 1 (Very negative) up to 10 (Very positive). In particular, they were asked to evaluate the following: the processes followed, the programmes of the sessions, the relationships developed during the sessions, the degree of fulfilment of their expectations from the sessions and the strategies adopted to encourage teamwork. All participants rated their experiences very positively (range of rating between 8 and 10).

The only weaknesses identified by some participants were the lack of adequate time for implementing the NTIP, as well as the fact that some elements included in the NTIP Guide seemed somewhat unfamiliar to the culture prevailing in the Greek schools.

With regard to hypothesis 1, all participants in both the focus group and the interviews stressed the value of the formal mentoring programme as a facilitating factor in the effective implementation of the NTIP.

"It helped me to schedule my mentoring work covering a wide range of areas"

(Teacher 1-mentor, Focus group)

However, some participants were more critical as they underlined the need to study more practical case studies, considered some parts of the programme as rather incompatible with the school reality in Greece and, finally, they wished to have more available time to implement the NTIP more effectively in their contexts.

"I found that some parts of the Guide were rather incompatible with the reality of schools in Greece".

(Teacher-1 mentor, Inteview)

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.

All the experienced teaches that participated in the focus group and the interviews admitted the positive role that mentoring played in their motivation. Specifically, most of them realized that their role as mentors helped them to understand better the challenges facing their new colleagues as well as their perspectives. The following quote is indicative of the above points:

"Working as mentor helped me to learn new things, understand the needs and perspectives of new teachers as well as to increase my motivation since I realized that my experience would be useful to new colleagues"

(Teacher-1 mentor, Interview)

However, during the focus group two experienced teachers expressed some concerns in relation to the resistance their mentees exhibited in accepting some correct perspectives included in the Guide.

"Despite how hard I tried, my mentee had great difficulties in following the suggestions of the Guide about effective class management".

(Teacher 2-mentor, Focus group)

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.

All participants found the NTIP as very helpful in the professional development of new teachers as well as in their maintenance on the system. The areas (modules) found most helpful were those related to classroom management, the use of ICT in teaching and the legislation and the legal framework relevant to teacher duties and the inclusion of students with special needs. All new teachers also found the interaction with their mentors as extremely beneficial and enriching so as to handle the challenges they face in their everyday professional lives. The following quote is characteristic:

"The programme helped me to exchange ideas and good practices with my mentor in a friendly and collegial atmosphere. I learned many things especially with regards to classroom management and the use of ICT in my lessons".

(Teacher 4-mentee, Interview)

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

All new teachers agreed that the programme had a positive contribution to their social and cultural inclusion in the specific contexts of the schools they served. However, in some cases this contribution was not considered as crucial since the corresponding participants stated that they did not face any adjustment problems before the implementation of the programme (although they admitted that their relations with their colleagues do improved):

"Despite the fact that I had already been well adjusted in the school life, my relations with my colleagues improved after the initiation of the programme"

(Teacher 9-mentee, Focus group)

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

All participants argued that the NTIP adapted to their context has increased their sense of self-efficacy. Specifically, the participating mentors expressed the idea that the programme provided them the opportunity to offer their experience and knowledge to their mentees, while understanding the needs and perspectives of the latter in greater depth. On the other hand, the new teachers enriched their professional repertoires especially with regard to classroom management and the more effective inclusion of students with special needs and difficulties (for relevant extracts see also hypotheses 2 and 3 above).

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

All the participating experienced teachers had the chance to be trained as mentors for the very first time in their entire professional lives. This training experience is regarded as crucial for the effective implementation of the NTIP. During their training the experienced teachers came across with new ideas such as those of reflexive practice, empathy, need assessment, etc. In parallel, through interacting with other experienced teachers during practical exercises and scenarios, they realized the importance of the role of mentor as a person who supports and exchanges ideas and practises with new teachers, transforming their ideas and practices while at the same time being themselves transformed.

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"The training that preceded the implementation of the NTIP helped me a lot to play my role as mentor in an effective and targeted way"

(Teacher 1-mentor, Focus group)

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

Except of the problem of lack of time, the participants did not mention any other obstacles for not adequately implementing the induction programme in their schools. Nearly all of them stressed the fact that it was very hard for them to find time to cooperate with their mentor (mentees) during school time. This was the reason that in some cases this cooperation took place outside their working schedule.

"Time was the biggest problem. That is why we cooperated with my mentees after the school time"

(Teacher 4-mentor, Focus group)

Conclusions and Policy Recommendations

The analysis of the findings provides reasonable evidence in favour of mentoring and induction programmes, while there is also evidence in favour of following more structured approaches in designing these programmes. Indicatively, the majority of experienced teachers participating in the field trials expressed negative stances against informal programmes. Overall, the results show that mentor formal training programmes promote effective formal teacher induction programmes. Similarly, peer-developed teacher induction programmes based on mentoring activities support the professional development and motivation of new teachers, while contributing to their rapid and effective inclusion in the schools as well as boosting their sense of self-efficacy. It is also interesting that we do not find robust evidence supporting that the lack of resources may be a serious impediment in the implementation of induction programmes in schools. In general, it appears that the success of an induction programme mostly depends on the experience and motivation of the mentor and less on material factors (such as the availability of space for example). Time availability of both mentors and mentees, though, seems to be a crucial time for the effective implementation of such programmes.

In terms of policymaking, the evidence from the field trials highlights the importance of developing, establishing and maintaining a formal mentoring scheme in Greece. Besides providing the incentives and necessary preconditions for participating in such scheme (for example, temporary relief from other school duties, acknowledgement of mentoring experience as a prerequisite for career advancement, transparent selection, etc.), our results indicate that potential mentors should be formally trained in programmes carefully designed to adhere to basic principles of adult education, reflexive learning and transformative leadership. Besides, while we do not agree with linking such programmes with teacher

evaluation, school principals should be accountable for facilitating the participation of experienced and new teachers in successful mentoring and induction activities, respectively.

Finally, the qualitative part of the study, based on participants' experiences from the field trials yielded some additional interesting policy proposals:

- 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.
- Mentors should have the same specialty with their mentees and serve at the same school with them.
- The guide could take the form of a digital items bank where both mentors and mentees can search for relevant material on the basis of specific issues search. The relevant banks should be expandable and function under the auspices of each country national authorities (e.g. Ministries of Education).
- It would be preferable if the induction programmes start some months after the beginning of new teachers career. This timing will enable them (i.e. new teachers) to be more aware about their needs and weaknesses.
- The part of the programme related to the legal duties of the new teachers should necessarily involve as mentors the school principals of the corresponding schools.
- Networking among mentors should be encouraged and facilitated. For example, the formation of virtual communities of practice on a regional basis could yield beneficial network effects

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