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Empowering teachers

NATIONAL REPORT ON IMPLEMENTATION

FIELD TRIALS IN SLOVENIA

WP3 VALIDATION THROUGH FIELD TRIALS IN REAL ENVIRONMENTS

https://empowering-teachers.eu/

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Executive Summary

This document provides an overview of the preparation and implementation of the LOOP mentors' capacity programme and teachers' induction programme in Slovenians 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 110 schools in Slovenia 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 Slovenian partners built through their contacts a pool of interested schools and teachers, between June and October 2023 allowing the participation of 227 teachers in the field trials, distributed as follows:

1. Control group of 30 experienced teachers.
2. Experimental group of 67 experienced teachers.
3. Control group of 22 new teachers.
4. Experimental group of 108 new teachers.

As part of the preparation for the field trials, a set of **events**, **involving** a total of **322 Slovenian teachers** was promoted, including the:

- **Train the Mentors training course** (E7) - **5 sessions** involving **96 experienced teachers** of the experimental group.
- **My induction programme workshop** (E8) - **3 sessions** involving **160 new teachers** of the experimental group.
- **Info session for Mentors** (E9) – **1 session** involving **39 experienced teachers** of the control group.
- **Info session for New Teachers** (E10) – **1 session** involving **27 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 322 involved in the field trials: 227 (70%) answered the ex-ante and post-intervention questionnaires.
- In September 2023, we held a live focus group with 19 teachers, 80% of whom were experienced teachers.

- The online **interviews with 5 teachers** (2 mentors and 3 new teachers) conducted 2 months after finalizing the implementation of the induction programme, in September 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 comparison between the control and the experimental groups of experienced and new teachers show that formal training programmes are perceived favourably by both groups of teachers. When asked if the mentoring programme should be mandatory for all mentors, most experienced teachers answered positively both before the intervention and after the intervention. The difference is that the share of those answering, "totally agree" increased substantially after the intervention. Concerning the question if the mentoring programme should be adapted to the school context, the responses of the experienced teachers were mostly positive before and even more so after the intervention. The question whether the mentoring programme should be the same across the national context was supported by half participants and increased after the intervention. Experienced teachers expressed positive stance towards informal mentoring programme. At the same time, quite a big share of participants expressed strong disagreement and generally favoured a formal induction programme with tools, guides and support for mentors. 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 find significant differences between the control and the experimental group on the notion of the role of mentors in the school system, the experimental group going from disagree/undecided to strongly agree post intervention. Most experienced teachers replied that they like their job but find it challenging both pre and post intervention. Less than a half of them agreed to stay in the profession, the number of those who would abandon the profession was increased after the intervention. The majority of teachers agree that they are happy completing their career as teachers. More than half of them would recommend to a young person to follow a teaching career. A large number of teachers would want to become mentors. A larger percentage of teachers is in favour of mentoring as an alternative career option after the intervention. Finally, the idea of mentoring as an opportunity for an alternative role within the school system was increased after the intervention. Therefore, hypothesis 2 is verified.

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

The evidence, particularly the one stemming for the comparison between the control and the experimental group of experienced teachers, provides some support in favour of the third hypothesis. Teachers largely agree that mentoring activities empower new teachers and can help develop a sense of belonging, the belief even increased by the intervention. A high number agrees with the ability to interact and cooperate and to boost their motivation. Most teachers strongly agree or agree that mentoring activities are beneficial in all the observed domains with a slight increase of those who totally disagree after the intervention. Furthermore, we found that all new teachers like their job with a significant number of them going from strongly agree to agree. The intervention didn't have any impact on the undecisive proportion of the teachers regarding the intentions to remain in the profession, but a certain number of them went from agreeing to leave the job to disagreeing/strongly disagreeing. The number of teachers who disagree with following the profession increased. Almost all teachers would consider becoming mentors in the future pre and after intervention. Most like their job and find it challenging, half of them willing to stay in the profession. The intervention increases the number of those not willing to stay in the profession. Despite this, many of them are happy to be following the profession during the entire career with an increased number of them willing to become mentors after the intervention. 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. Therefore, hypothesis 3 is partially verified.

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 the intervention helps in promoting the confidence of new teachers and encourages their competence on certain issues, particularly dealing with parents. Both groups are highly competent in assimilating to school culture, cooperating with peers, managing diverse classrooms and dealing with other authorities and stakeholder pre and post intervention. Therefore, hypothesis 4 is verified.

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

Overall Conclusion for Hypothesis 5 would be cautiously optimistic. There are clear indications of the benefits of structured mentoring programs in the experimental group regarding teaching techniques, developing/using supporting materials, use of ICT tools, evaluating and giving feedback, administrative and bureaucratic issues, dealing with students with diverse needs, dealing with parents, dealing with NGO and other stakeholders, cooperating with other teachers and social and cultural integration in the school/environment. In contrast, there was a noticeable increase in ambiguity regarding dealing with students with diverse needs and backgrounds, dealing with parents, working with stakeholders, and most noticeably, dealing with administrative issues regarding control group. The most noticeable increase in ambiguity in the experimental group was in regard to class management. While there are clear indications of the benefits of structured mentoring programs in the experimental group, the

results from the control group suggest that the impact of these programs can vary. The data underscores the importance of context and the design of mentoring programs in influencing their effectiveness. The positive changes observed in the experimental group align with Hypothesis 5, but the mixed results from the control group indicate that the hypothesis's applicability might be more nuanced and dependent on specific implementation factors.

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

Hypothesis 6 finds indirect evidence supporting the notion that training mentors is beneficial for the effective implementation of teacher induction programs. The responses from experienced teachers suggest that well-structured, formal training of mentors is not only appreciated but also seen as a crucial element for the success of these programs. This reflects a growing acknowledgment among experienced educators of the value of structured mentorship in fostering professional development for new teachers. 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 identify the availability of time and supporting material as conditions worth considering when designing and implementing induction programmes, with the experimental group highlighting highly also the need to look into the role of leadership in supporting induction programmes. The results also indicate that new teachers are comparatively more sensitive to the spaces available for their work or in this case mentoring sessions than experienced teachers and the same applies when it comes to the support of school leadership for the programme. The increase in the perception of the lack of appropriate supporting materials in both experimental groups of experienced and new teachers through the process of trial implementation would also indicate that hypothesis 7 can be seen as 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		√	

Hypothesis	Partially verified	Fully verified	Comments
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	√		
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		√	

In conclusion, based on the field trials, the quantitative and qualitative parts of the study, the research process yielded some additional policy proposals and recommendations for the implementation of a peer induction mentoring programmes.

- Mentor capacitation programmes should take place over a prolonged period of time before actually beginning with their own mentoring processes.
- Mentor capacitation programmes should include practical work and supervision.
- Mentors should be fairly compensated for their work in the mentoring processes. To ensure proper motivation and quality of work, experienced teachers should be provided with specific clearly identified incentives 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 compensation.
- Whenever possible mentors should cover the same subject matter as new teachers or be linked to it as closely as possible. They should also be employed at the same school.
- Mentoring and induction programmes should be part to some extent part of school leadership training programmes. School leaders should know more about the existence and importance of such programmes. School leaders should also be a part of the new teachers' induction. Specifically, the areas of legal and formal obligations would be a field that the school leaders should cover to some extent.

- Schools should have a clearly defined induction process for new employees integrated within their statutes/rules and regulations/curricula or other appropriate documents.
- In terms of LOOP programme materials or programmes that would similarly have materials for mentors and materials for new teachers the mentors would need to be better acquainted with the new teachers materials (workbooks or similar) in order to use them more and more effectively.
- A good option for storing and curating resources would be an online documents and materials repository under the auspices of each country's national authorities (e.g. Ministry of Education, National Education Institute Slovenia). The repository could take the form of a digital items bank where both mentors and mentees can search for relevant materials on the basis of specific issues search.
- 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.
- New teachers should have the induction process integrated within their workload. Some time set aside for reflection, for peer induction, for extra preparations or reports would be beneficial in general as the stress of the start of career workload is rather large.
- New teachers feel that they are underpaid and undervalued and are more sensitive to working conditions such as workplace relationships, superiors' support, office spaces – these issues should be taken into account when designing policies.
- New teachers would benefit from a clear and prominently presented career path options ahead of them at the beginning of their career either within the school of first employment or perhaps even on a national level. (This should obviously include also presented options of per induction or other professional induction programmes.)
- Within initial teacher training at the universities there should be more practical work. Additionally practical pedagogical experiences for young people within youth work volunteering, experiences for secondary school students in primary schools or kindergartens or other types of opportunities where young people would have the possibility to try themselves out in educational roles would be good to help people steer towards teaching careers.

Introduction

The aim of this national report is to present and analyse the results from the field trials conducted in a sample of 98 schools in Slovenia (175 teachers in the experimental and 105 teachers 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 Slovenian partners built through their contacts a pool of interested schools and teachers, between June and October 2023 allowing the participation of 227 teachers in the field trials, distributed as follows:

1. Control group of 30 experienced teachers.
2. Experimental group of 67 experienced teachers.
3. Control group of 22 new teachers.

4. Experimental group of 108 new teachers.

In total, 322 Slovenian teachers were involved in the field trials of the LOOP project, but only 227 (70%) answered the ex-ante and post intervention questionnaires. In detail, 72 % of the experienced teachers of the two groups answered both questionnaires and 70% of the new teachers of the two groups answered both questionnaires.

In this context, the quantitative evaluation of the field trials (Part A) considers only the teachers who replied to the two questionnaires. As such, the sections below presented the data related to the 227 teachers who answered the questionnaires and not all teachers involved in the field trials in Slovenia.

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

From the 227 teachers that replied to both questionnaires…

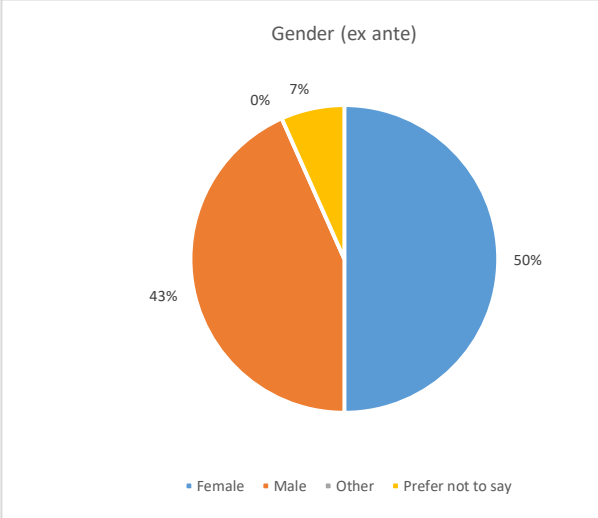
1. 30 are experienced teachers of the control group (31 % answered)
2. 67 are experienced teachers of the experimental group (42 % answered)
3. 22 are new teachers of the control group (56 % answered)
4. 108 are new teachers of the experimental group (400 % answered)

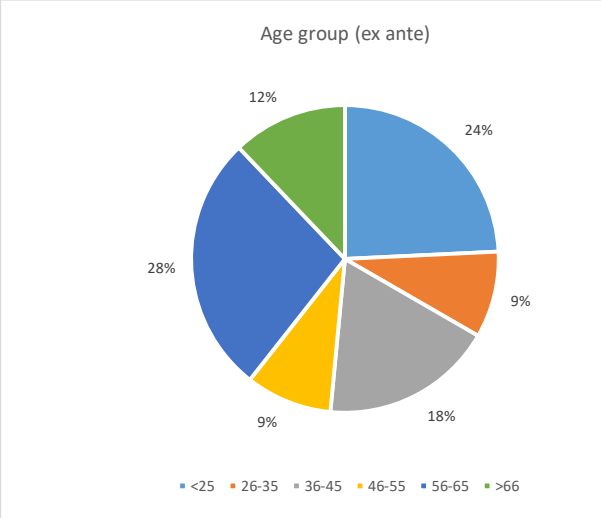
The characterization of the teachers of these four groups is presented below.

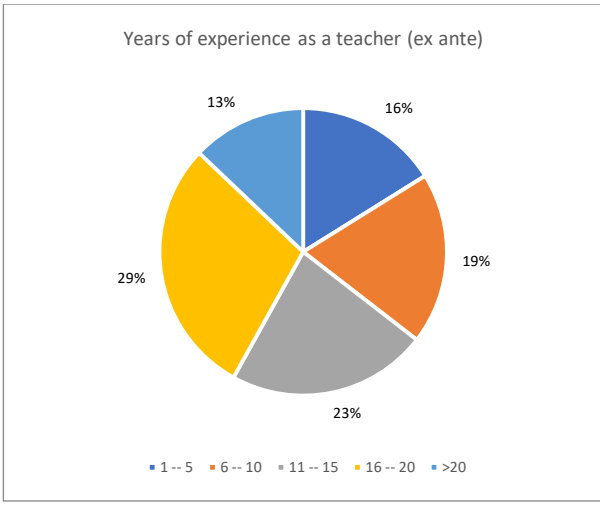
The sample of the control group (experienced teachers)

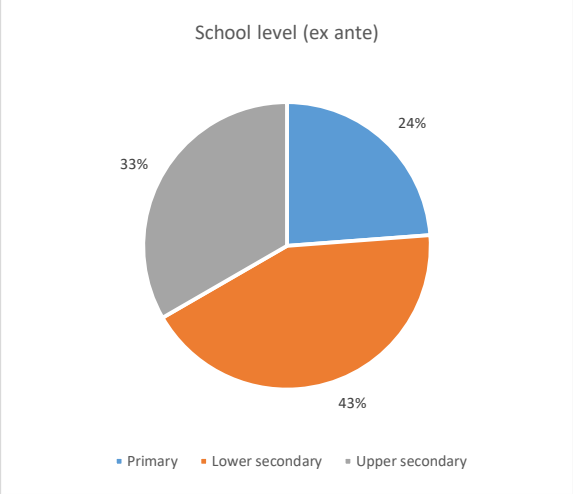
Figure 1 presents the profile of the participants of the control group of experienced teachers. The majority of participants are women (50%), and 43% are men, which is not surprising as there are more women in the Slovenian school system. The majority of participants belong to the 56-65 age group (28% of the sample). In contrast, 24% of the participants are under 25 years of age, while 18% belong to the 36-45 age group. Only 12% of teachers are over 66 years of age. Furthermore, 24% of participants teach in primary schools and the rest in lower secondary (43 %) and upper secondary (33%) schools. Almost 40% of the schools of the control group are located in urban areas and 64% in rural areas. One third of them teach in regular education, a third of them teach in special and a third of them teach VET school. Finally, only 36% of them have a mentoring experience.

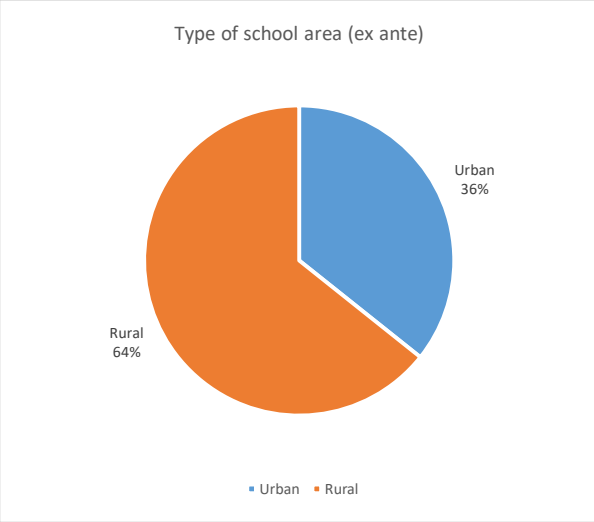
Figure 1: Profile of the participants (control group of experienced teachers)

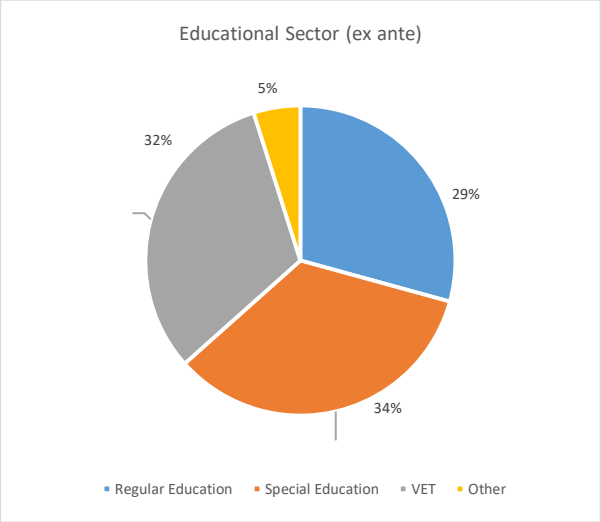


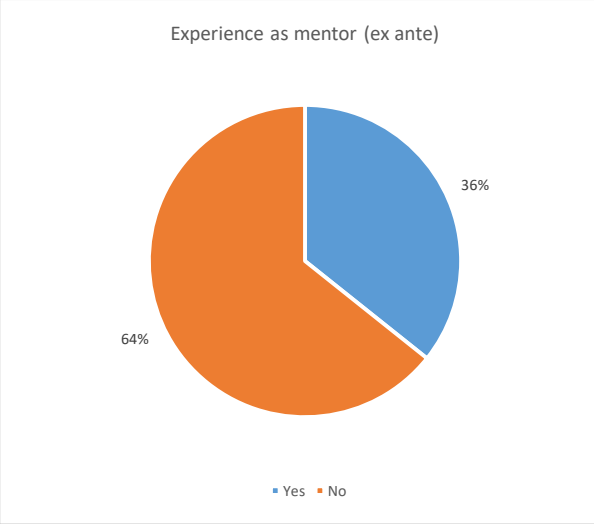







Type of school area (ex ante)
Urban
36%
Rural
64%
Urban
Rural


Educational Sector (ex ante)
5%
32%
29%
34%
Regular Education
Special Education
VET
Other

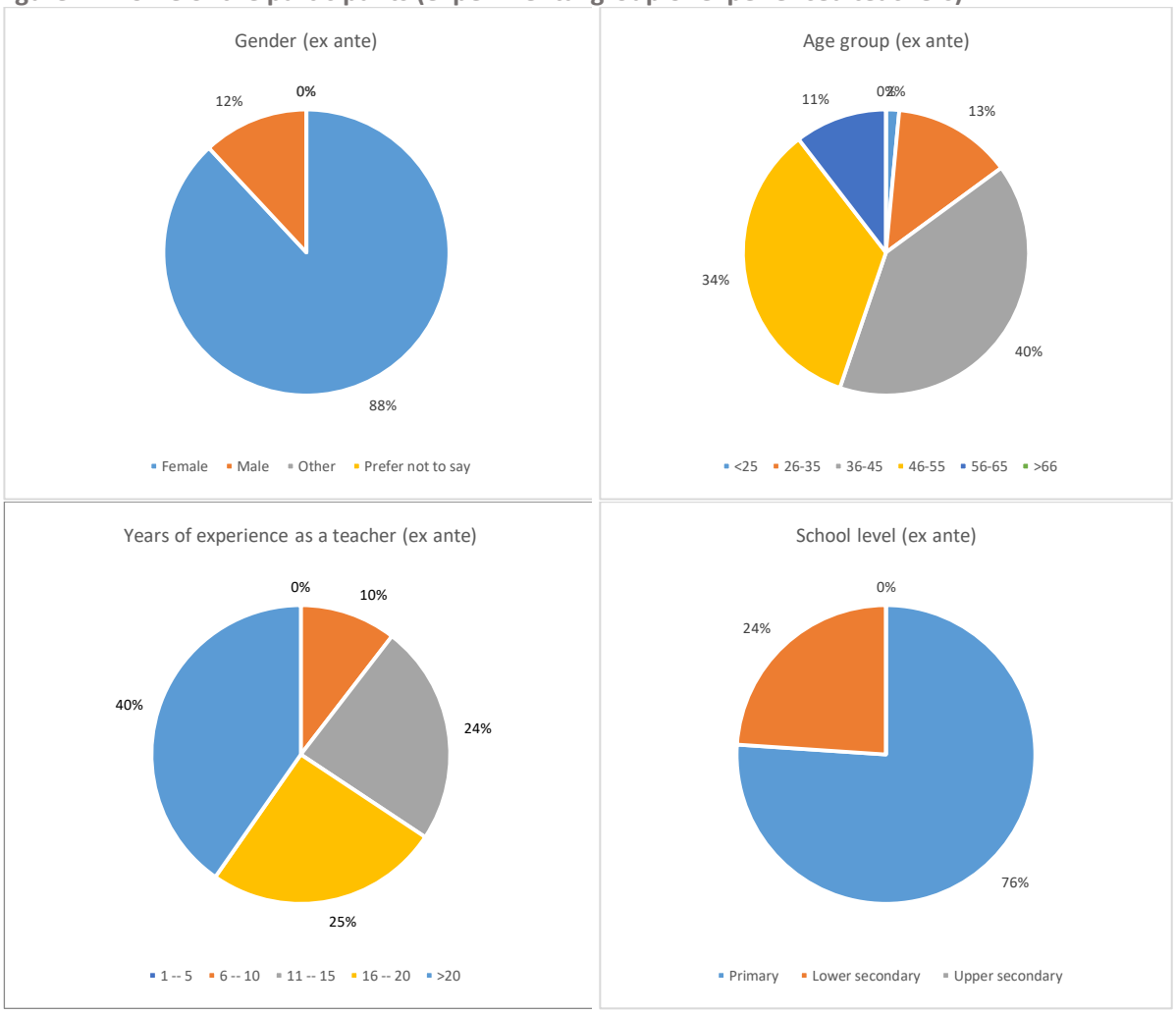

Experience as mentor (ex ante)
36%
64%
Yes
No

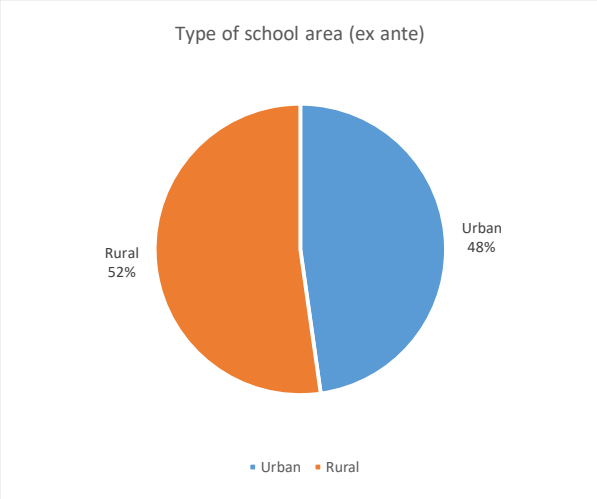
The sample of the experimental group (experienced teachers)

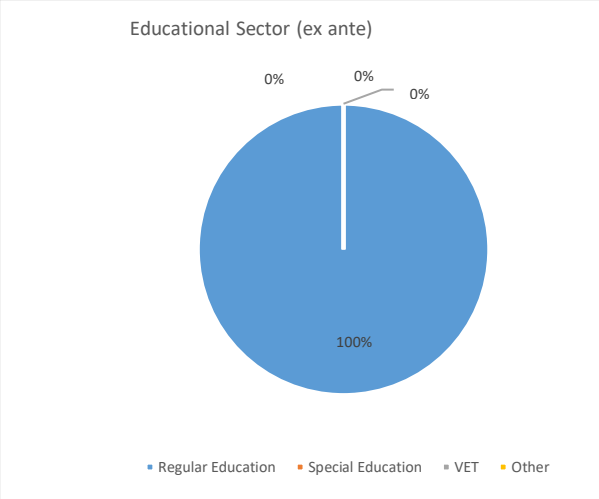
Figure 2 presents the profile of the participants of the experimental group of experienced teachers. Almost 90% are women. The majority of participants belong to the 36-45 and 46-55 age groups (40% and 34% of the sample, respectively), while 13 % and 11 % of them belong to the 26-35 and 56-65 age

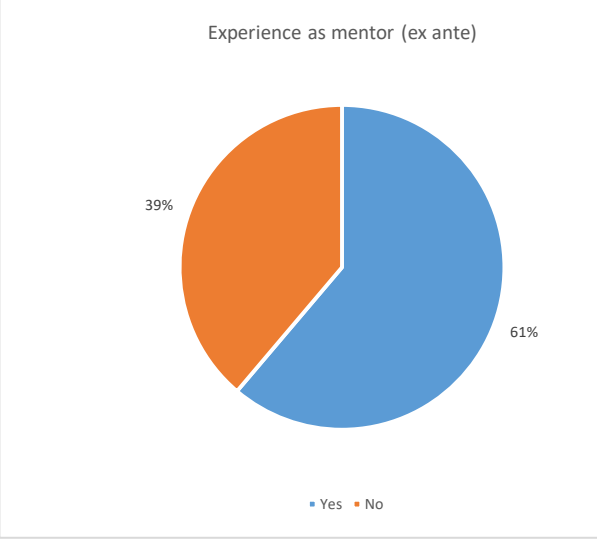
group. Accordingly, 40% of participants have accumulated over 20 years of experience, 25% between 16 and 20 years, 24 % between 11 and 15 and 10% between 6 and 10. Almost 25 % participants teach in lower secondary school and 76 % in primary school. These schools are located in urban areas 48% and 52% in rural areas. All participants teach in regular education. Finally, 61% of them have a mentoring experience. **In general, the profile of experienced teachers in the experimental group differs from that of experienced teachers in the control group, in particular in terms of gender, type of school area, educational sector and mentoring experience.**

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




Type of school area (ex ante)
Urban
48%
Rural
52%
Urban
Rural

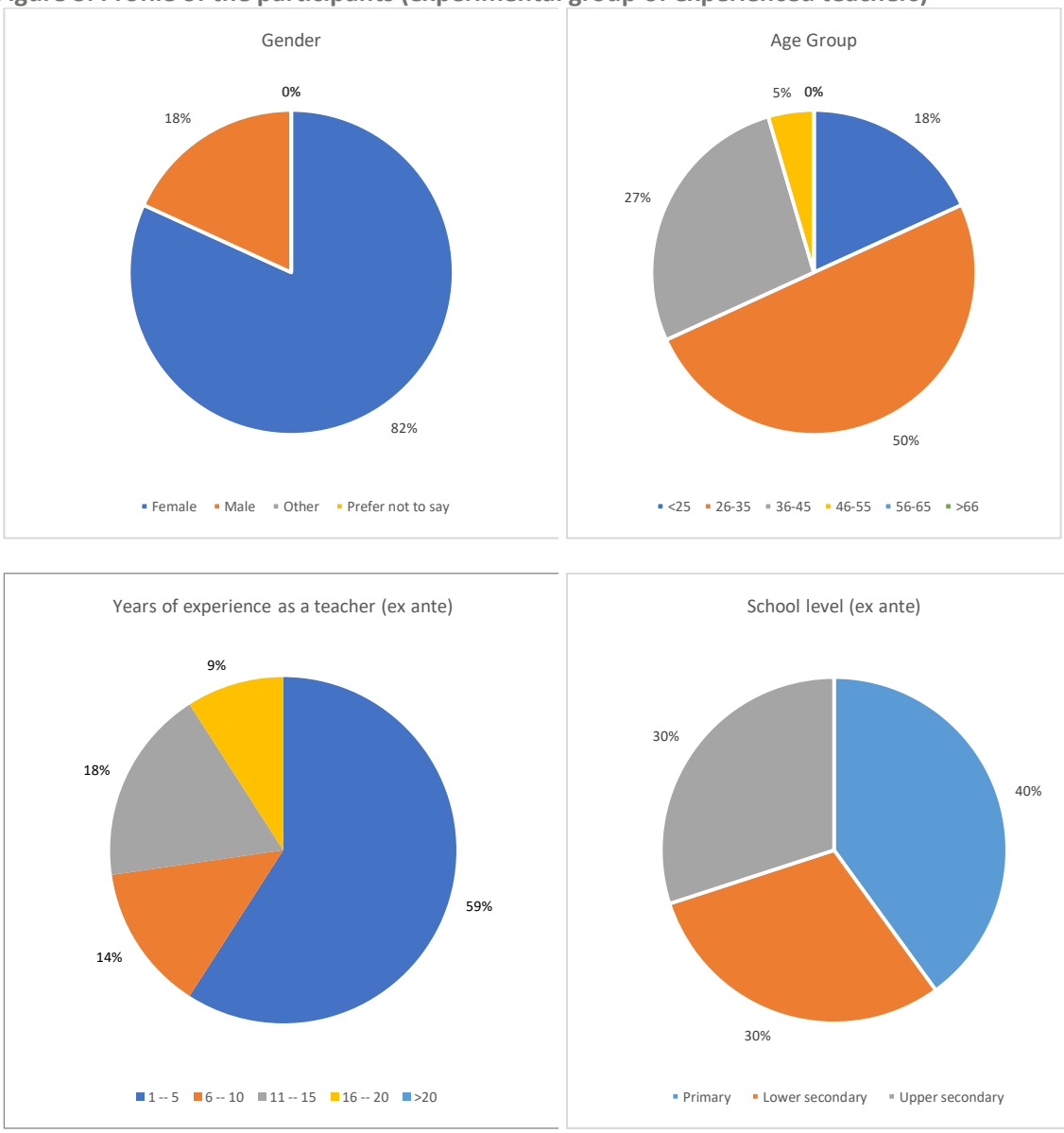

Educational Sector (ex ante)
0%
0%
0%
100%
Regular Education
Special Education
VET
Other

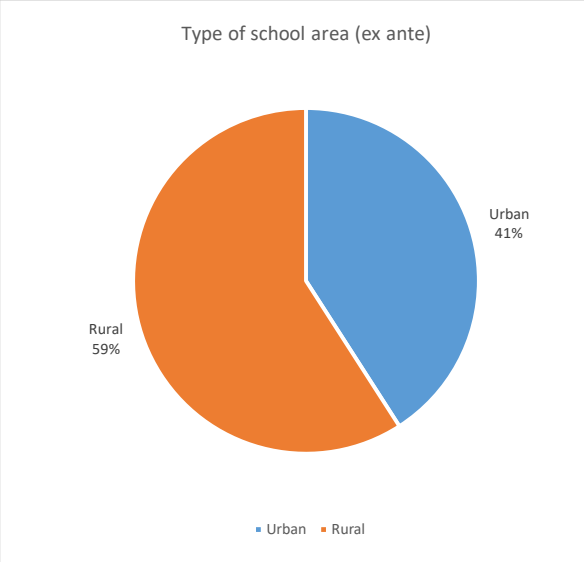

Experience as mentor (ex ante)
39%
61%
Yes
No

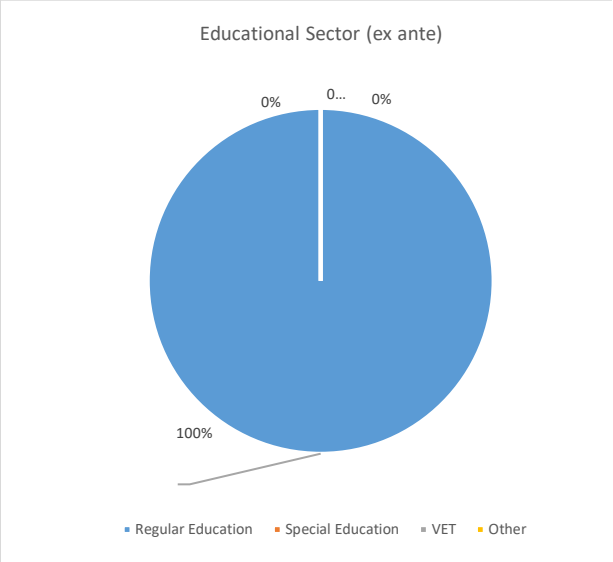
The sample of the control group (new teachers)

Figure 3 presents the profile of the participants of the control group of new teachers. Again, almost 90% participants are women. The majority of participants belong to the youngest age groups 0-25 and 26-35 (18% and 50% of the sample), while 27% are in the 36-45 age group. Almost 59% have between 1 and 5 years of teaching experience, 14% between 6 and 10 years, 18% between 11 and 15 years and 9% between 16 and 20 years. About one out of three teaches serve at upper secondary education, 30% at lower secondary and the remaining 40% at primary education. The sample consists mainly of rural schools (59% of the sample) and 41% of urban schools, all of which belong to the regular education.

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



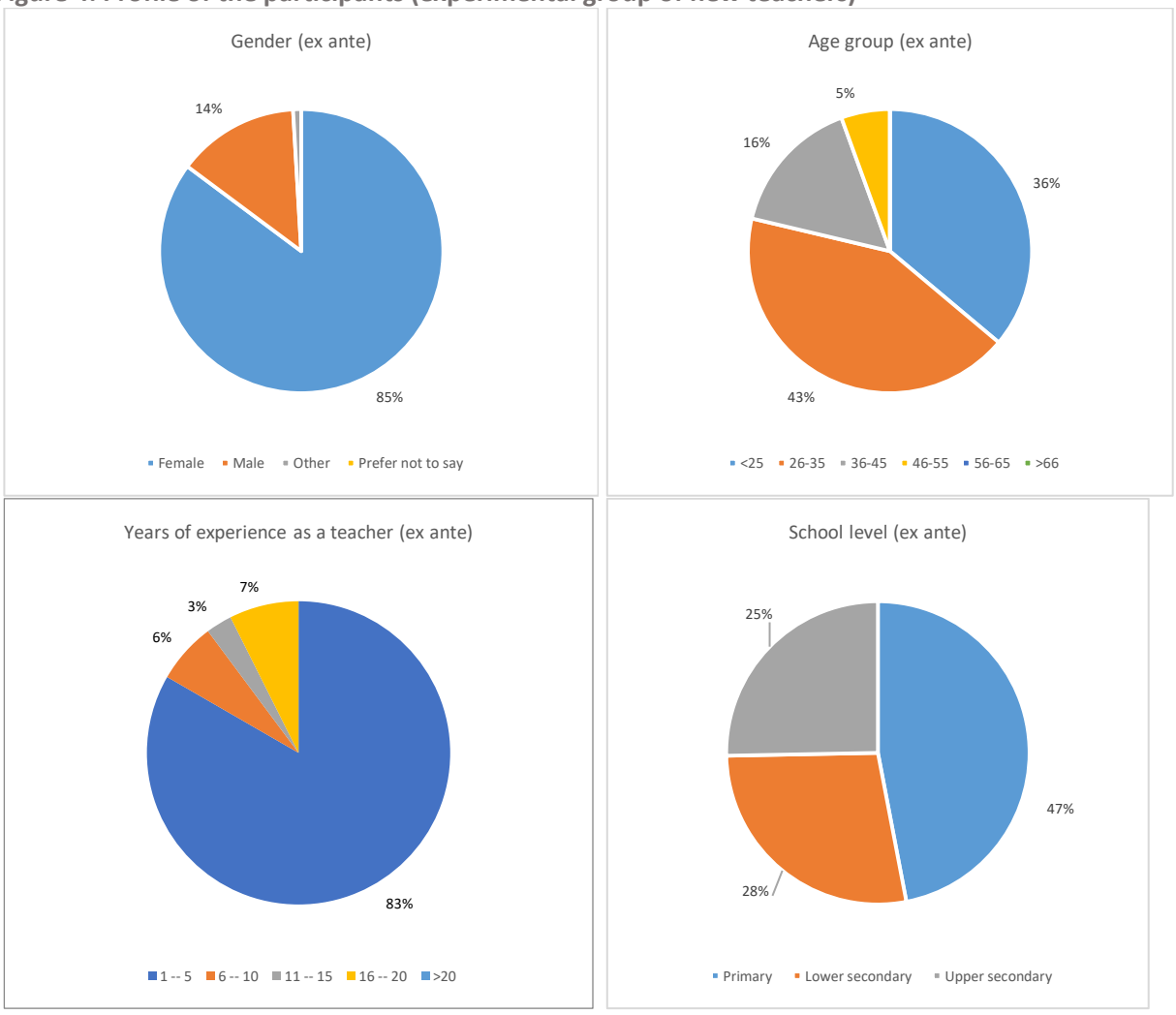

Type of school area (ex ante)
Urban
41%
Rural
59%
Urban
Rural

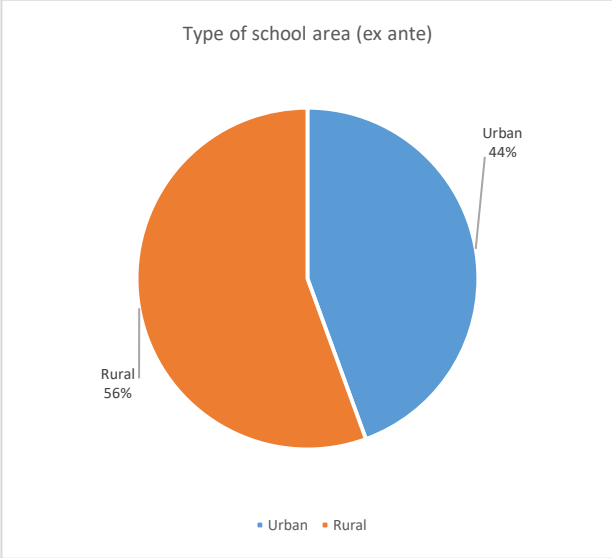

Educational Sector (ex ante)
0%
0...
0%
100%
Regular Education
Special Education
VET
Other

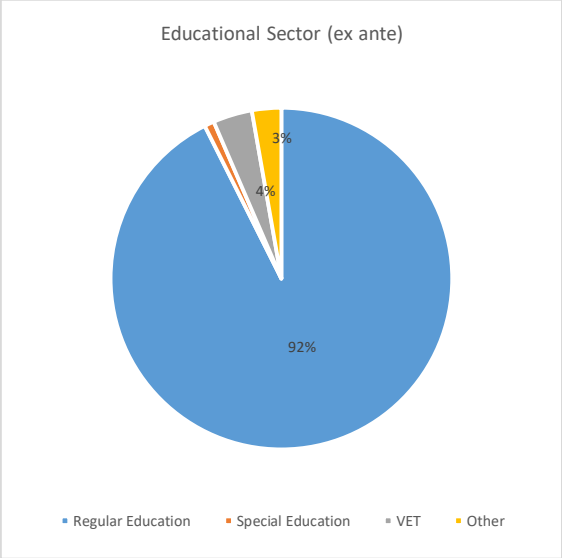
The sample of the experimental group (new teachers)

Finally, Figure 4 presents the profile of the participants of the control group of new teachers. The majority of participants are women (85%). The majority of participants belong to the 26-35 and 25 and below age groups (43% and 36% of the sample, respectively), while 16% of them belong to the 36-45 age group. There is only 5% aged above 46 years. As expected, they are teachers with very few years of experience, mostly teaching at primary schools (47%) and then at lower secondary (28%) and upper secondary education (25%). Most of them (56%) are located in rural areas and the overwhelming majority (92%) 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)







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.

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 UL 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.

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.

[1] Mentor's Capacity Programme (MCP) Handbook has been developed as part of the WP2 of the LOOP Project. T he aim of MCP is to inspire and support the training of teachers to become mentors by providing a concrete the oretical background and suggesting a suitable menu of tools.

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) 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 online info session lasting a few hours. Besides the new teachers of the experimental were informed about the NTIP during three 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 Slovenia

Events	Target group	Editions	Nr. Teachers
E7 Train the Mentors training course	Experienced teachers of the experimental group	1	96
E8 My induction programme workshop	New teachers of the experimental group	3	160
E9 Info session for Mentors	Experienced teachers of the control group	1	39
E10 Info session for New Teachers	New teachers of the control group	1	27
	TOTAL	6	322

The training of all participants was done in February 2023 with in person and 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 online instructions from February to July 2023. The team of the UL 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 UL and Ministry of Education in Slovenia via email, immediate phone calls or other appropriate means. Both groups were formed by members of the schools which have been enrolled in the Slovenian national LOOP network.

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

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

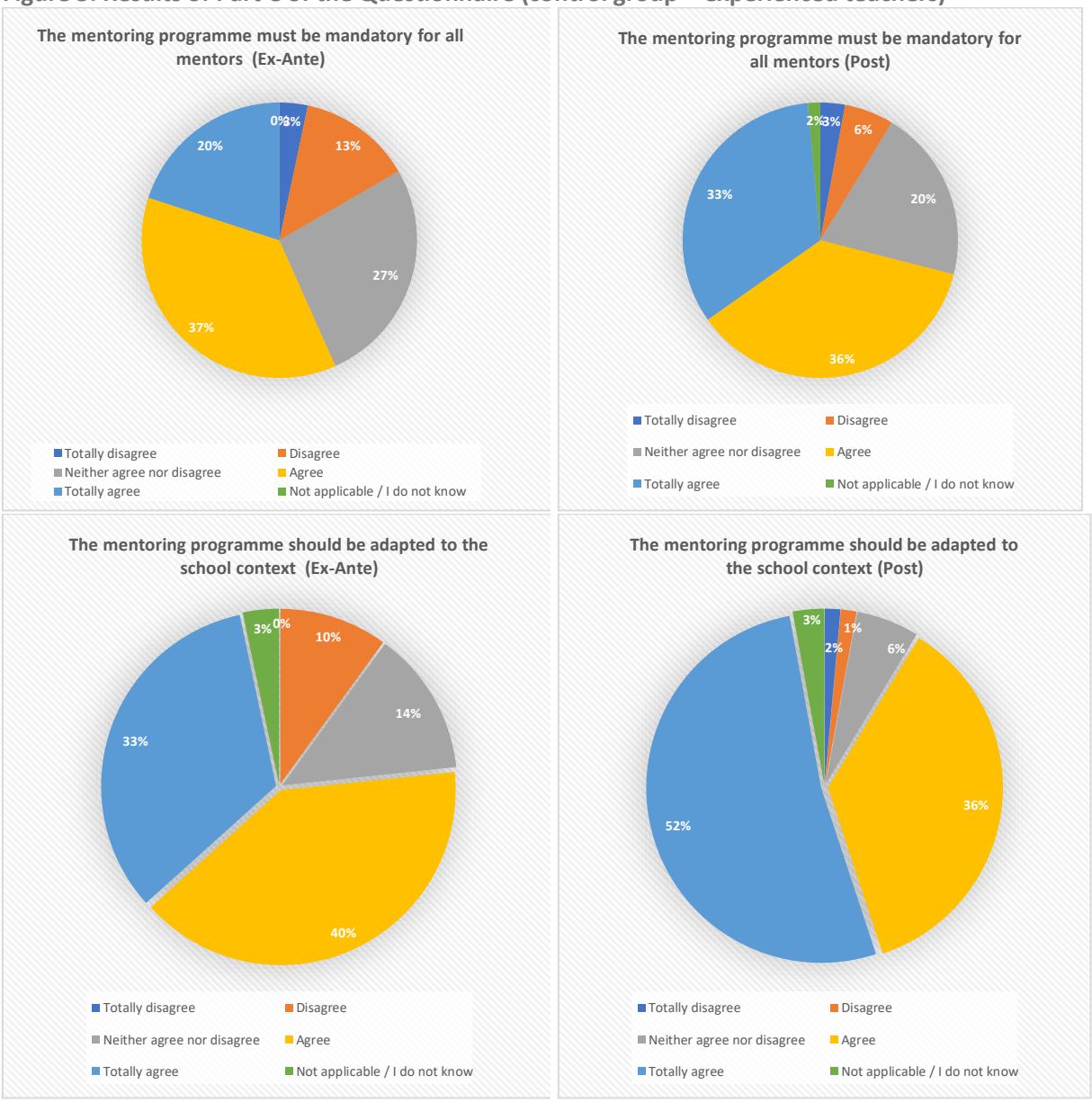
Table 3: Correspondence of the various parts and questions of the ex-ante and post-intervention questionnaires with each one of the hypotheses to be tested

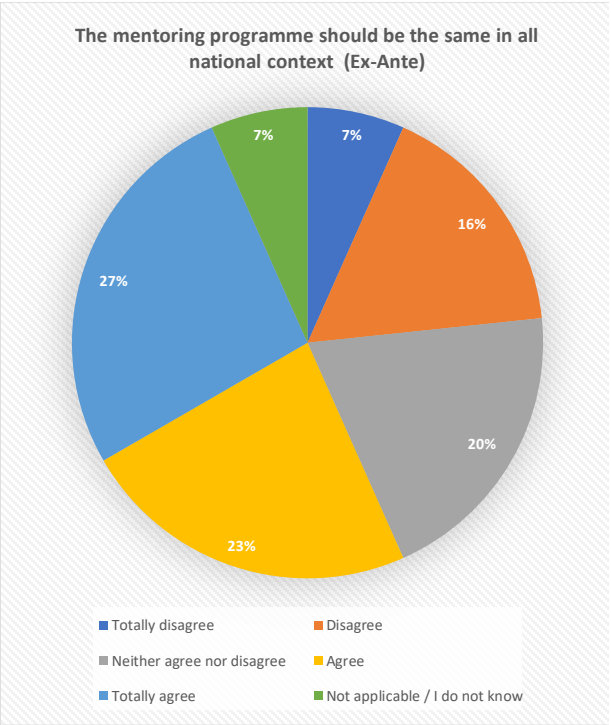
Hypothesis	Ex ante questionnaire (exp. teachers)	Post intervention questionnaire (exp. teachers)	Ex ante questionnaire (new teachers)	Post intervention questionnaire (new teachers)
1	Part C	Part C	Part C	Part C
2	Part B	Part B	Not applicable	Not applicable
3	Part E	Part E	Part B + Part C	Part B + Part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

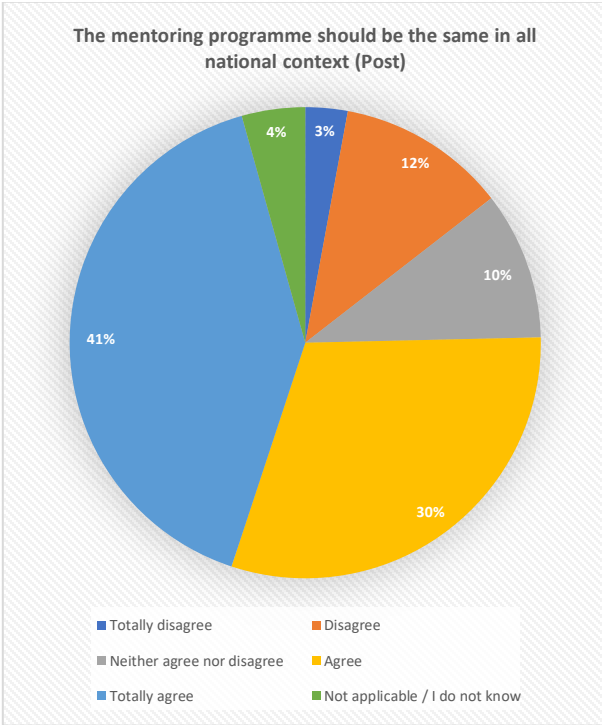
Hypothesis 1: Mentor formal training programmes for experienced teachers and school leaders facilitates the deployment of effective, formal teacher induction programmes.

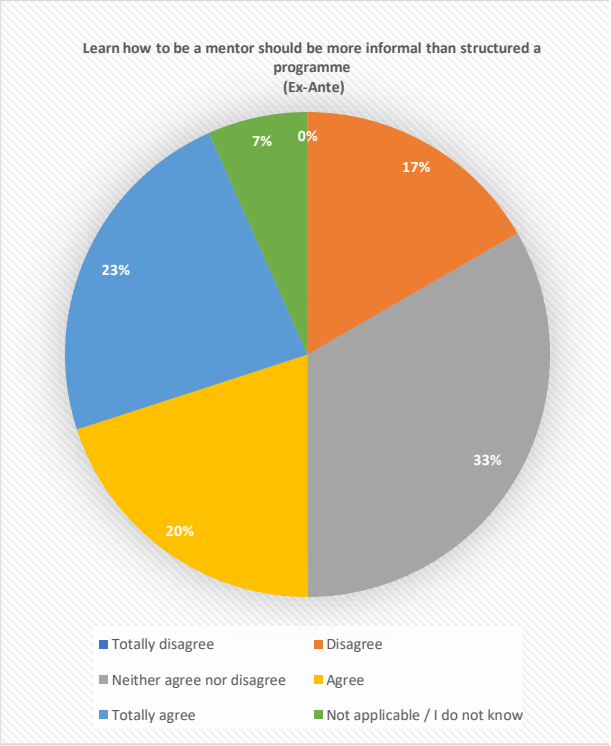
In Figure 5, the results of the comparison before and after the intervention for the control group of experienced teachers are presented. When asked if the mentoring programme should be mandatory for all mentors, half of the experienced teachers (57%) answered positively before the intervention and 67% after the intervention. The difference is that the share of those answering, **"totally agree" increased substantially after the intervention** (from 20% to 33%), (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 **mostly positive before (73%) and even more so after the intervention (88%)**. This contrasts with the question whether the mentoring programme should be the same across the national context, where before intervention half of the teachers responds positively before intervention and 71% after it. **Experienced teachers (43% before and 67% after) express positive stance towards informal mentoring programme**. At the same time, quite a big share of participants is expressing strong disagreement (40% before and 45% after the intervention) with they generally favour a formal induction programme with tools, guides and support for mentors, while only 37% before and 41% after the intervention replied positively.

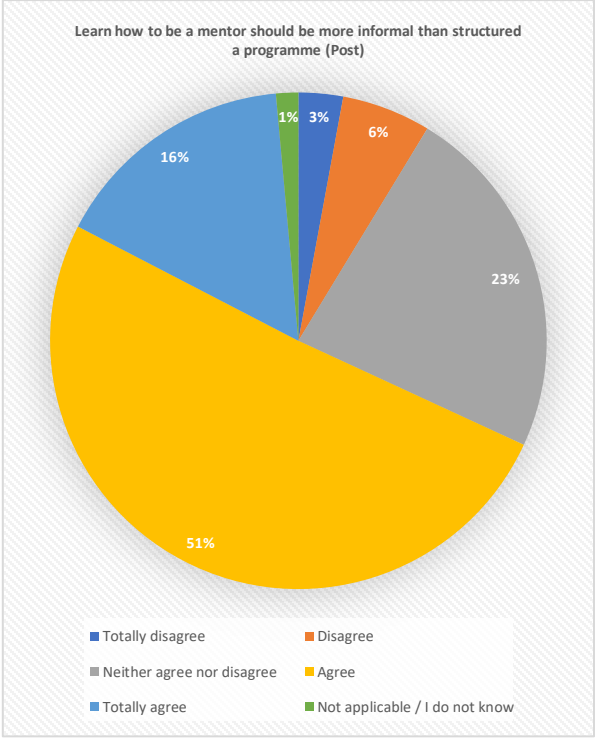
Figure 5: Results of Part C of the Questionnaire (control group – experienced teachers)

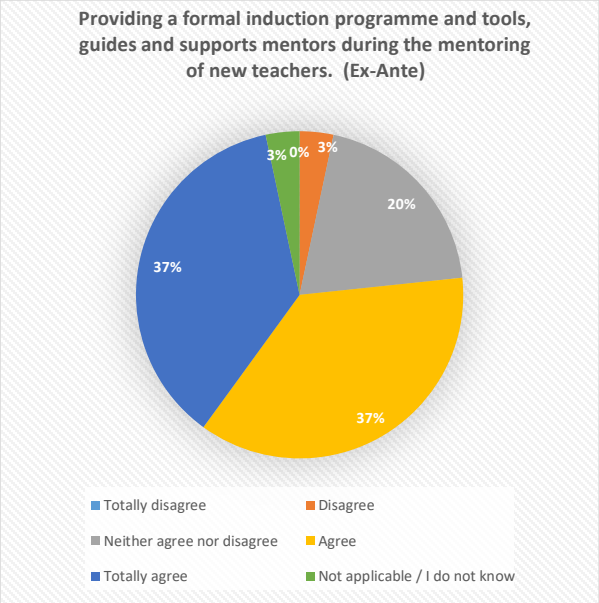



The mentoring programme should be the same in all national context (Ex-Ante)
7%
7%
16%
27%
20%
23%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


The mentoring programme should be the same in all national context (Post)
4%
3%
12%
10%
41%
30%
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 (Ex-Ante)
7%
0%
17%
23%
33%
20%
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)
1%
3%
6%
16%
23%
51%
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)
3%
0%
3%
20%
37%
37%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

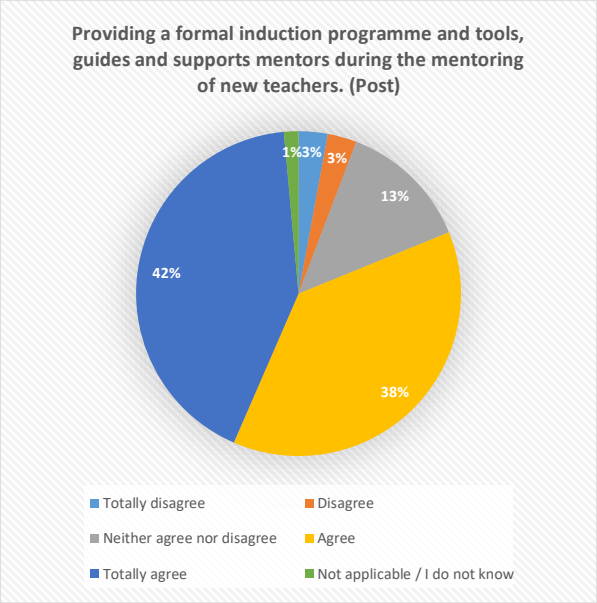
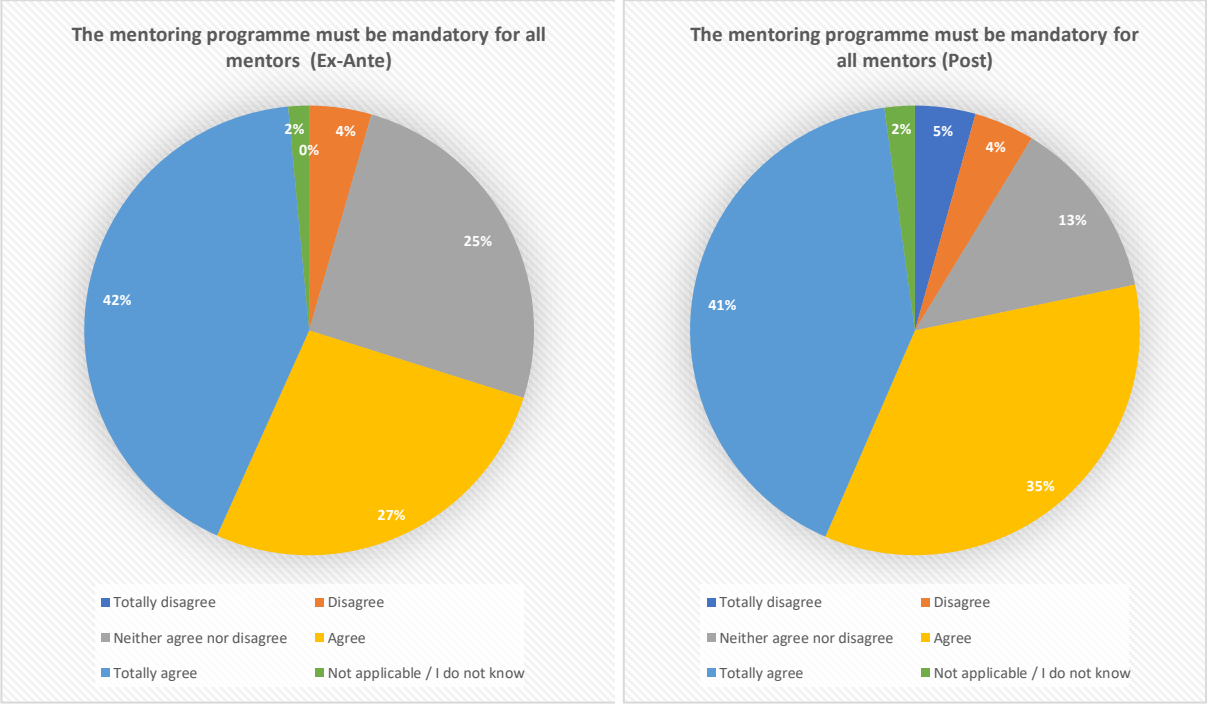

Providing a formal induction programme and tools, guides and supports mentors during the mentoring of new teachers. (Post)
1%
3%
3%
13%
42%
38%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

Figure 6 presents the results of the experimental group that was subjected to a more formal and structured intervention than the control group. T**hree quarters of experienced teachers answering positively to agree that the mentoring program should be mandatory for all mentors** (raising from 69% to 77% for those responding "totally agree" or "agree").

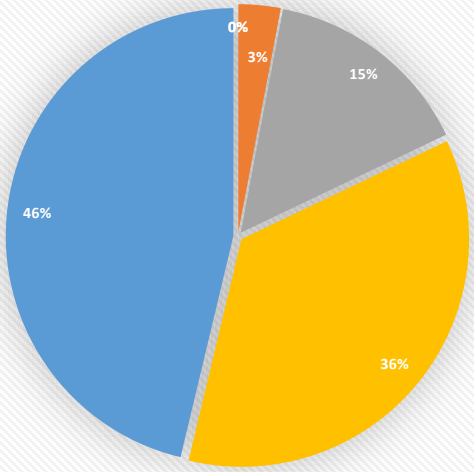
Concerning the question if the mentoring programme should be adapted to the school context, the responses of the experienced teachers were almost unequivocally positive before and even more so after the intervention (82% before to 87% after the intervention). The share of teachers agreeing that the mentoring programme should be the same across the national context was also high, but slightly decreased on account of undecisive participants (from 76% to 72%, while participants who neither agree nor disagree raised for 5% from 12% to 17%).

Half of the experienced teachers (52% before and 50% after) are mostly positive about informal mentoring programme. The percentage of those answering negatively ranged from 24% before to 22% after. Finally, they generally favour a formal induction programme with tools, guides and support for mentors: 79% of participants replied positively before and 89% after the intervention; what was in sharp contrast with the control group, where only 40% of participants responded positively.

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

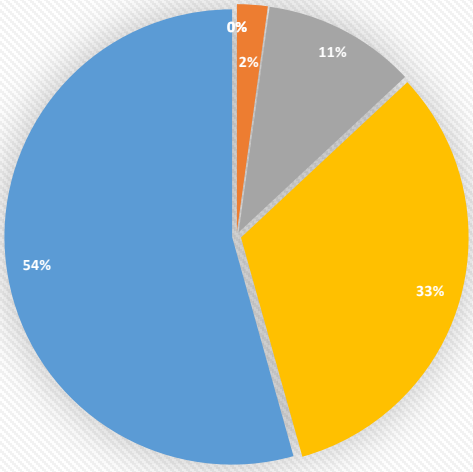


The mentoring programme should be adapted to the school context (Ex-Ante)



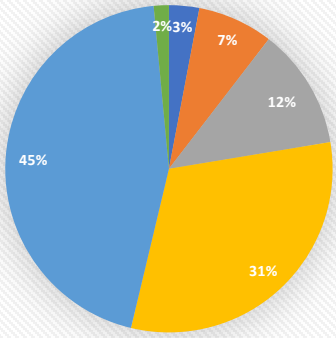
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

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



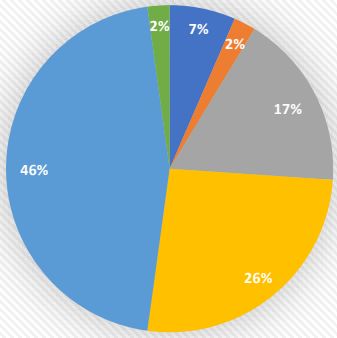
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

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

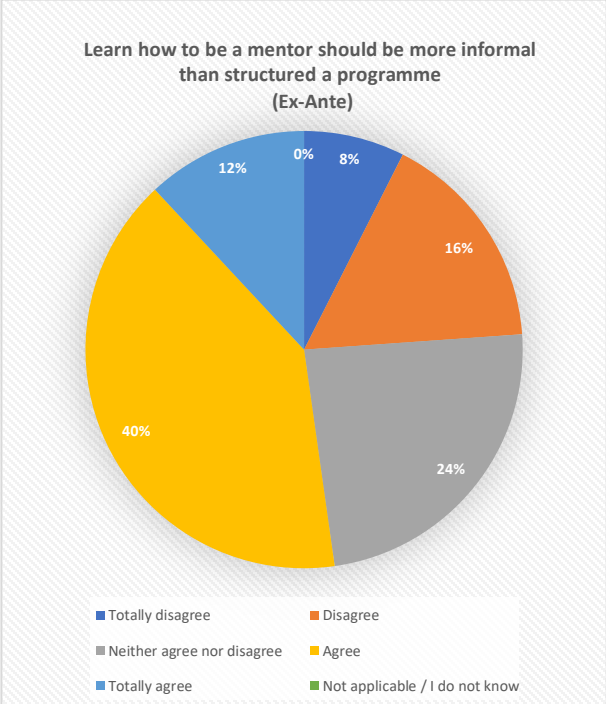


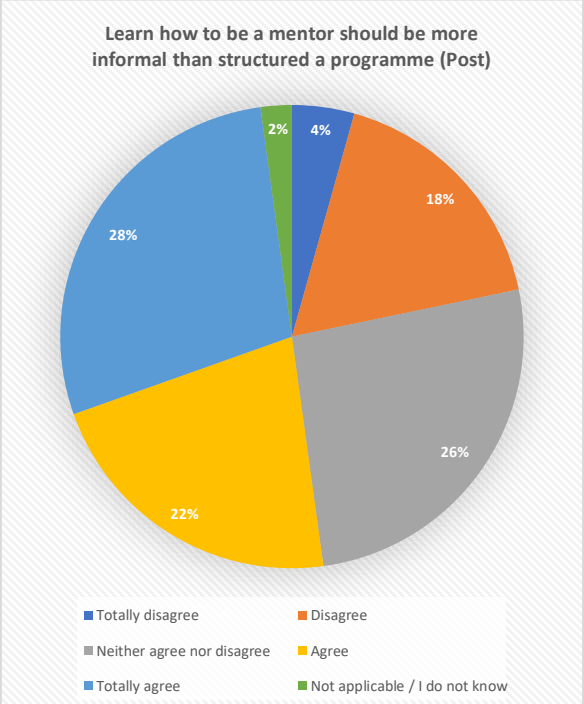
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

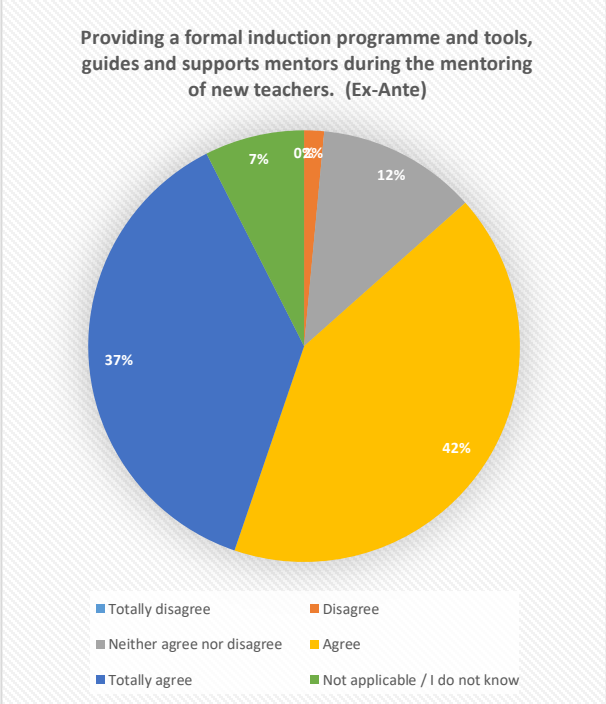
The mentoring programme should be the same in all national context (Post)

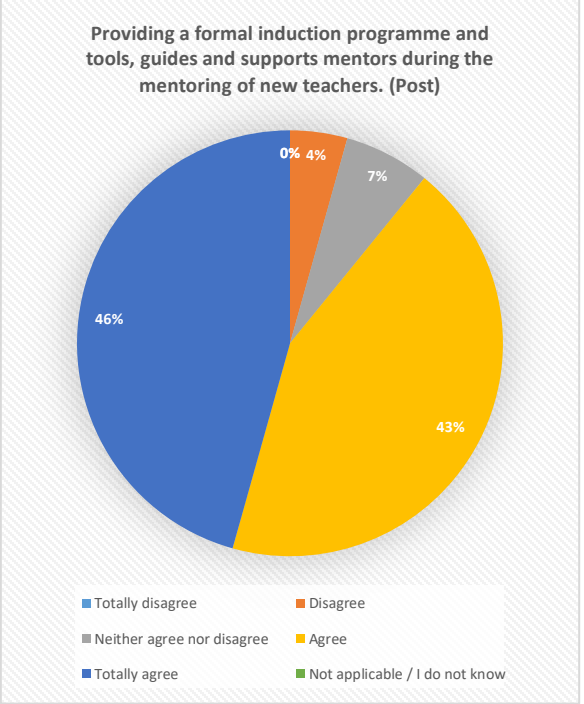


Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know


Learn how to be a mentor should be more informal than structured a programme (Ex-Ante)
0%
8%
16%
24%
40%
12%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

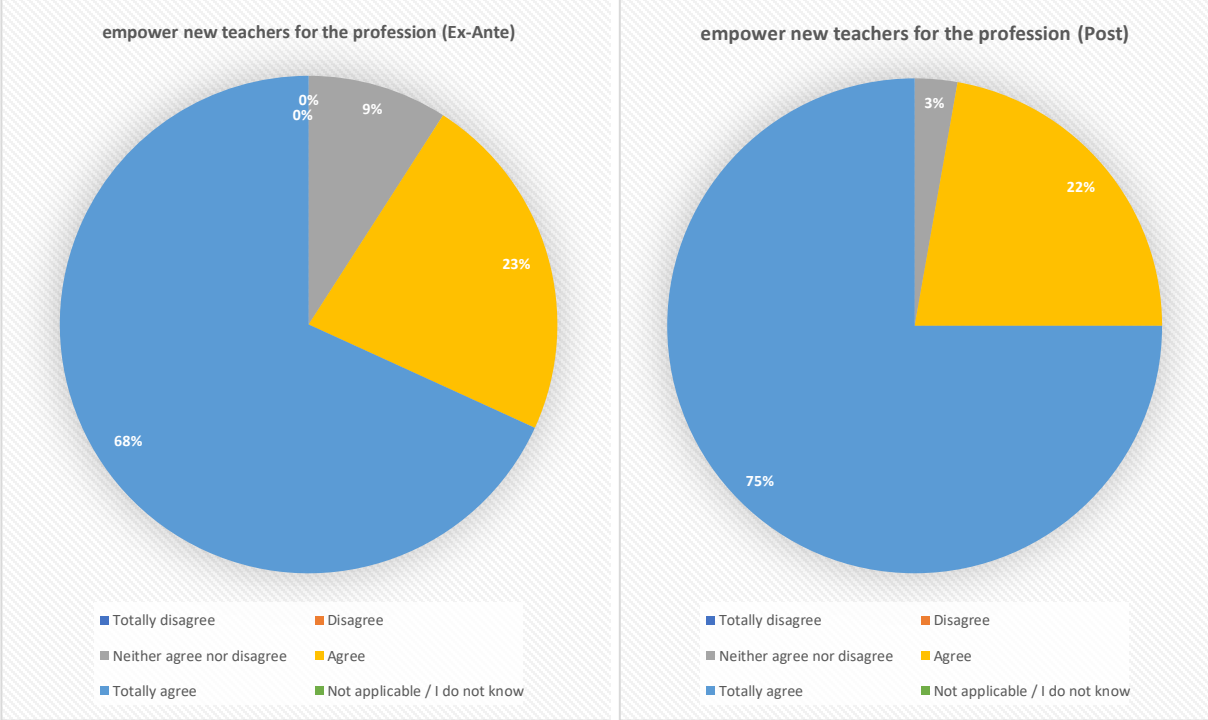

Learn how to be a mentor should be more informal than structured a programme (Post)
2%
4%
18%
28%
26%
22%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Providing a formal induction programme and tools, guides and supports mentors during the mentoring of new teachers. (Ex-Ante)
7%
0%
2%
12%
37%
42%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

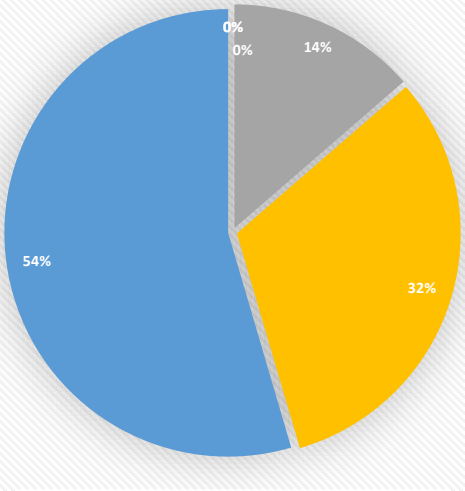

Providing a formal induction programme and tools, guides and supports mentors during the mentoring of new teachers. (Post)
0%
4%
7%
46%
43%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

In Figure 7 we present the results of the comparison (before and after the intervention) for the control group of new teachers. Almost all the teachers (91% before, 97% after) believe that mentoring programmes can empower them in their professional career. After the interventions all teachers (100%) "totally agree" or "agree" that programme could develop new teachers' sense of belonging to the school culture. Practically all teachers agree or totally agree that the intervention strengthened their ability to interact (91% before to 94% after). The big share of teachers also answered that the programme is increasing new teachers' motivation for the profession (82% before the intervention and 92% after it).

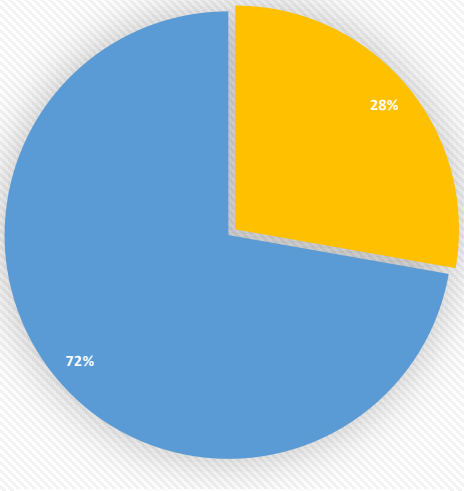
Figure 7: Results of Part C of the Questionnaire (control group – new teachers)



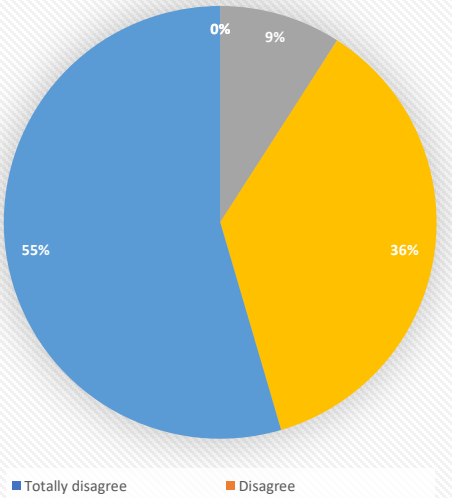
develop new teachers' sense of belonging to the school culture(Ex-Ante)



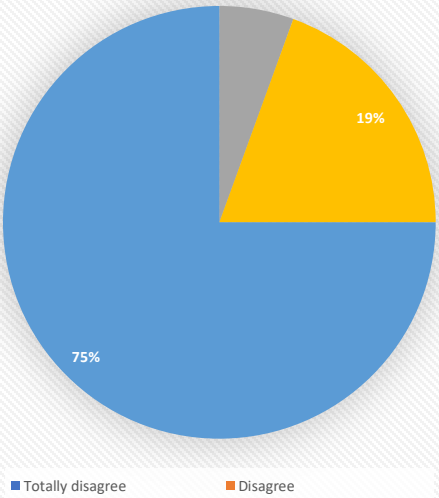
develop new teachers' sense of belonging to the school culture(Post)

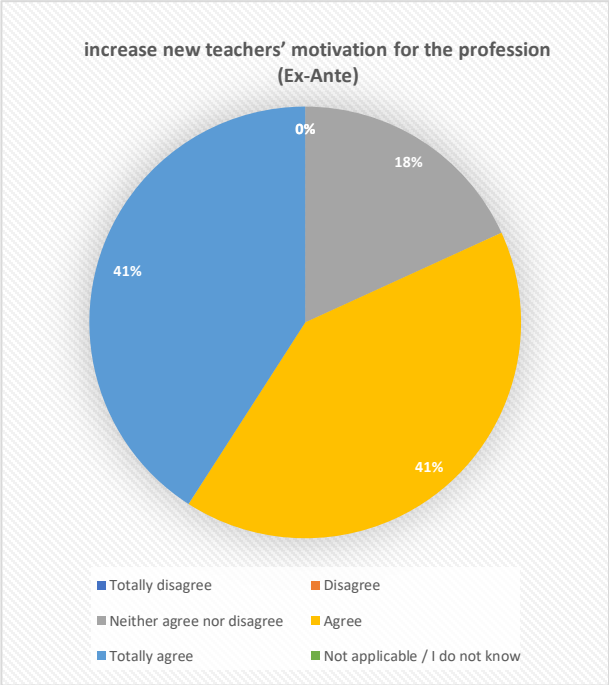


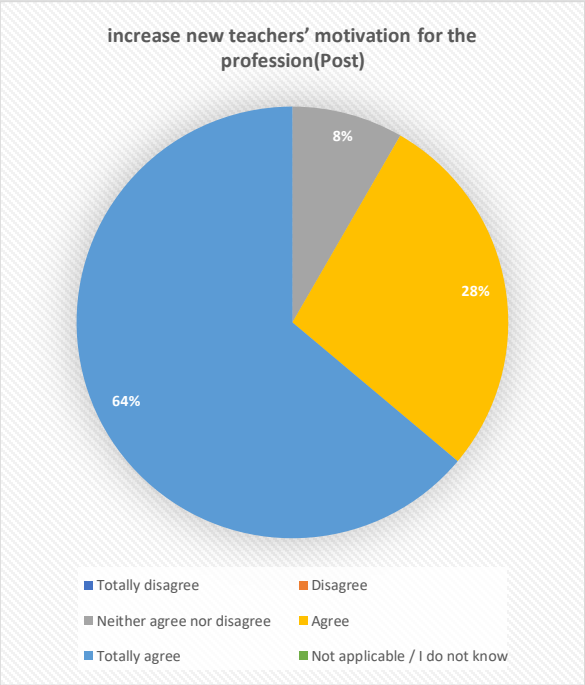
strengthen new teachers' ability to interact and cooperate with other teachers(Ex-Ante)



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

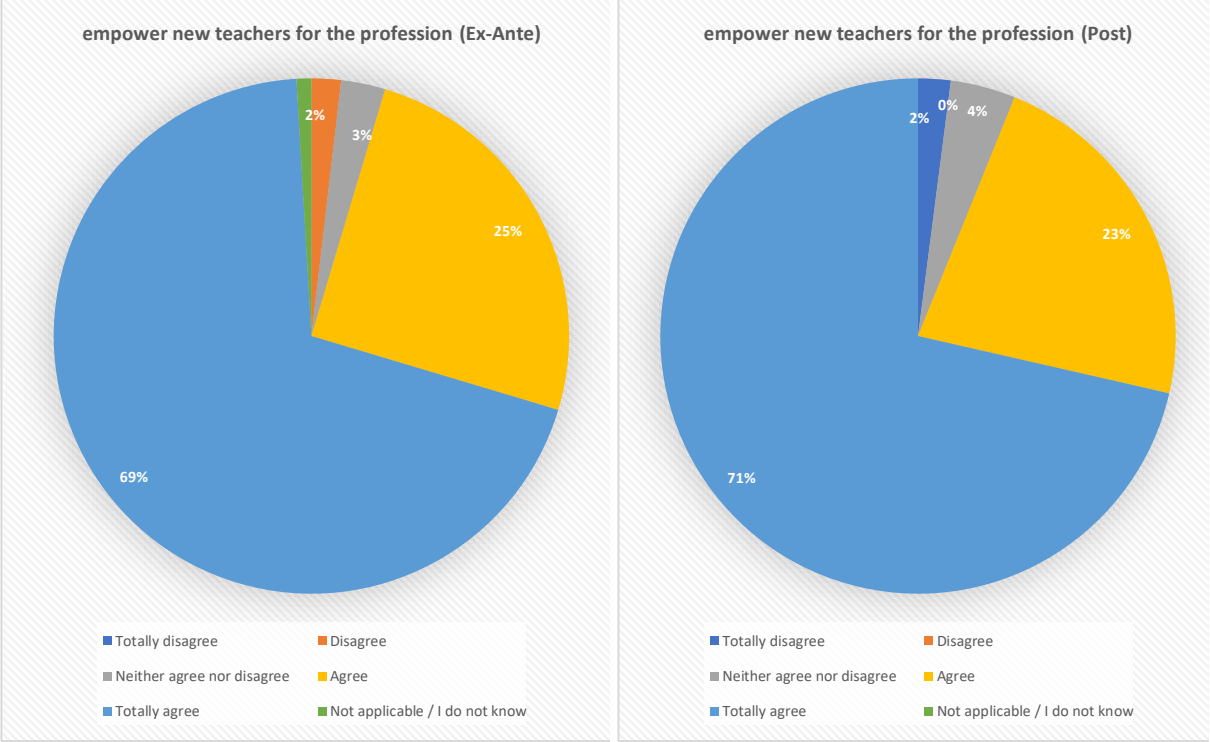



increase new teachers' motivation for the profession (Ex-Ante)
0%
18%
41%
41%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

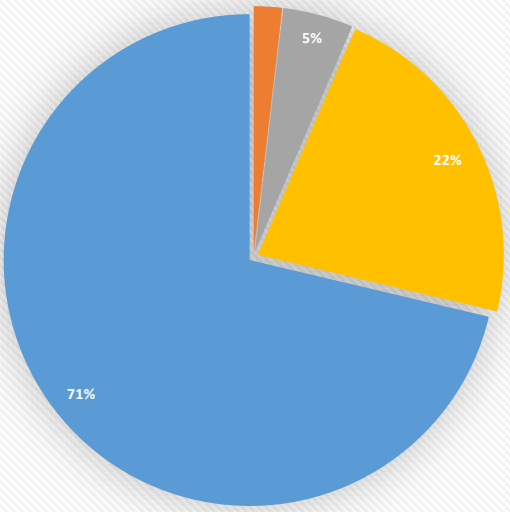

increase new teachers' motivation for the profession(Post)
8%
28%
64%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

In Figure 8 the results of the comparison (before and after the intervention) for the experimental group of new teachers are presented. The results of the control and experimental groups were almost the same. Almost all teachers (before and after 94%) replied that they agree or totally agree that mentoring programmes could empower new teachers. As well the percentage was high (from 93% before to 96% after) for developing new teachers' sense of belonging and for strengthening teacher's ability to interact and cooperate with other colleagues (90% before to 98% after). In the last graphs included in Figure 8, the effect of the intervention on the motivation of new teachers is rather insubstantial (87% before to 94% after).

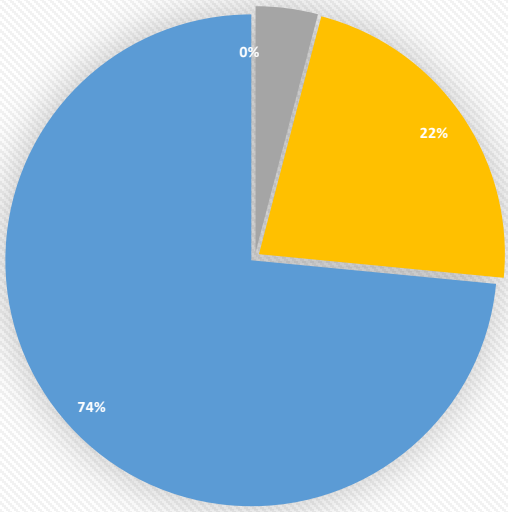
Figure 8: Results of Part C of the Questionnaire (experimental group – new teachers)



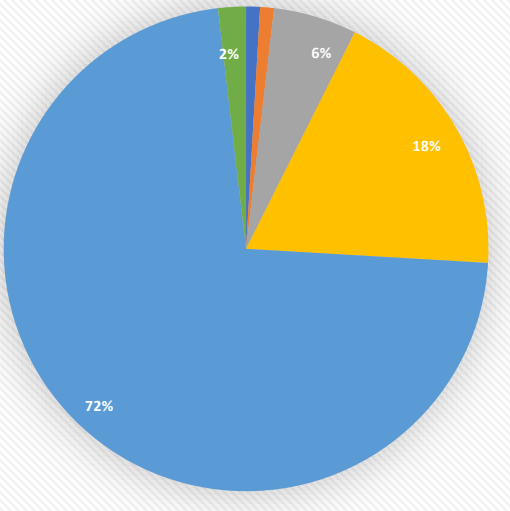
develop new teachers' sense of belonging to the school culture(Ex-Ante)



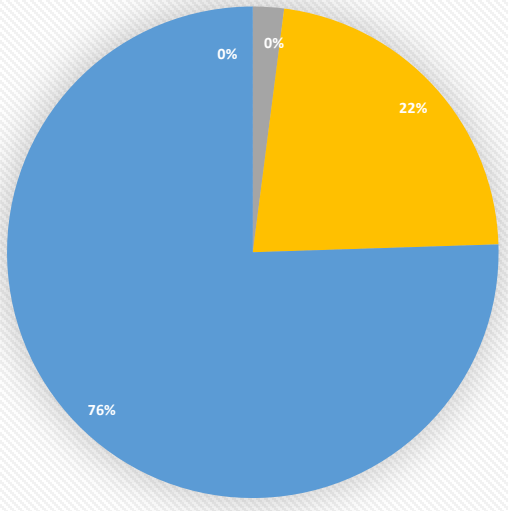
develop new teachers' sense of belonging to the school culture(Post)

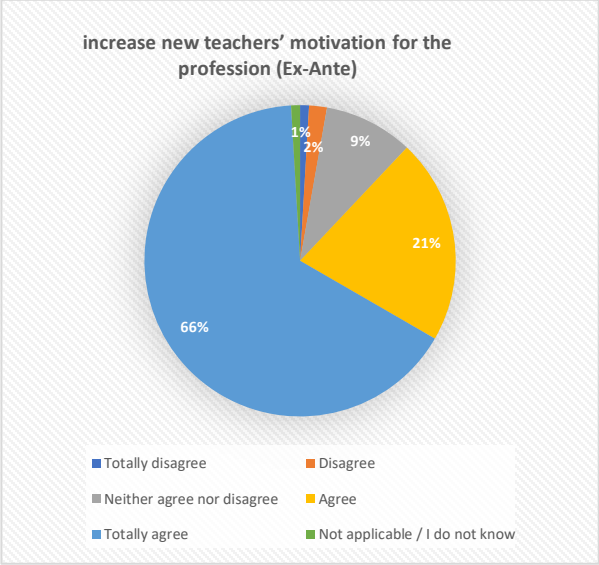


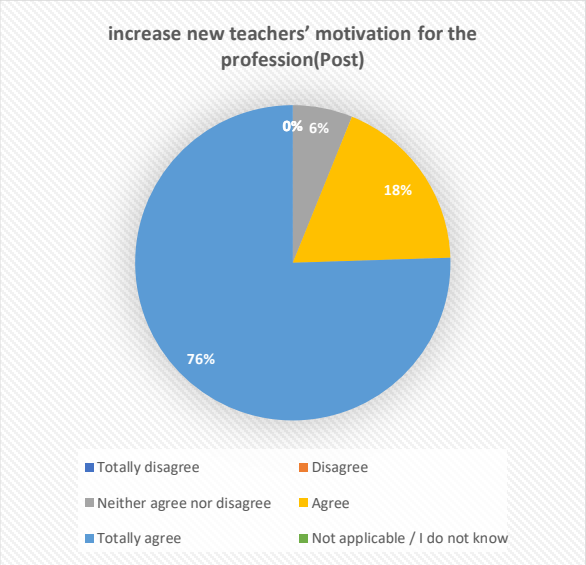
strengthen new teachers' ability to interact and cooperate with other teachers(Ex-Ante)



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





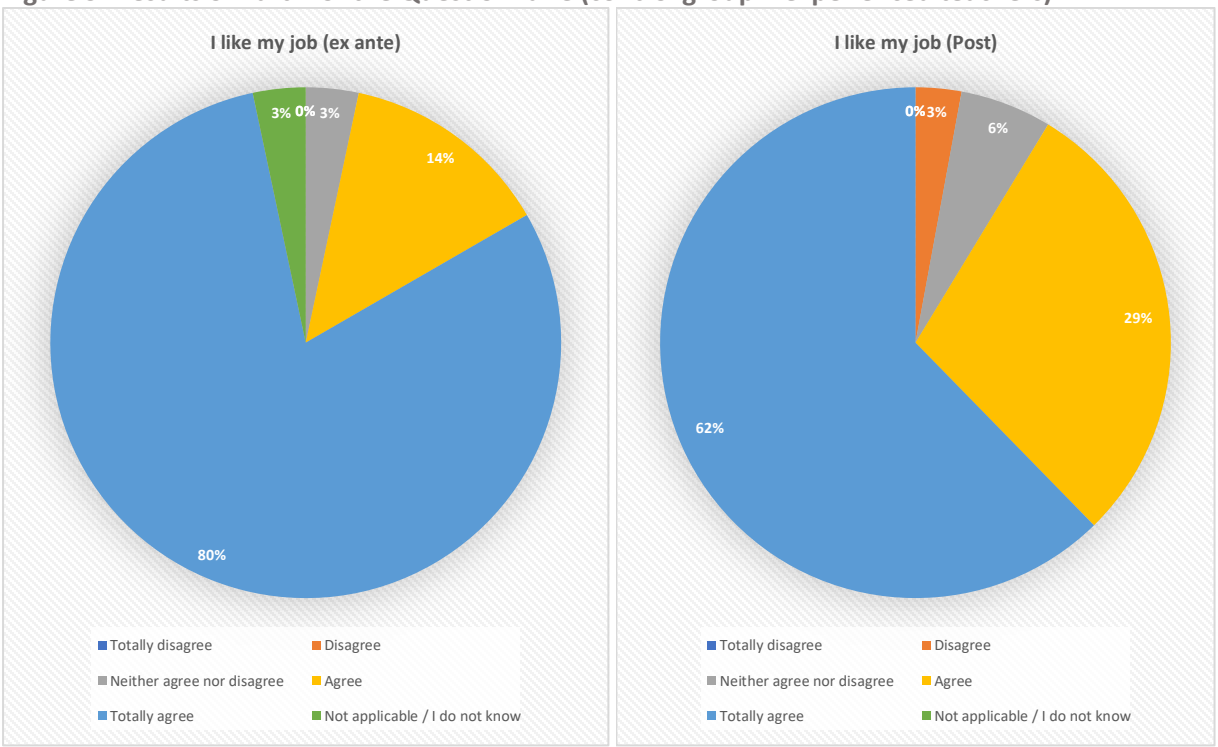


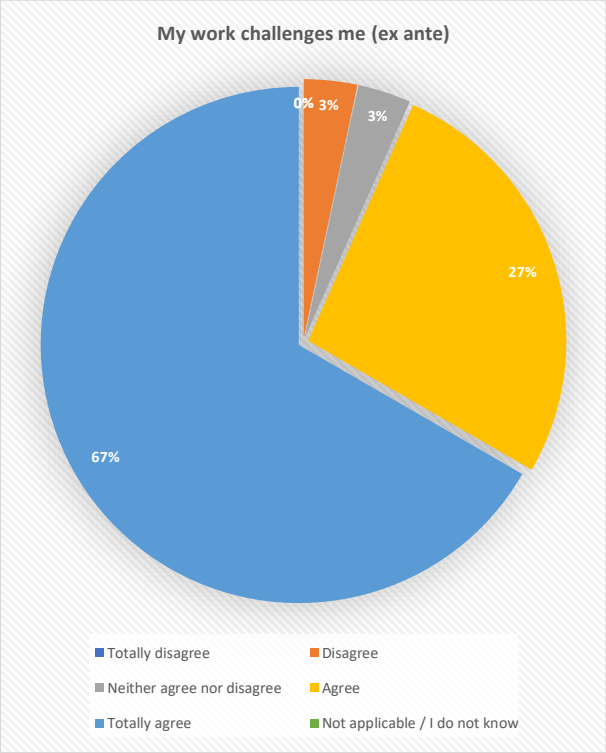
***Overall Conclusion**: The comparison between the control and the experimental groups of experienced and new teachers show that formal training programmes are perceived favourably by both groups of teachers. When asked if the mentoring programme should be mandatory for all mentors, most experienced teachers answered positively both before the intervention and after the intervention. The difference is that the share of those answering, "totally agree" increased substantially after the intervention. Concerning the question if the mentoring programme should be adapted to the school context, the responses of the experienced teachers were mostly positive before and even more so after the intervention. The question whether the mentoring programme should be the same across the national context was supported by half participants and increased after the intervention. Experienced teachers expressed positive stance towards informal mentoring programme. At the same time, quite a big share of participants expressed strong disagreement and generally favoured a formal induction programme with tools, guides and support for mentors. Combining the results of the field trials for experienced and new teachers we find reasonable evidence in support of Hypothesis 1.*

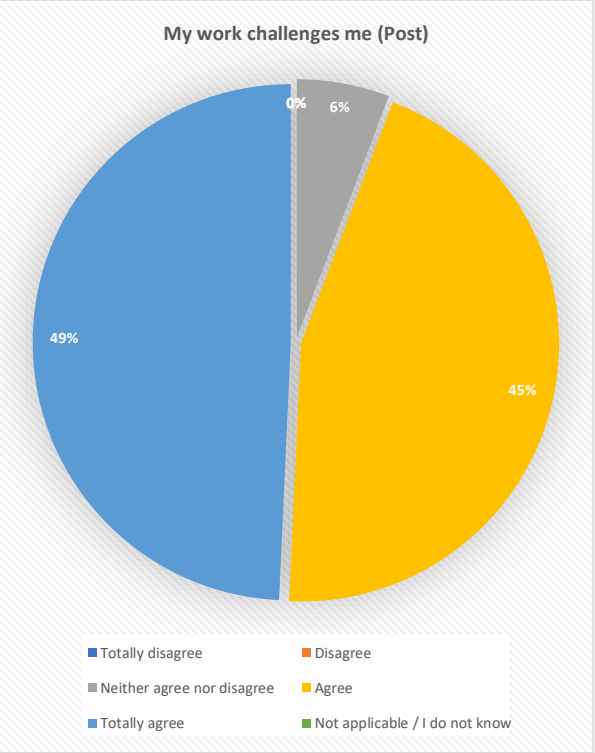
Hypothesis 2: The opportunity for experienced teachers and school leaders to diversify their career options and act as mentors of their peers contributes to their motivation and maintenance on the system.

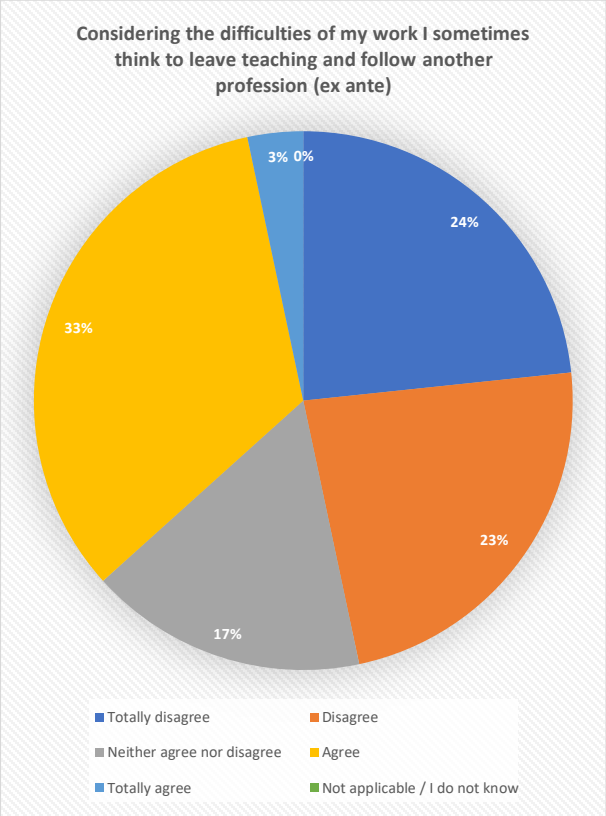
Figure 9 presents the results of Part B of the questionnaire for the control group of experienced teachers. As we can see, most experienced teachers replies that they like their job (94% pre to 91% post). T**he intervention didn't have an impact on the teachers at the topic of challenges of the job since most of them (94% pre and post) find their job as challenging.** Less than a half of them agreed to stay in the profession (47% before and 38% after the intervention), the number of those who would abandon the profession was increased after the intervention (34% pre to 48% post). While on the other hand 70% agree that they are happy completing their career as teachers.
More than half of them (near 60%) would recommend to a young person to follow a teaching career (without this percentage being affected by the control intervention). Furthermore, **73% before to 77% after the intervention stated that they would like to become a mentor**. 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** (76% after compared to 64% before). Finally, the idea of mentoring as an opportunity for an alternative role within the school system was increased after the intervention (from 73% to 86%).

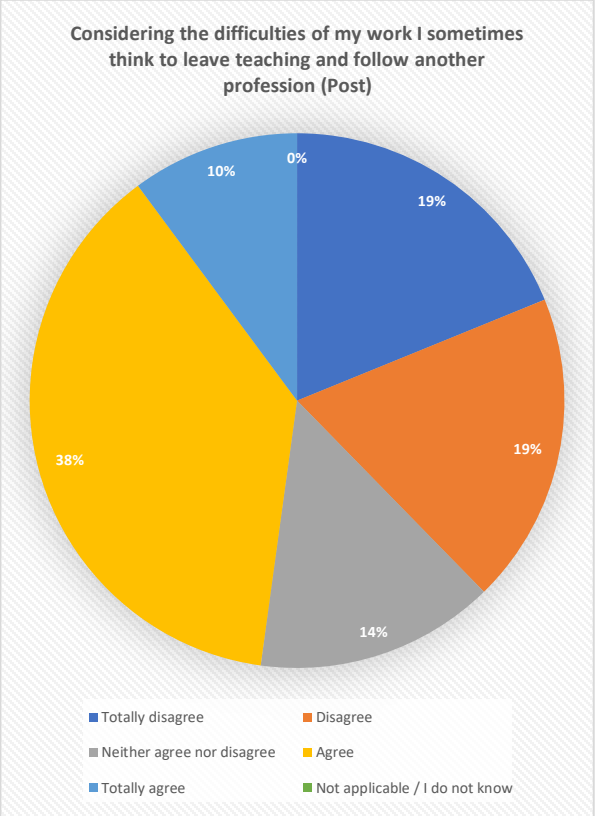
Figure 9: Results of Part B of the Questionnaire (control group – experienced teachers)

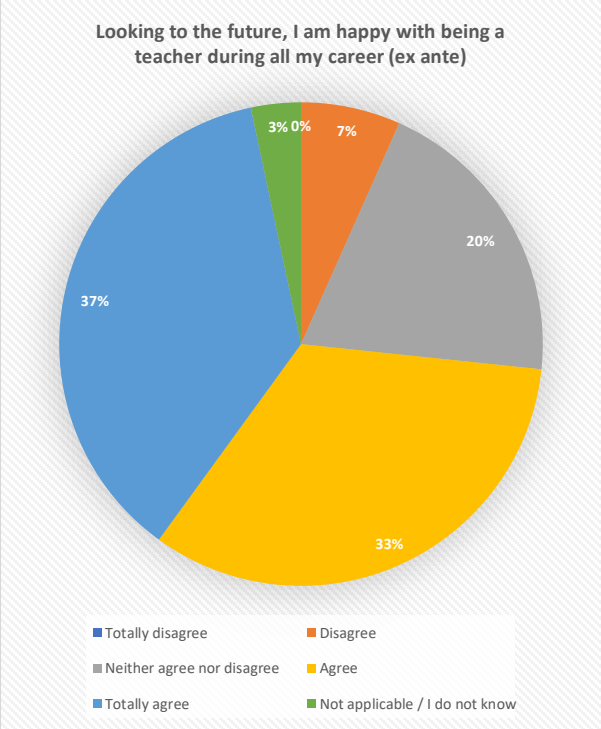



My work challenges me (ex ante)
0%
3%
3%
27%
67%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


My work challenges me (Post)
0%
6%
49%
45%
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)
3%
0%
24%
33%
23%
17%
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)
10%
0%
19%
19%
38%
14%
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)
3%
0%
7%
20%
37%
33%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

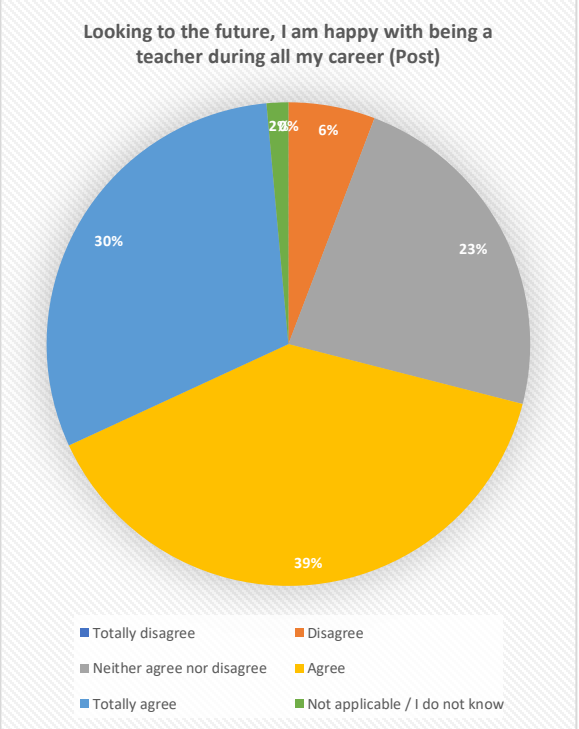
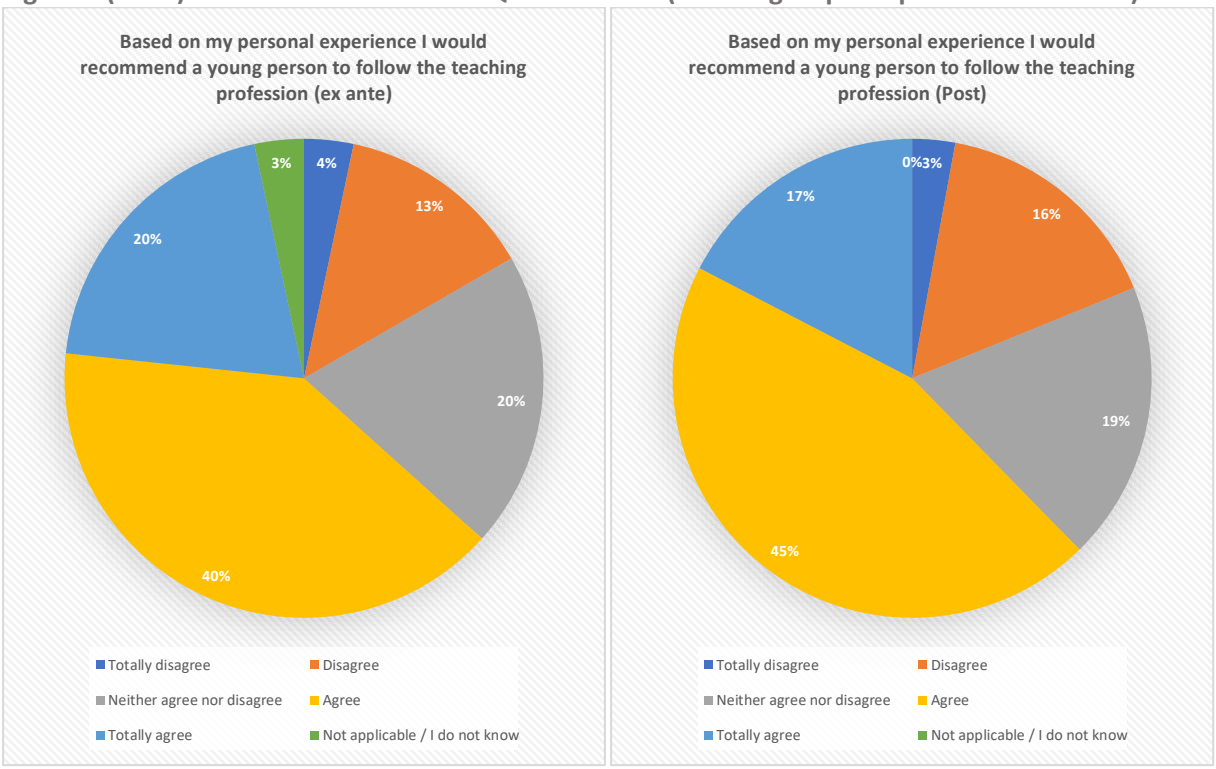
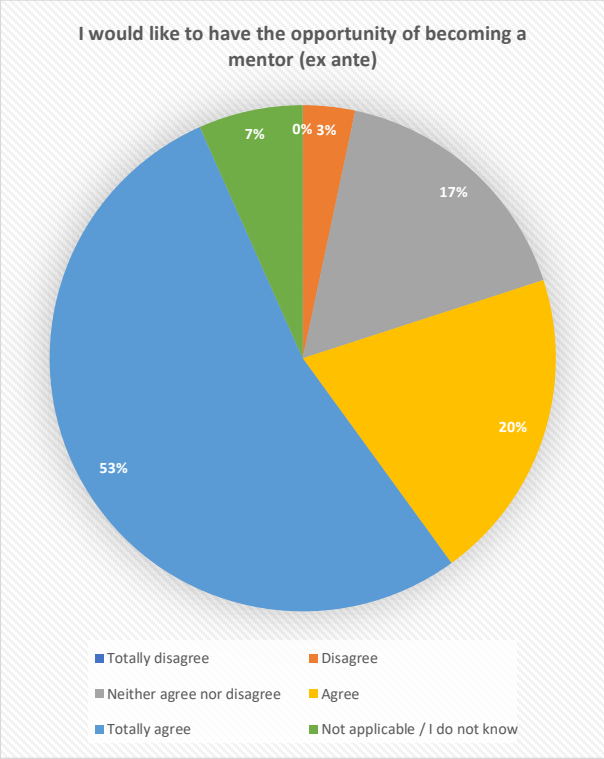
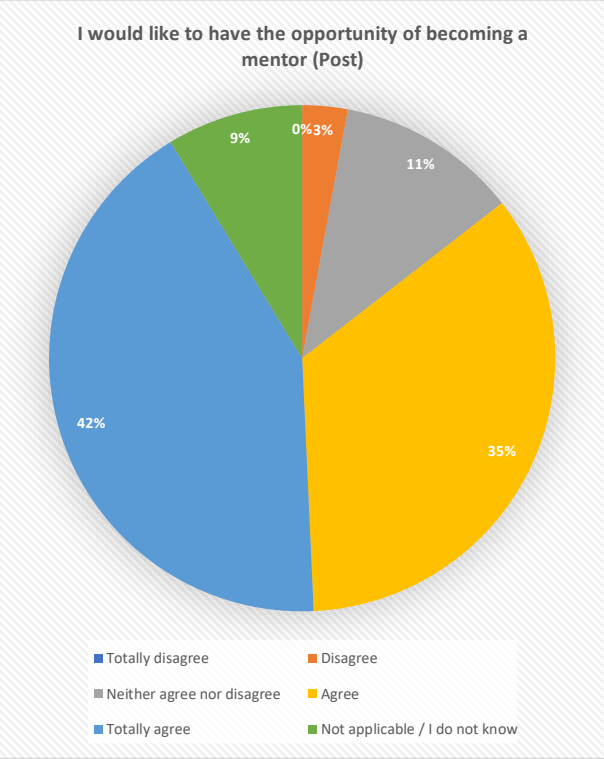
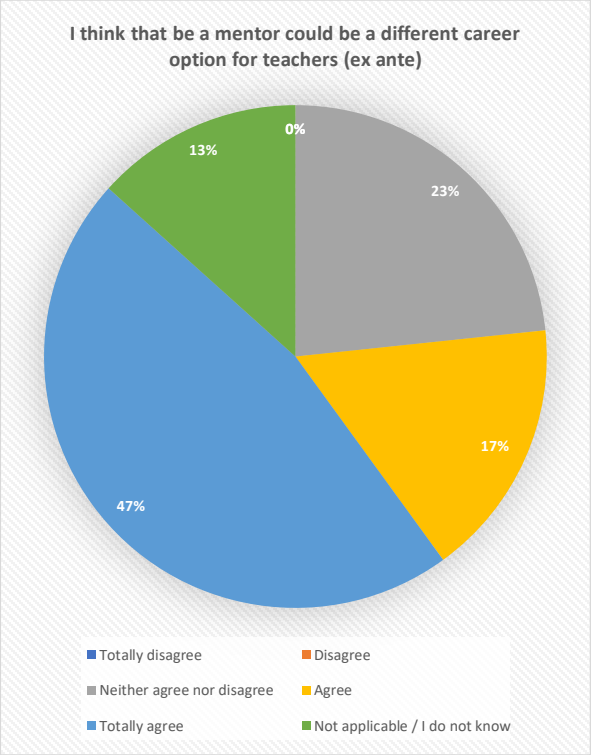

Looking to the future, I am happy with being a teacher during all my career (Post)
6%
30%
23%
39%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

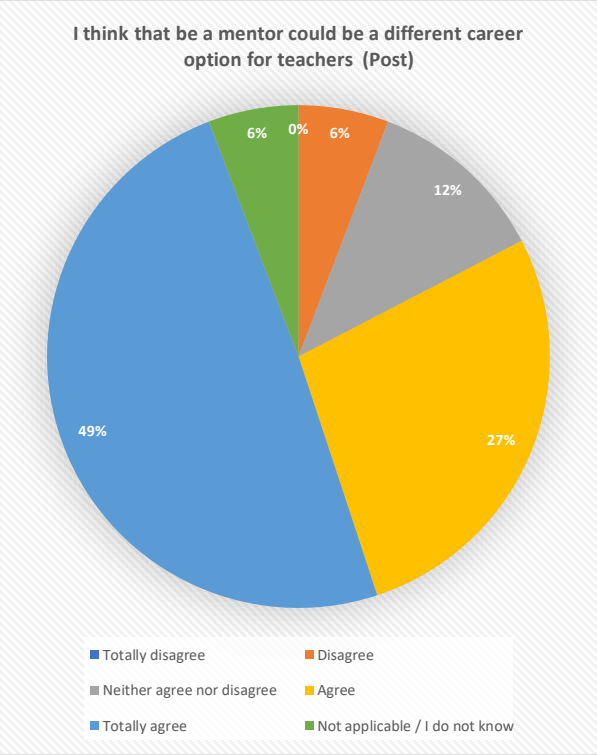
Figure 9 (cont.): Results of Part B of the Questionnaire (control group – experienced teachers)

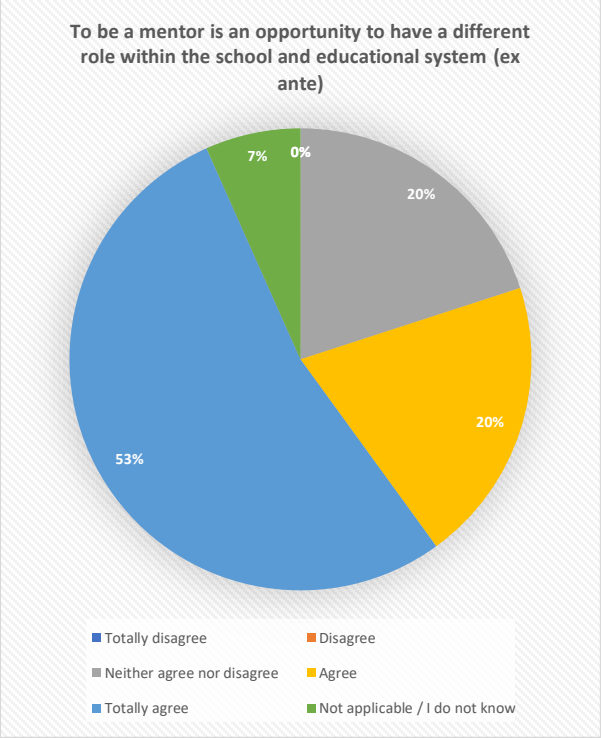


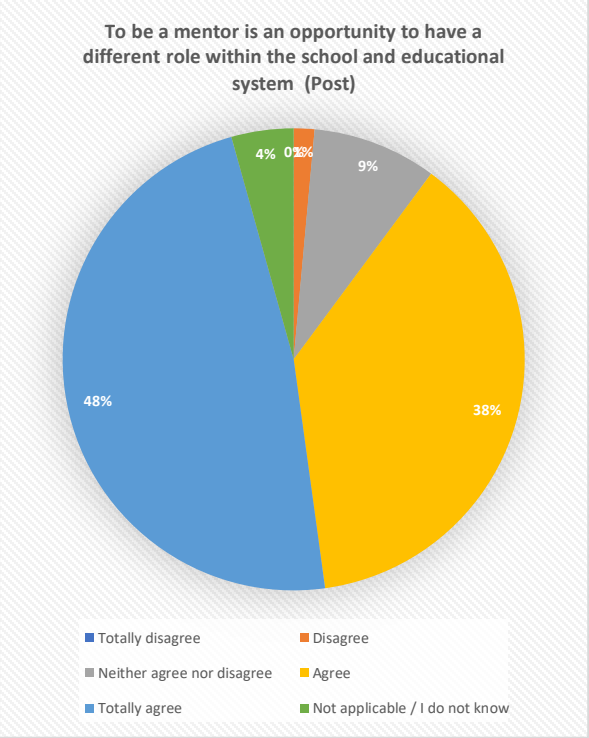

I would like to have the opportunity of becoming a mentor (ex ante)
0%
3%
17%
20%
53%
7%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


I would like to have the opportunity of becoming a mentor (Post)
0%
3%
11%
35%
42%
9%
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)
0%
23%
17%
47%
13%
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)
0%
6%
12%
27%
49%
6%
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)
0%
20%
20%
53%
7%
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)
9%
38%
48%
4%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

In Figure 10, the results from experimental group are presented. **The experimental intervention affects greatly two domains of teacher's opinions, namely: the willingness to become a mentor and the alternative position that they could have in the school system if they become mentors.**

Other results were similar to that of control group. All teachers (94% pre and 100% after) likes their job and 100% of teachers after intervention reports to find their job challenging (89% pre). Most experienced teachers reply strongly positively to these questions at very similar rates both before and after the intervention. **The intervention didn't change their disagreement over the idea of abandoning teaching for some other profession (66% pre and 67% after) and they mostly agree that they are happy completing their career as teachers (79% pre and 80% after the intervention).** Yet, the same finding is also observed in the control group, while we do not detect quantitative evidence in favour of the experimental group.

Over half and almost three quarters of teachers (66% before to 70% after the intervention) would recommend to a young person to follow a teaching career.

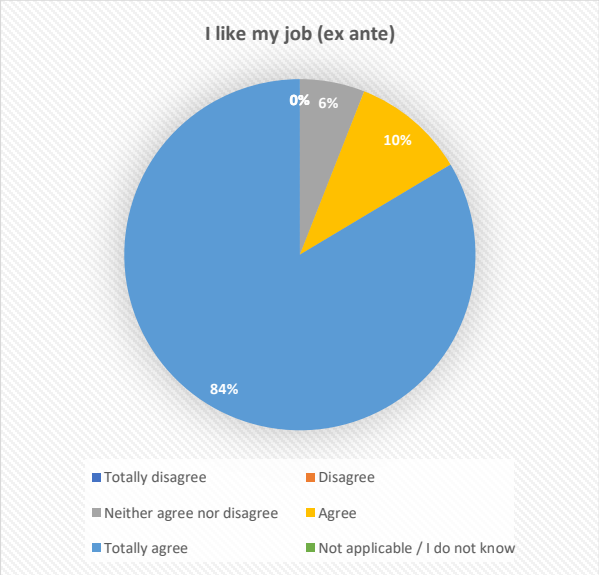
Furthermore, three quarters of them stated that they would like to become a mentor. **This percentage increased very substantially, from 52% before, reaching 72% after the intervention**.

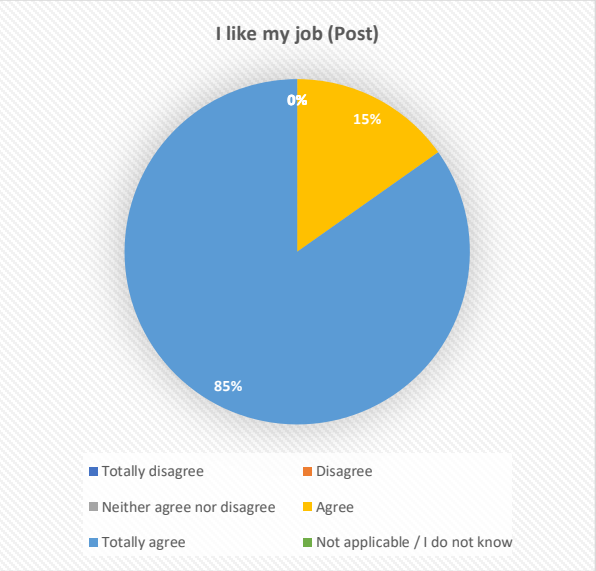
The same pattern is observed with respect to the opinion of experienced teachers regarding mentoring as an alternative career option/role within the school system.

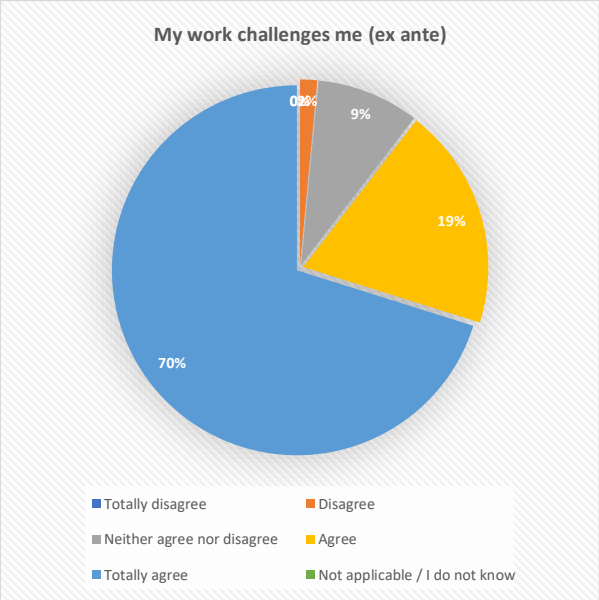
Before the intervention 70% of teachers answered that mentoring would be an alternative career increasing to 83% after the intervention.

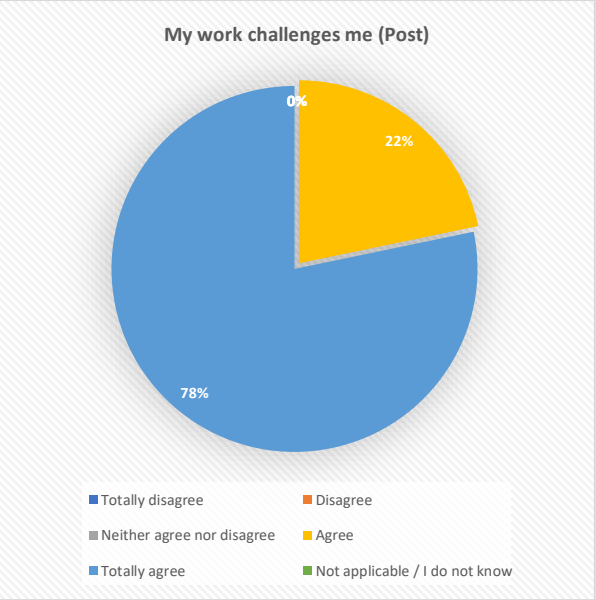
The most interesting finding was found for the understanding of the role of mentors in the school system. Before intervention only 11% of teachers agree or strongly agree with this notion. After the intervention, a larger percentage of teachers replies "totally agree" to the relevant questions. After the intervention 50% of teachers answered, "totally agree" and 33% answered "agree" when asked if mentoring could be an alternative role in the school system. This percentage increased for 72% from before to after the intervention. T**hese changes are substantially different from those observed for the control group**.

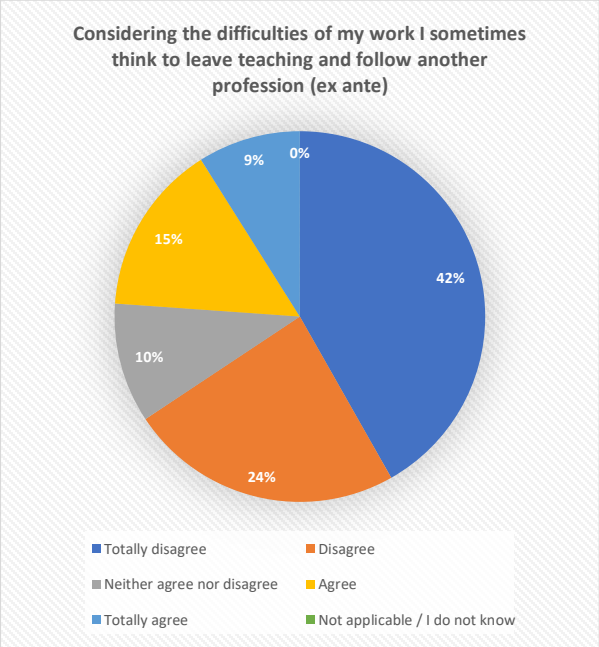
Figure 10: Results of Part B of the Questionnaire (experimental group – experienced teachers)

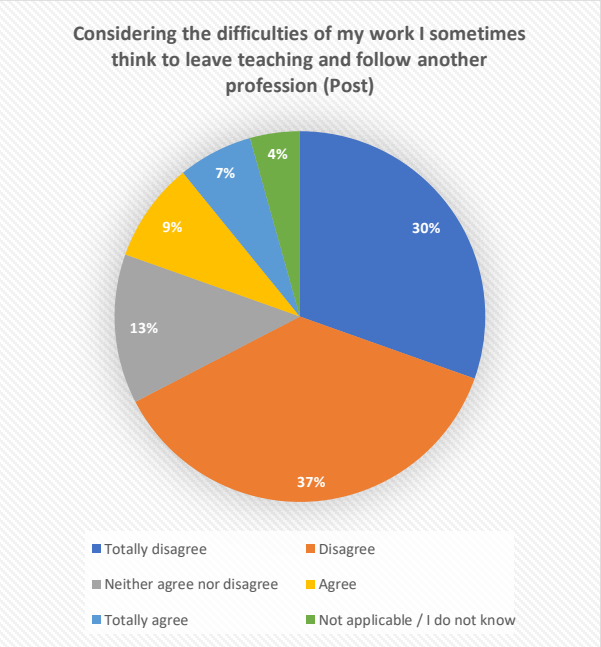

I like my job (ex ante)
0%
6%
10%
84%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

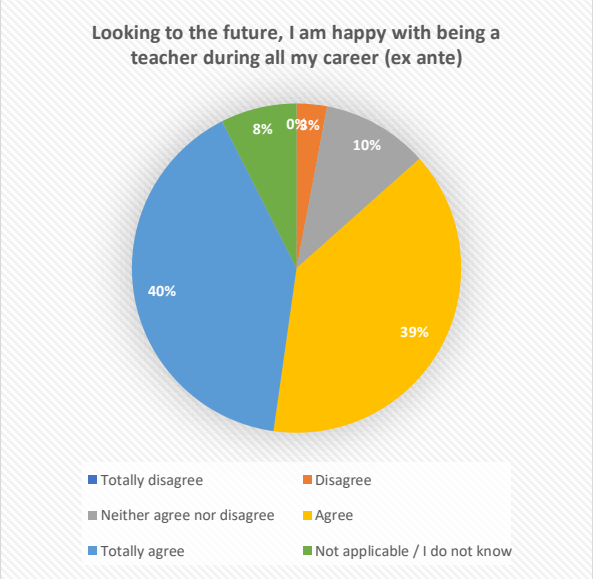

I like my job (Post)
0%
15%
85%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


My work challenges me (ex ante)
0%
2%
9%
19%
70%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


My work challenges me (Post)
0%
22%
78%
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)
42%
24%
10%
15%
9%
0%
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)
30%
37%
13%
9%
7%
4%
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)
40%
39%
10%
0%
3%
8%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

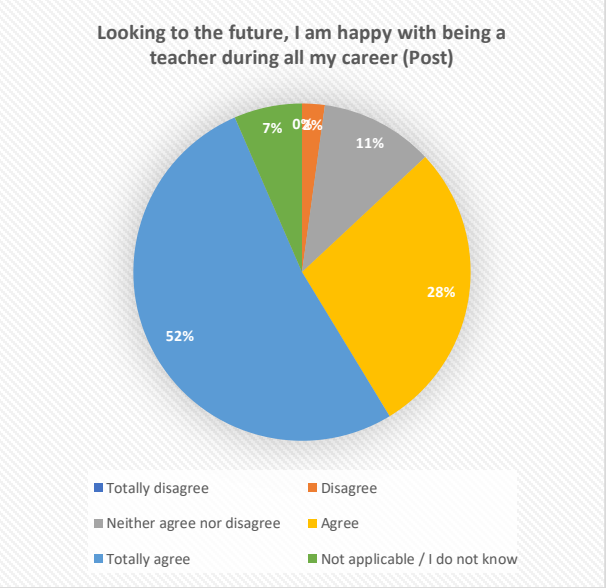
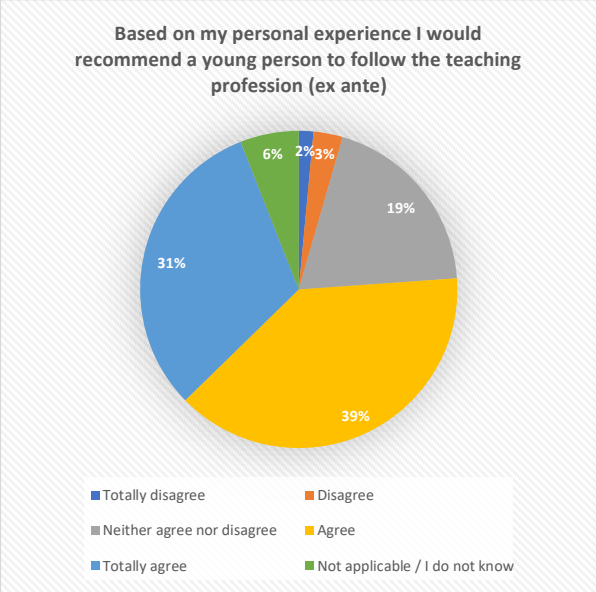
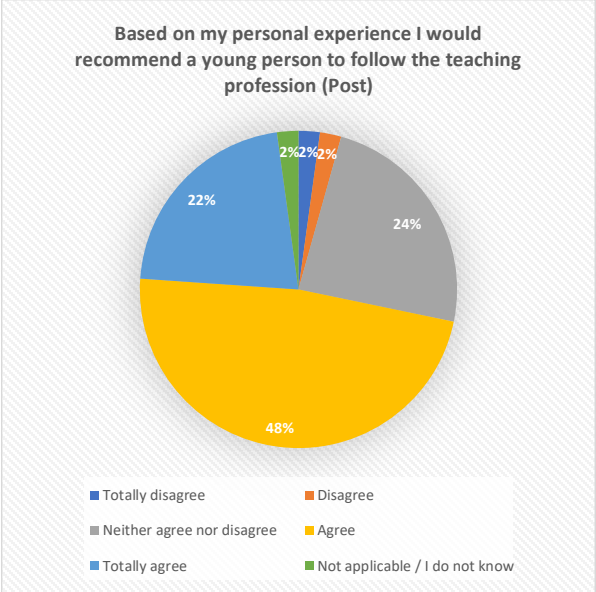
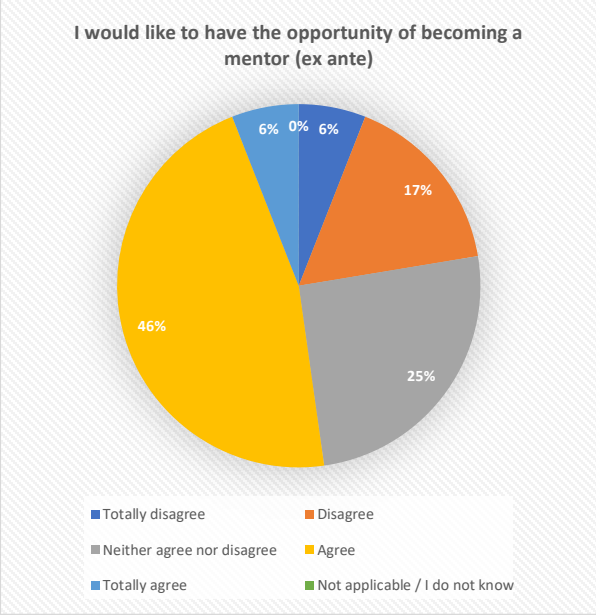
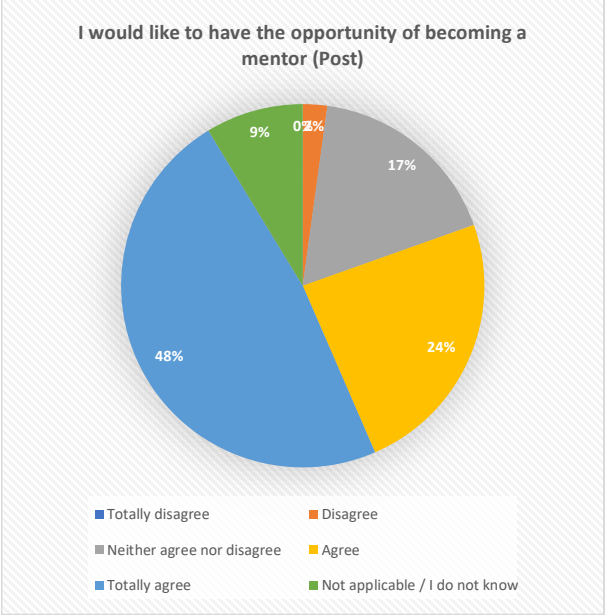

Looking to the future, I am happy with being a teacher during all my career (Post)
52%
28%
11%
0%
2%
7%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

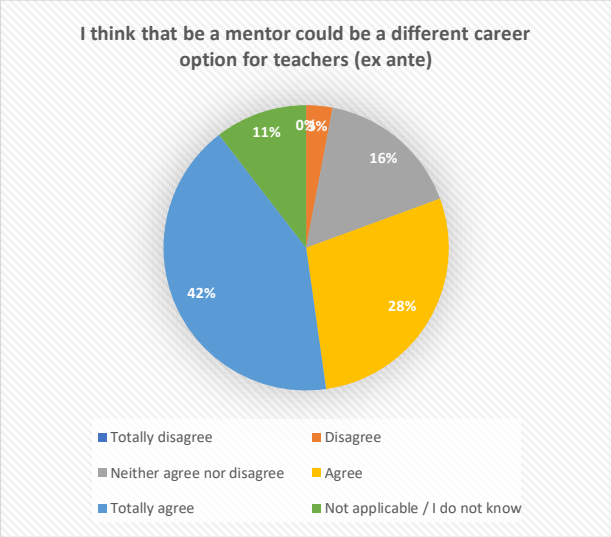
Figure 10 (cont.): Results of Part B of the Questionnaire (experimental group – experienced teachers)

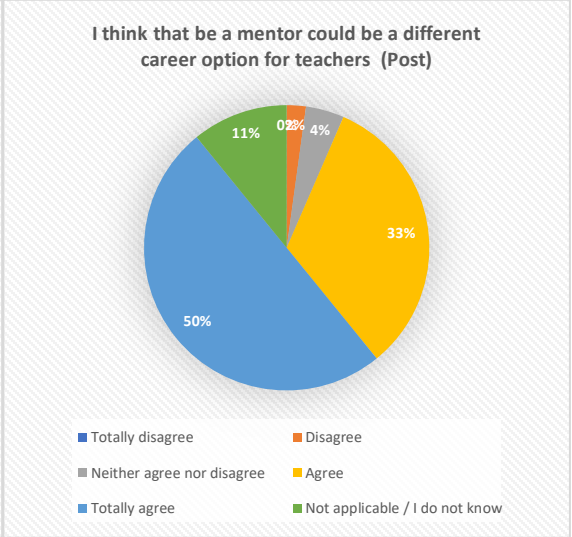


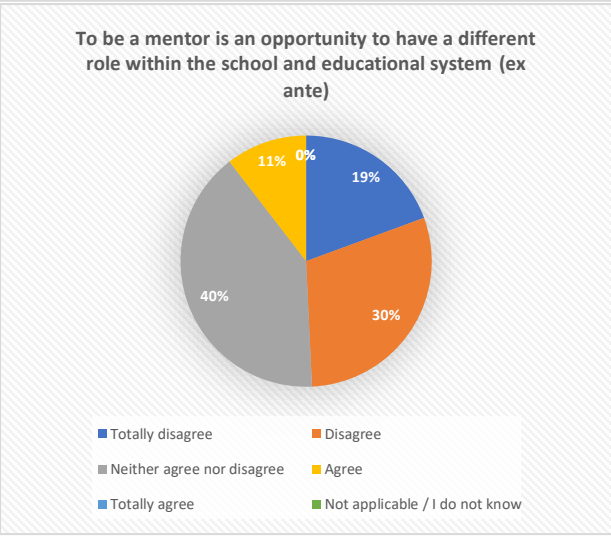


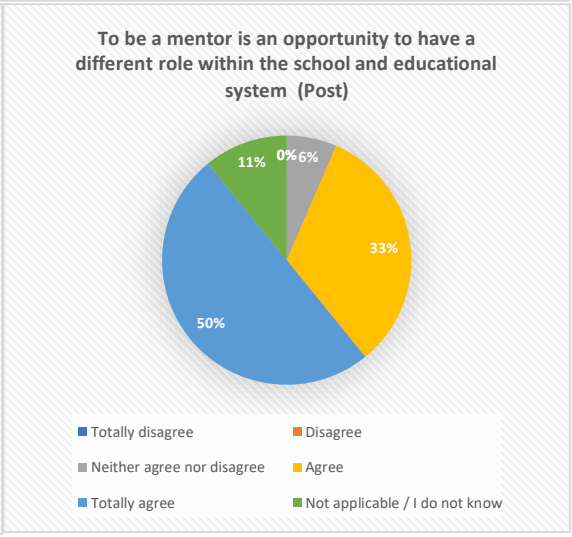












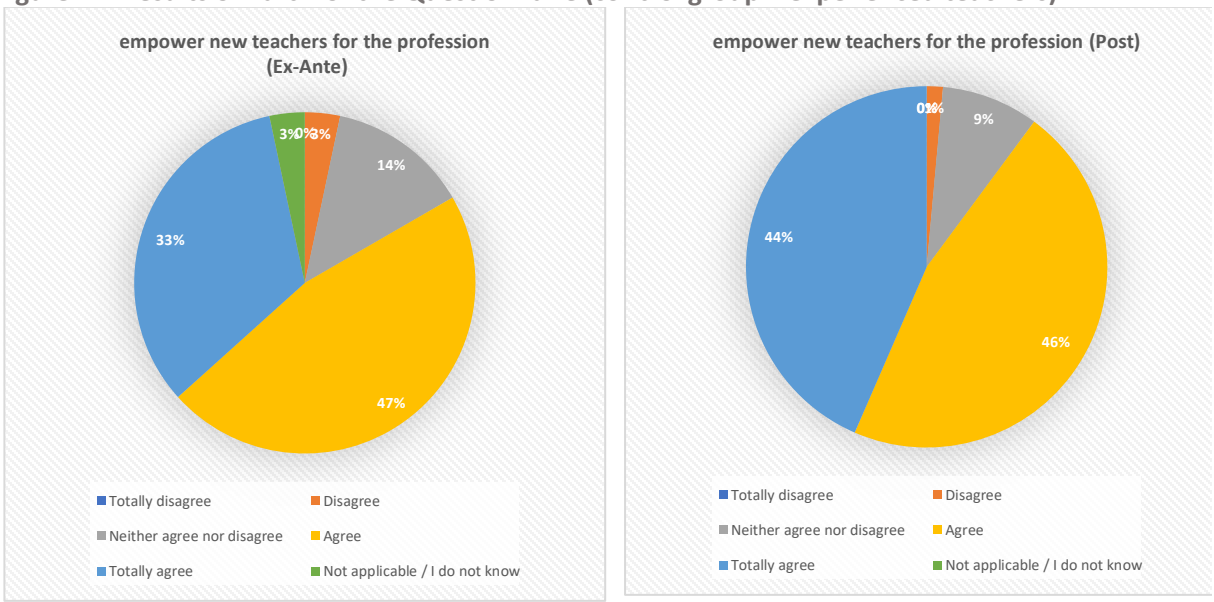
***Overall Conclusion**: In general, we find that providing the opportunity for mentoring contributes to the motivation and maintenance of experienced teachers in the system. Yet, we did find significant differences between the control and the experimental group on the notion of the role of mentors in the school system, the experimental group going from disagree/undecided to strongly agree post intervention. Most experienced teachers replied that they like their job but find it challenging both pre and post intervention. Less than a half of them agreed to stay in the profession, the number of those who would abandon the profession was increased after the intervention. The majority of teachers agree that they are happy completing their career as teachers. More than half of them would recommend to a young person to follow a teaching career. A large number of teachers would want to become mentors. A larger percentage of teachers is in favour of mentoring as an alternative career option after the intervention. Finally, the idea of mentoring as an opportunity for an alternative*

role within the school system was increased after the intervention. Therefore, hypothesis 2 is verified.

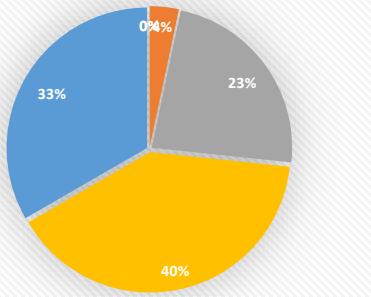
Hypothesis 3: Peer-developed teachers' induction programmes based on mentoring activities support the professional development of teachers initiating their careers and their maintenance on the system.

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 33% to 44% after the intervention**. At the same time, the percentage of those agreeing to this statement remained practically the same (decreased from 47% to 46%, which is statistically non-significant change. So, the total of 90% of teachers involved report positive stance towards this preposition. **Similarly, most teachers believes that new teachers can develop a sense of belonging. This belief also increases from 73% (strongly agree and agree) to 87%. For the ability to interact and cooperate and to boost their motivation the percentage of teachers agreeing or strongly agreeing remains similar, going from 84% to 88%. Across all the above items, we observe the same pattern: changes were due to diminished percentage of those teachers who were at first undecided (neither agree, nor disagree).**

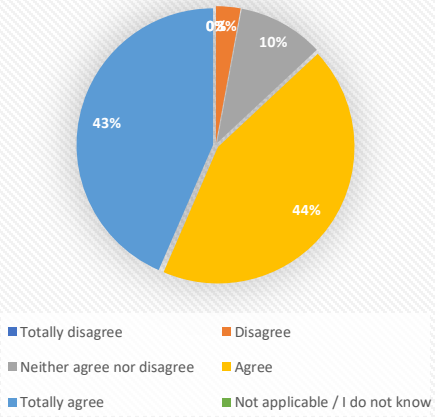
Figure 11: Results of Part E of the Questionnaire (control group – experienced teachers)



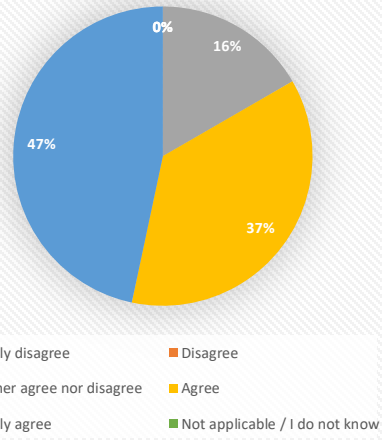
develop new teachers' sense of belonging to the school culture (Ex-Ante)



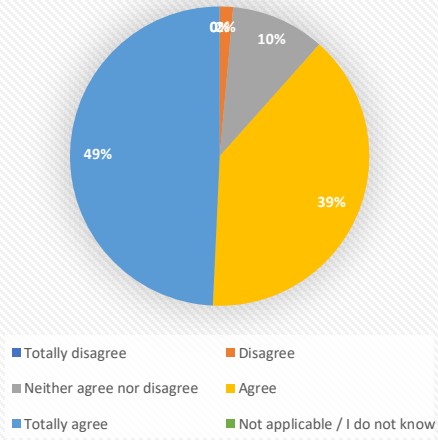
develop new teachers' sense of belonging to the school culture (Post)



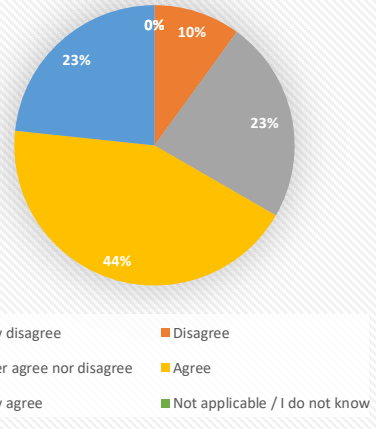
strengthen new teachers' ability to interact and cooperate with other teachers (Ex-Ante)



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



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



increase new teachers' motivation for the profession (Post)

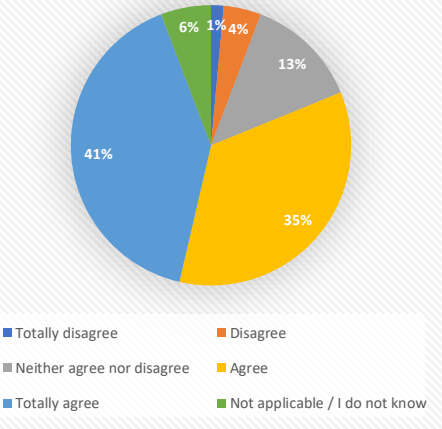
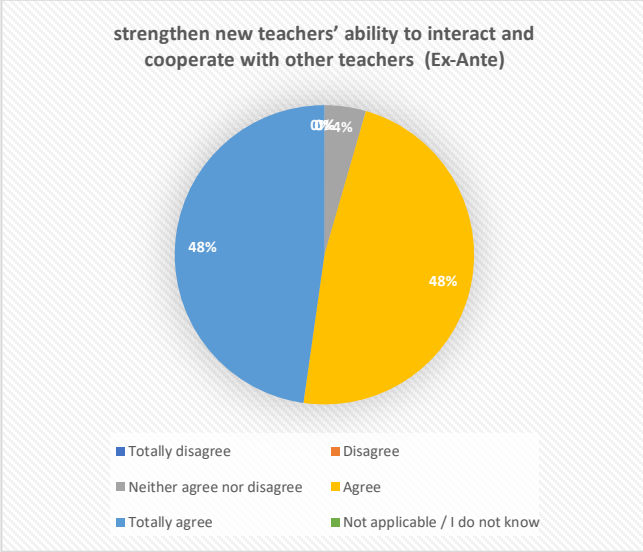
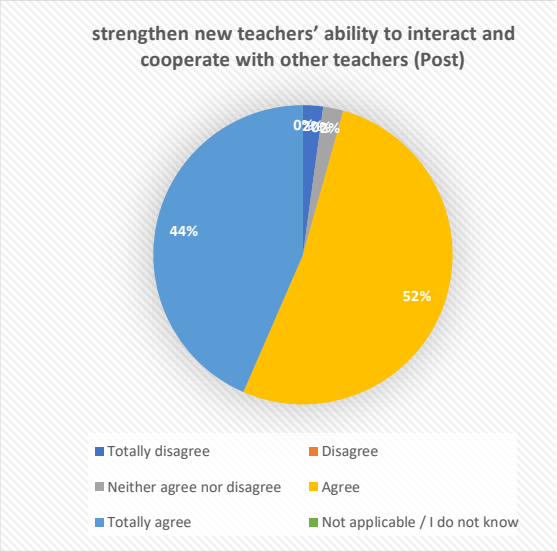
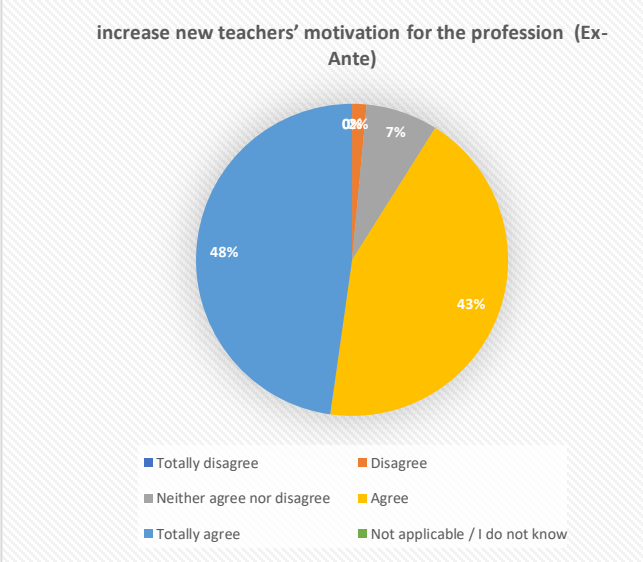


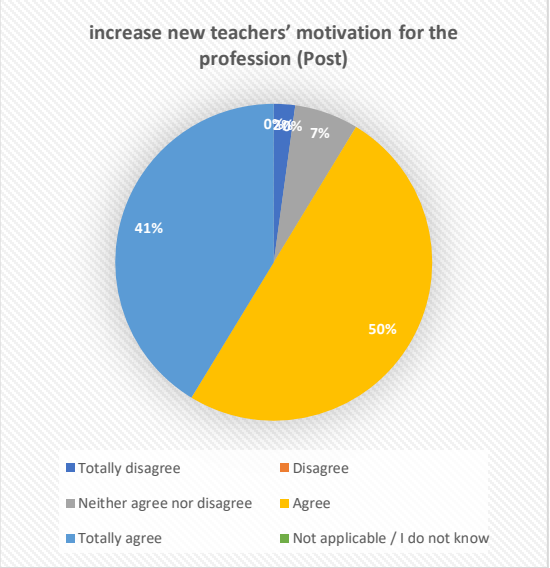
Figure 12 presents the results of Part E of the questionnaire for the experimental group of experienced teachers. Most teachers strongly agree or agree that mentoring activities are beneficial in all the observed domains. As in Figure 11, most experienced teachers (namely over 90%) **systematically believes that mentoring activities are beneficial for new teachers**, while there are no statistically relevant differences between pre and post intervention group. One interesting observation was made, that only in the after-intervention group there were small amount (2%) of answers totally disagree or disagree.

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





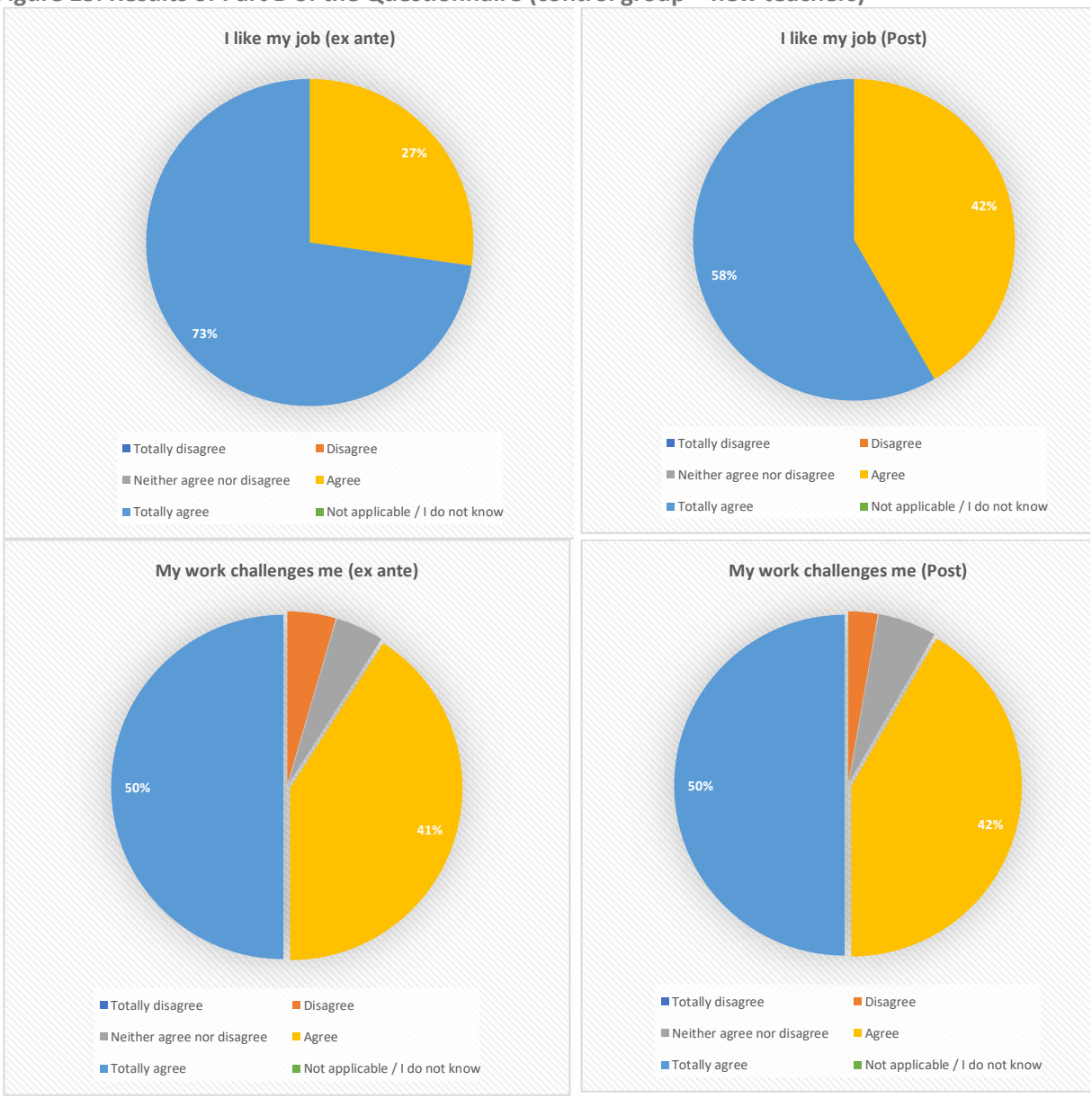




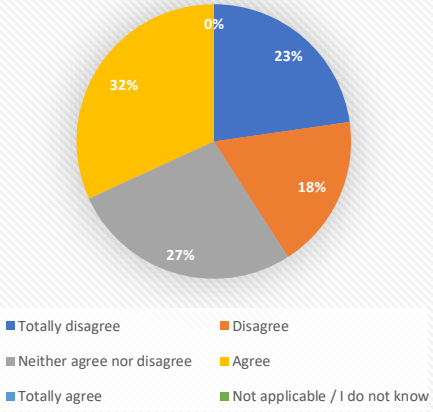
In the next sections, the analysis incorporates the views of new teachers in a search for further evidence for supporting Hypothesis 3. Figure 13 presents the results of Part B of the Questionnaire for the control group of new teachers. All new teachers like their job (strongly agree or agree) but we find the restructuring of the answers after the intervention 15% of teachers that previously choose the answer strongly agree now chose the answer agree. Almost all teachers (91% and 92%) find their job challenging, half of them strongly agree (50%), 41%/42% agree and 8 to 9% are undecided or disagree. There were no differences between pre and post intervention answers for this group. Considering their intention to remain in the profession irrespectively of difficulties, the intervention didn't have any impact on the undecisive proportion of the teachers (27%). The intervention also changes the percentage of teachers who consider the options to stay in the profession (strongly disagree to leave the job, disagree to live the job) for 10%. Those 10% were teachers who were previously agreeing to

leave the job. Half of the teachers would be happy to follow the teacher profession, yet the share of them who disagree increased after the intervention. Almost all teachers state that they would consider becoming mentors in the future (strongly agree and agree). This percentage remains almost the same after the intervention of the control group.

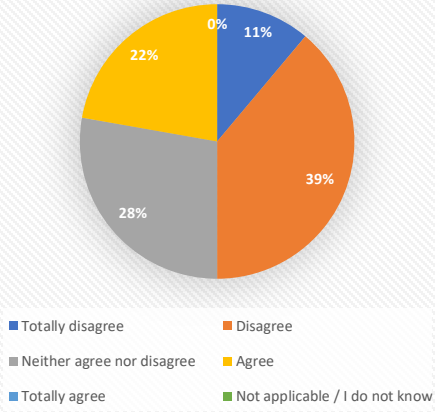
Figure 13: Results of Part B of the Questionnaire (control group – new teachers)



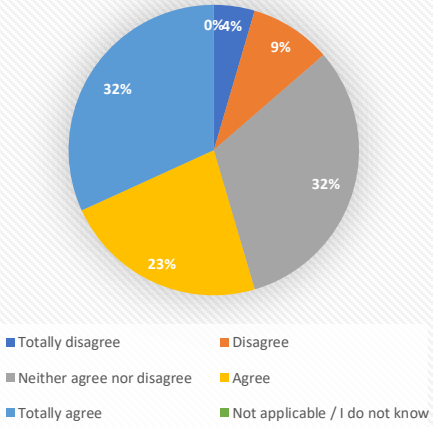
Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (ex ante)



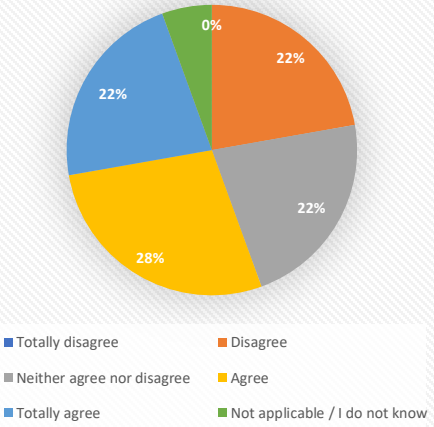
Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (Post)



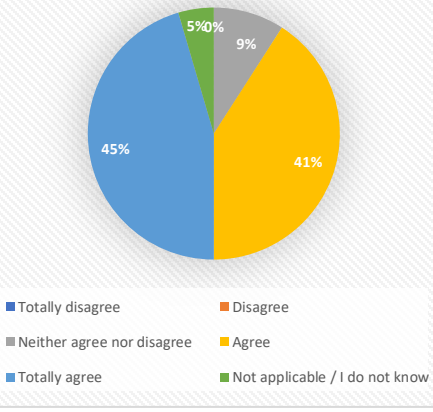
Looking to the future, I am happy with being a teacher during all my career (ex ante)



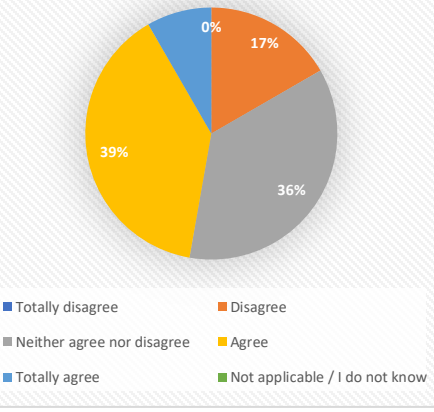
Looking to the future, I am happy with being a teacher during all my career (Post)

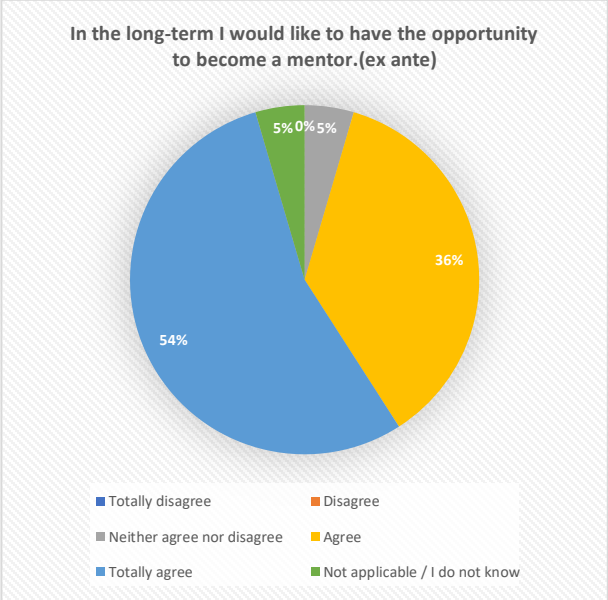


Mentoring from experienced teachers brings added value to my professional development and motivation.(ex ante)



Mentoring from experienced teachers brings added value to my professional development and motivation.(Post)





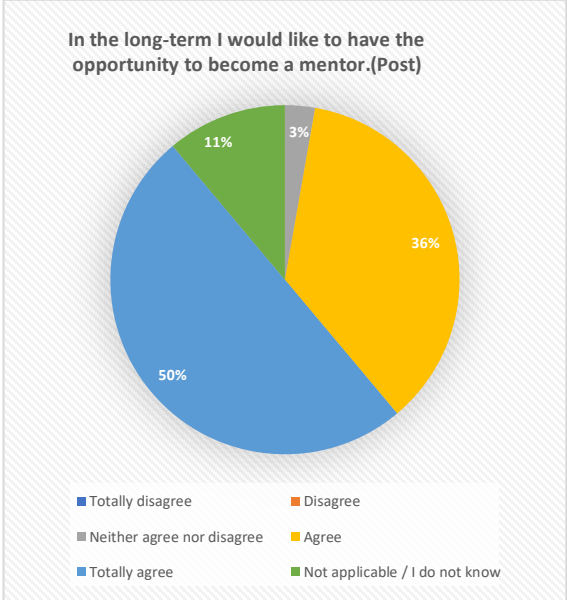
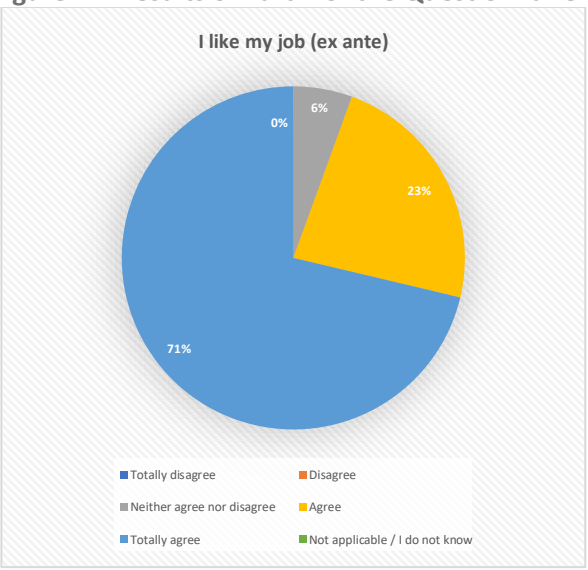
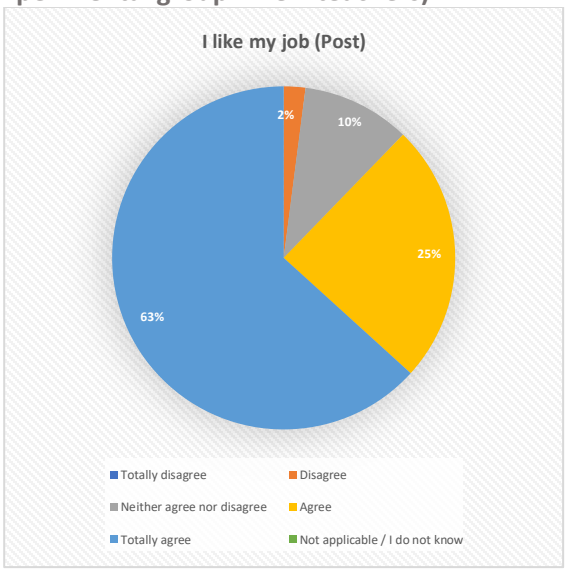
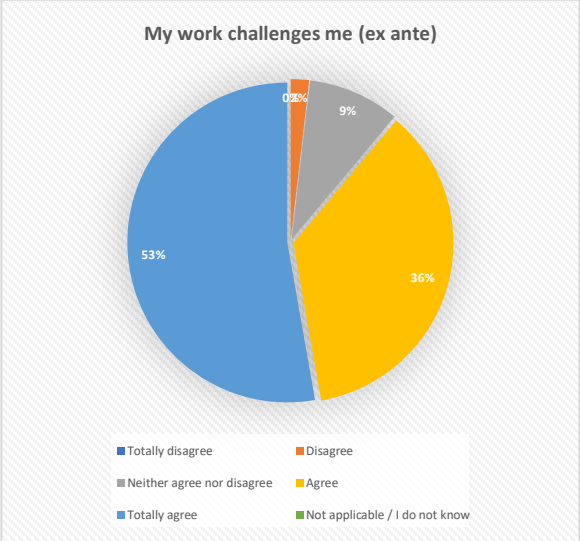


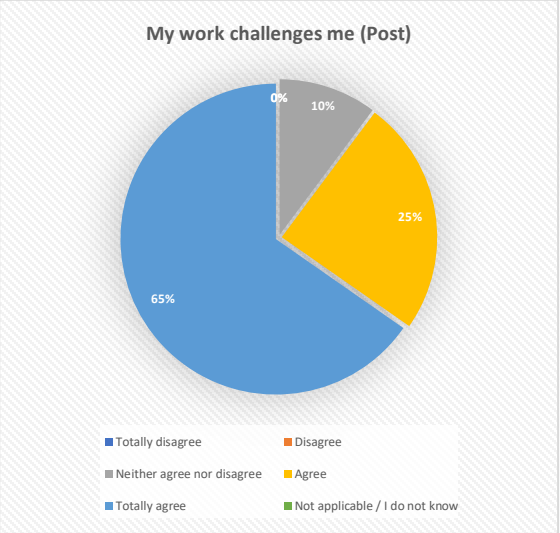
Figure 14 presents the results of Part B of the Questionnaire for the experimental group of new teachers. Majority of teachers (94% before and 88% after the intervention) like their job and almost all of them find their job challenging (90% pre and after). Considering their intention to remain in the profession irrespectively of difficulties a bit less than half of the teachers would stay. The number of those who would stay drop (65% to 48%) on the account of those not being willing to stay (17% before and 38% after the intervention). While being happy for following the profession during the entire career is present in 66% to 70% of teachers. **The biggest influence the intervention had on the consideration to become a mentor which raised from 64% to 80% on account of a huge drop of indecisive teachers (from 27% to 8%).**

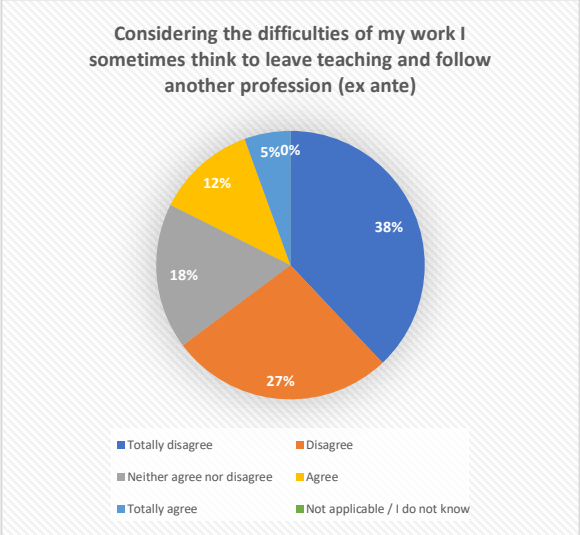
Figure 14: Results of Part B of the Questionnaire experimental group – new teachers)

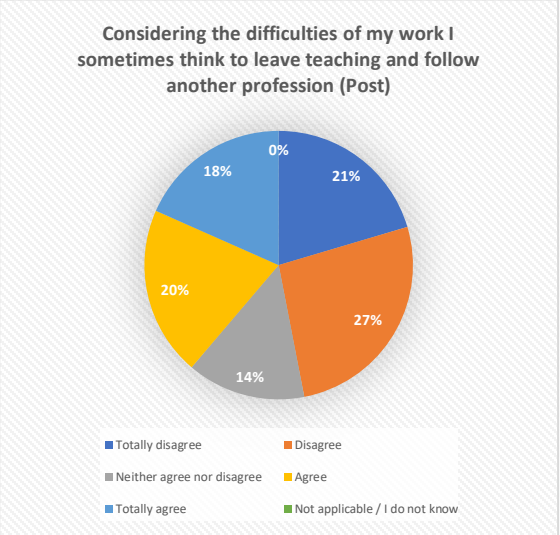


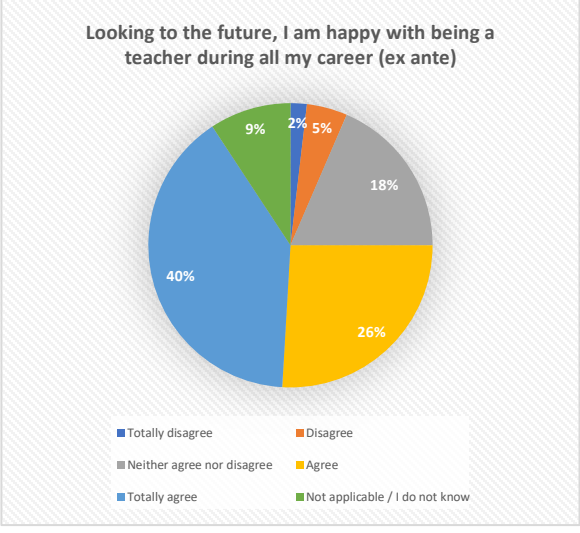


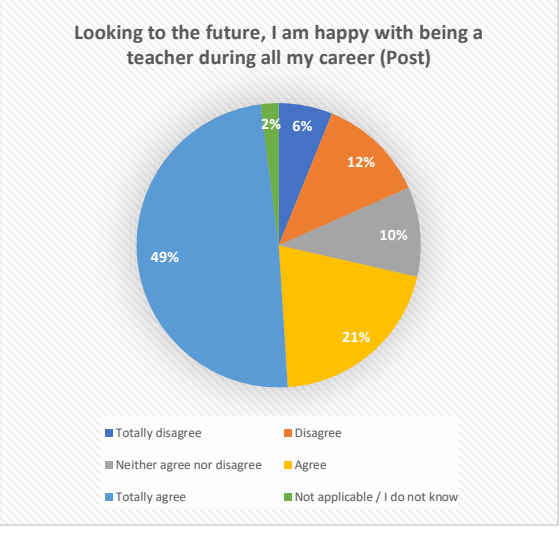

My work challenges me (ex ante)
0%
2%
9%
36%
53%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


My work challenges me (Post)
0%
10%
25%
65%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

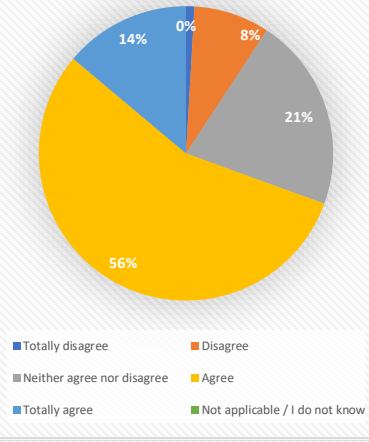

Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (ex ante)
5%
0%
12%
38%
18%
27%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Considering the difficulties of my work I sometimes think to leave teaching and follow another profession (Post)
0%
18%
21%
20%
27%
14%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

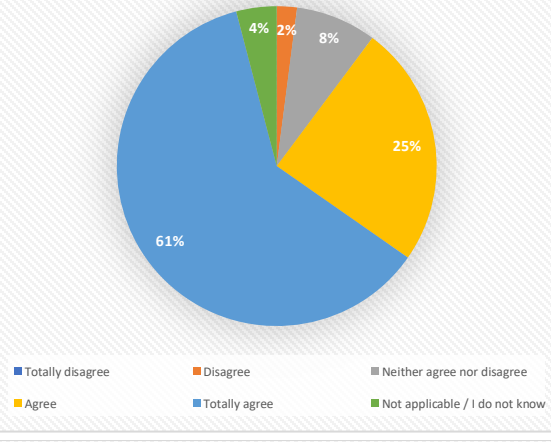

Looking to the future, I am happy with being a teacher during all my career (ex ante)
9%
2%
5%
18%
40%
26%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Looking to the future, I am happy with being a teacher during all my career (Post)
2%
6%
12%
10%
49%
21%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

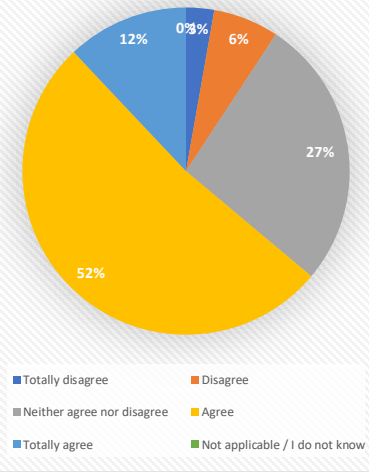
Mentoring from experienced teachers brings added value to my professional development and motivation.(ex ante)



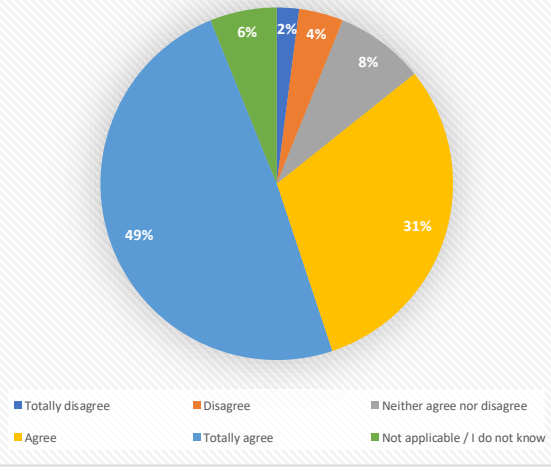
Mentoring from experienced teachers brings added value to my professional development and motivation.(Post)



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



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



***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. Teachers largely agree that mentoring activities empower new teachers and can help develop a sense of belonging, the belief even increased by the intervention. A high number agrees with the ability to interact and cooperate and to boost their motivation. Most teachers strongly agree or agree that mentoring activities are beneficial in all the observed domains with a slight increase of those who totally disagree after the intervention. Furthermore, we found that all new teachers like their job with a significant number of them going from strongly agree to agree. The intervention didn't have any impact on the undecisive proportion of the teachers regarding the intentions to remain in the profession, but a certain number of them went from agreeing to leave the job to disagreeing/strongly disagreeing. The number of teachers who disagree with following the profession increased. Almost all teachers would consider becoming mentors in the future pre and after intervention. Most like their job and find it challenging, half of them willing to stay in the profession. The intervention increases the number of those not willing to stay in the profession. Despite this, many of them are happy to be following the profession during the entire career with an increased number of them willing to become mentors after the intervention. 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.*

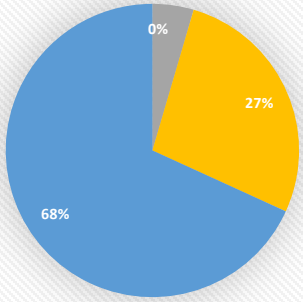
Hypothesis 4: Formal induction programmes applied at the school level contribute to the social and cultural inclusion and development of new teachers.

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. All new teachers of the control group (97%) stated that they can act according to the

values and principles of their profession. This share was not affected by intervention. All the teachers believe they can **assimilate to school culture and cooperate with peers and most of them state that they can work with parents (86% pre and 91% post intervention).** Again, most new teachers stated to be capable of managing diverse classrooms (100% before and 92% after the interventions where 8% of teachers stated to neither agree nor disagree). Finally, with respect to dealing with school authorities and other stakeholders, **all of the participants totally agreed or agreed to this statement.**

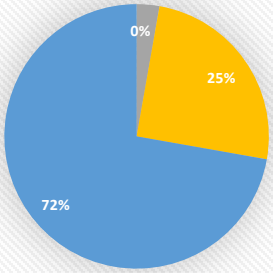
Figure 15: Results of Part D of the Questionnaire (control group – new teachers)

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



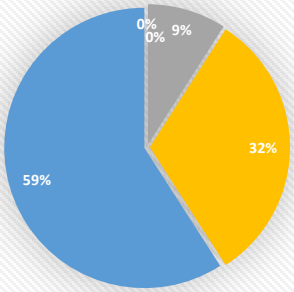
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

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



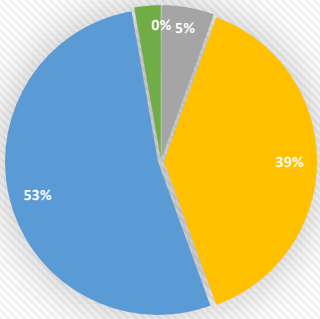
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

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



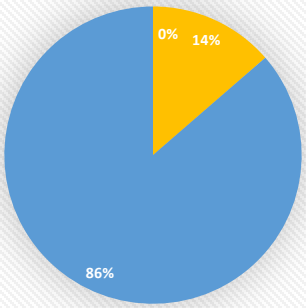
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

I can assimilate the school culture by myself(Post)



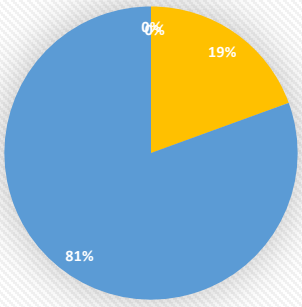
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

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



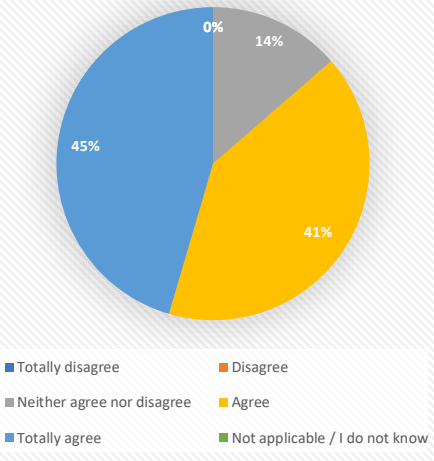
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

I am able of cooperating with peers (Post)

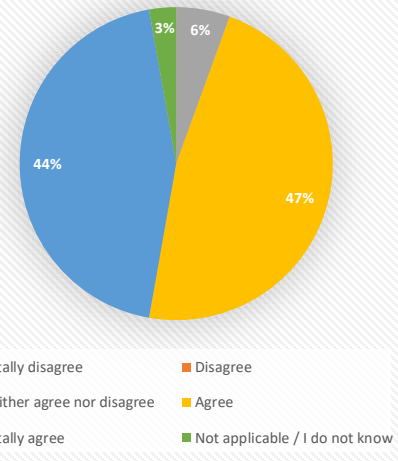


Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

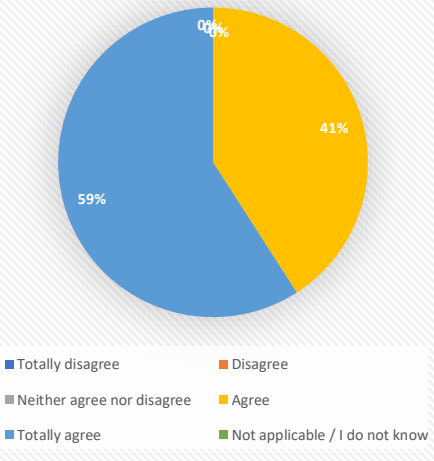
I am able of working with parents (Ex-Ante)



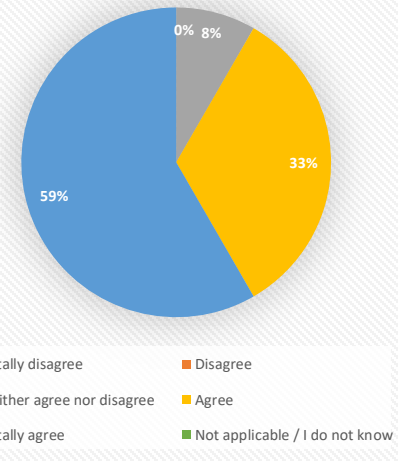
I am able of working with parents (Post)



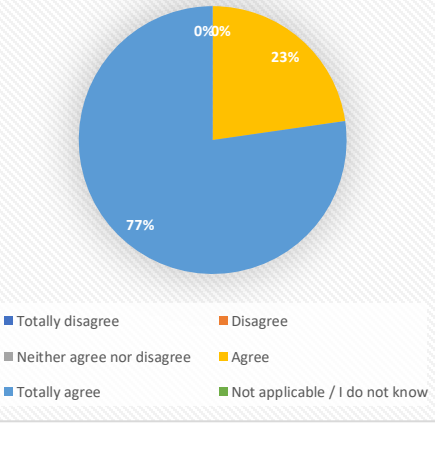
I am able of managing diverse classrooms (Ex-Ante)



I am able of managing diverse classrooms (Post)



I am able of working with school authorities and other stakeholders(Ex-Ante)



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

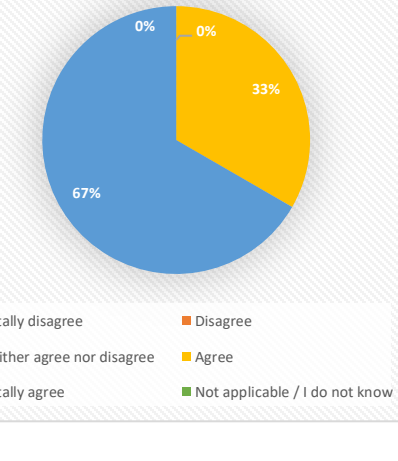
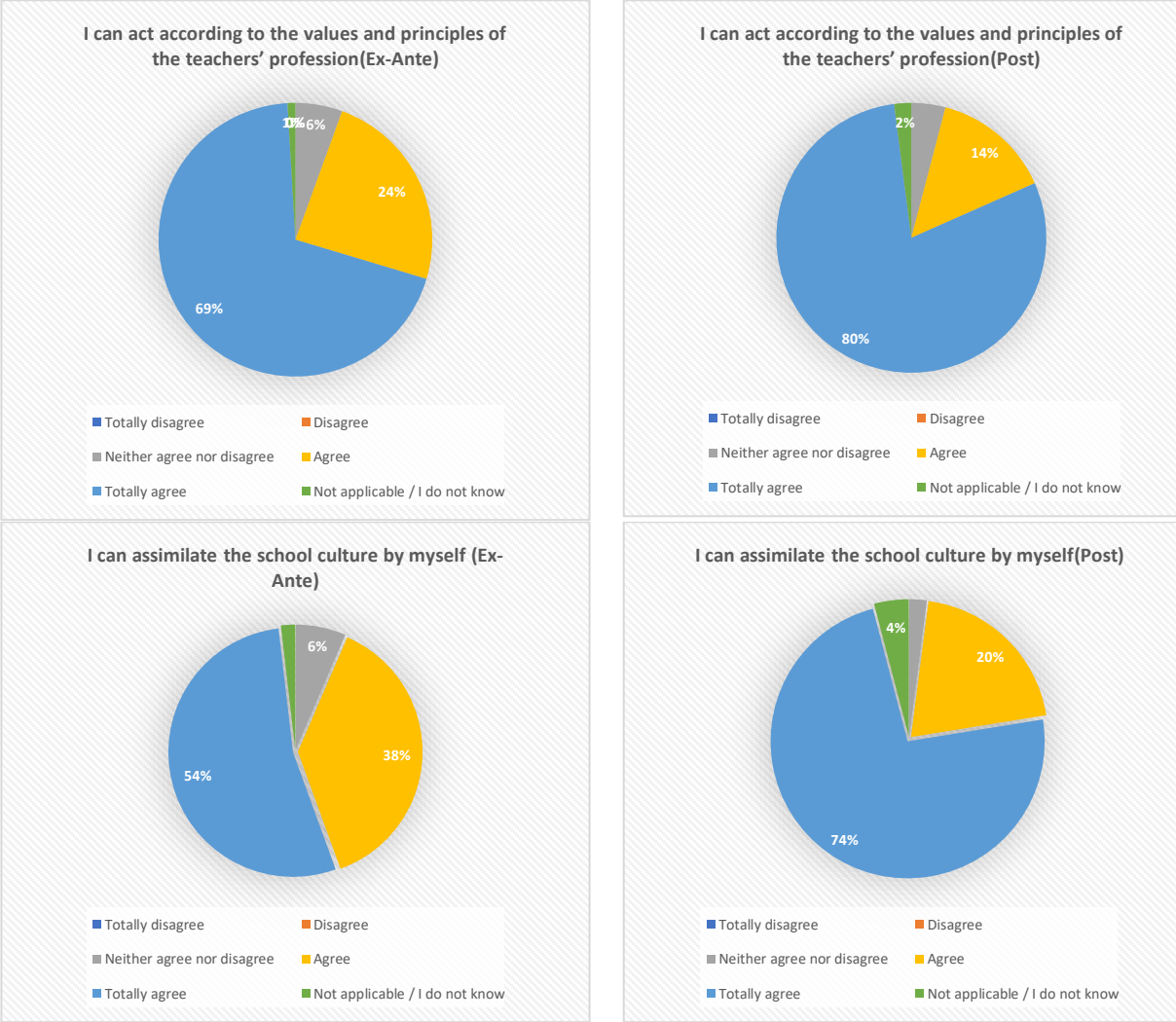
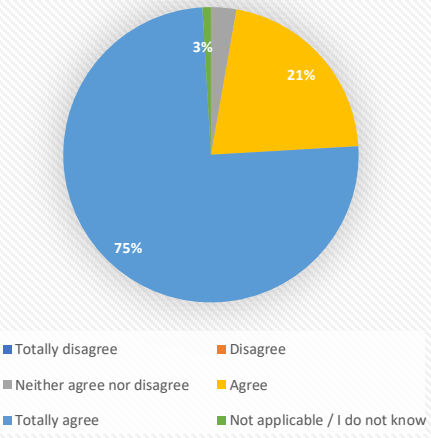


Figure 16 presents the results of Part D of the Questionnaire for the experimental group of new teachers. Almost all new teachers of the experimental group (99%) stated that they can act according to the values and principles of their profession. The intervention didn't change the percentage of teachers stating they can assimilate to school culture, or they can cooperate with peers which remained 94% and 96%. **Yet, the percentage of those believing that they can work with parents vastly increased after the intervention (from 76% to 90%).** Furthermore, most new teachers appear to be confident in managing diverse classrooms (90%), only 10% being undecisive (neither agree nor disagree). Finally, with respect to dealing with other authorities and stakeholders, most participants appear to totally agree or agree (94%). **There were no important differences between the control and experimental group.**

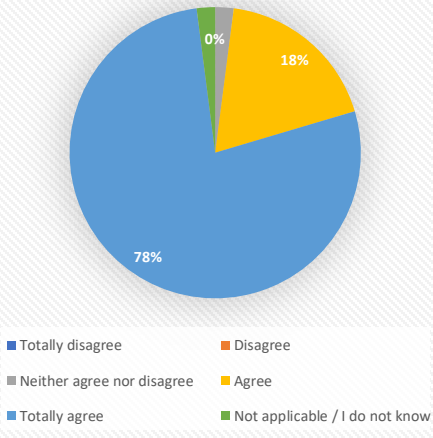
Figure 16: Results of Part D of the Questionnaire (experimental group – new teachers)



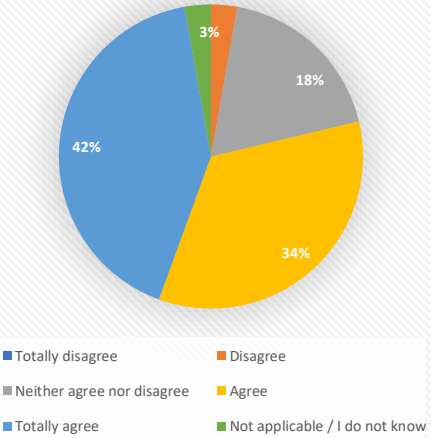
I am able of cooperating with peers (Ex-Ante)



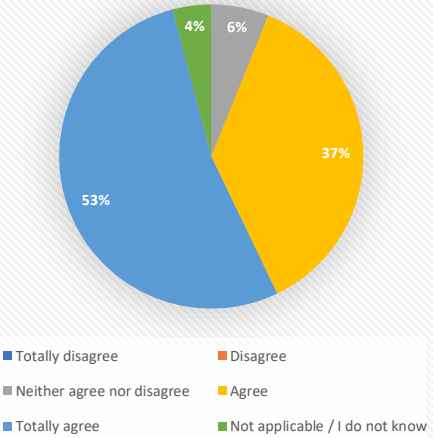
I am able of cooperating with peers (Post)



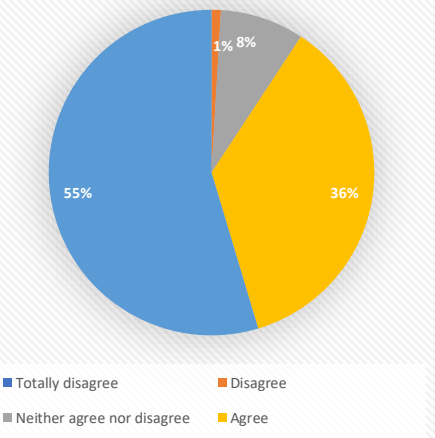
I am able of working with parents (Ex-Ante)



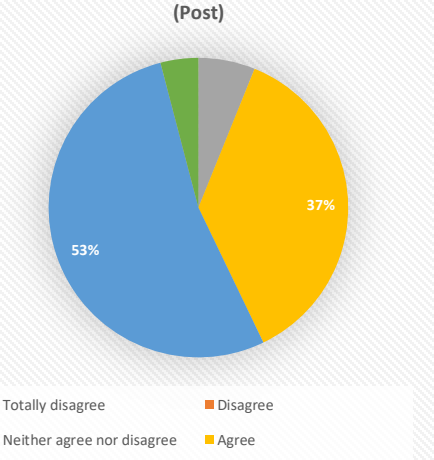
I am able of working with parents (Post)

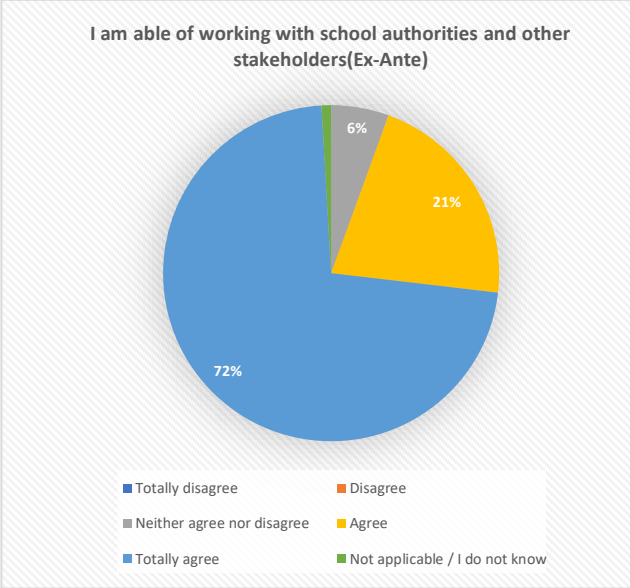


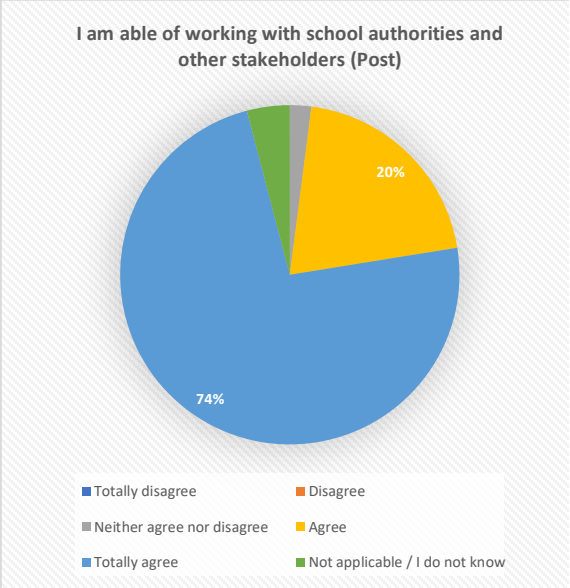
I am able of managing diverse classrooms (Ex-Ante)



I am able of managing diverse classrooms (Post)







***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 the intervention helps in promoting the confidence of new teachers and encourages their competence on certain issues, particularly dealing with parents. Both groups are highly competent in assimilating to school culture, cooperating with peers, managing diverse classrooms and dealing with other authorities and stakeholder pre and post intervention.*

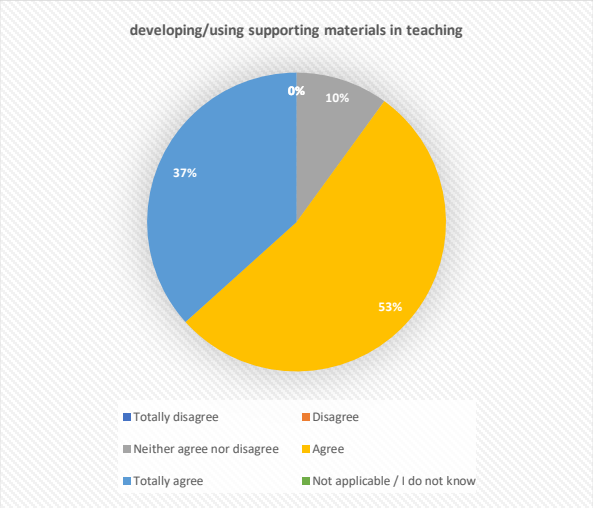
Hypothesis 5. Structured mentoring programmes adapted to the context increases the interest and success of its participants.

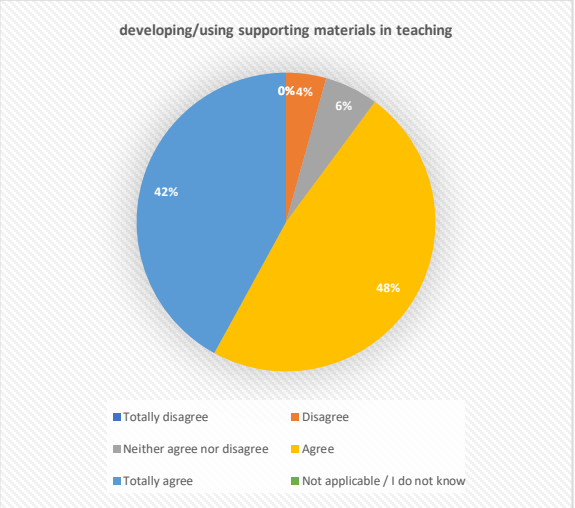
Hypothesis 5 is tested first for experienced teachers and thereafter for new teachers. As regards experienced teachers the analysis focuses on Part D of the questionnaire. The analysis of Part C of the questionnaire has been already presented in Figures 5 and 6 and so it is not reiterated here. The general 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.

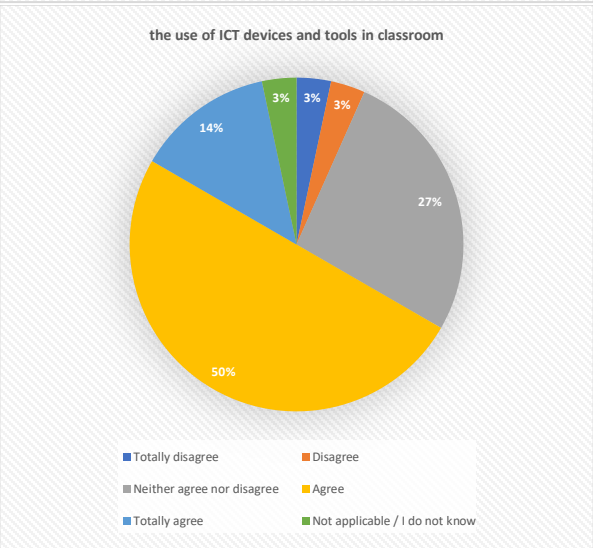
Figure 17 presents the results of Part D of the questionnaire of experienced teachers before and after the intervention provided to the control group. Before the intervention, 90% of experienced teachers reported that they feel confident in classroom management (that is they replied “totally agree” or “agree” to the relevant item). This share slightly decreased to 89% after the intervention. In regard to improving their teaching techniques, the corresponding shares are 87% before and after the

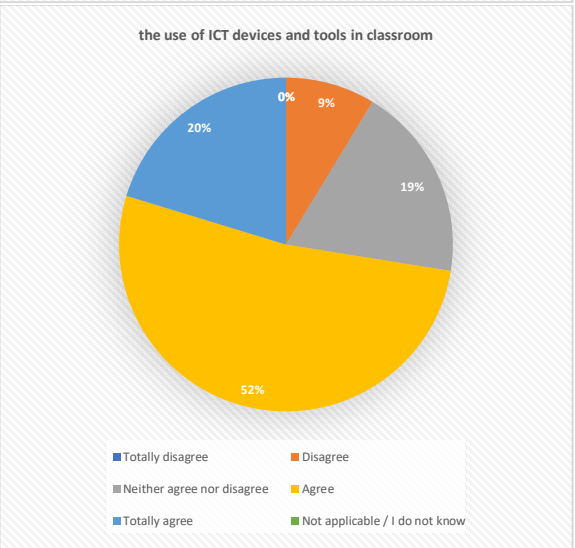
intervention with an increase of teachers reporting "totally agree." In regard to developing/using supporting material these shares are 90% before and after the intervention, respectively. In regard to the use of ICT devices and tools these shares are 64% and 72% before and after the intervention. In regard to dealing with students with diverse needs these shares are 90% and 82%. In regard to evaluating and giving feedback these shares are 93% and 88%. In regard to feeling confident about dealing with parents these shares are 90% and 87%. Finally, 74% and 79% 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 provided mixed results with some staying the same, some declining and some improving.

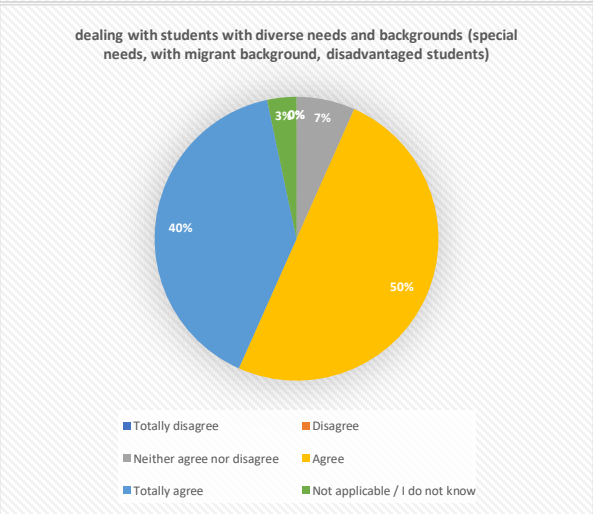
Figure 17: Results of Part D of the Questionnaire (control group – experienced teachers)

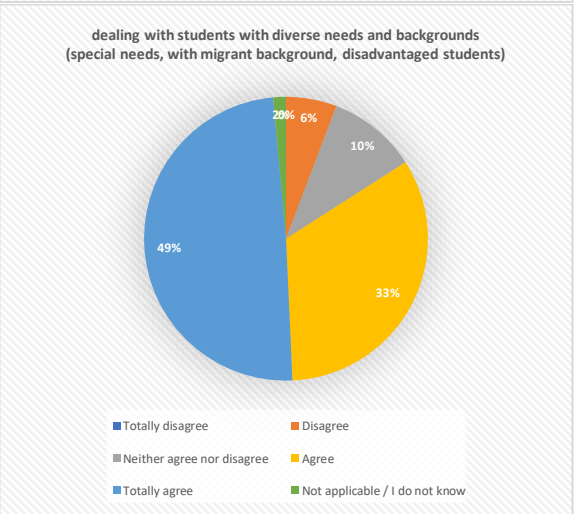

developing/using supporting materials in teaching
0%
10%
37%
53%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

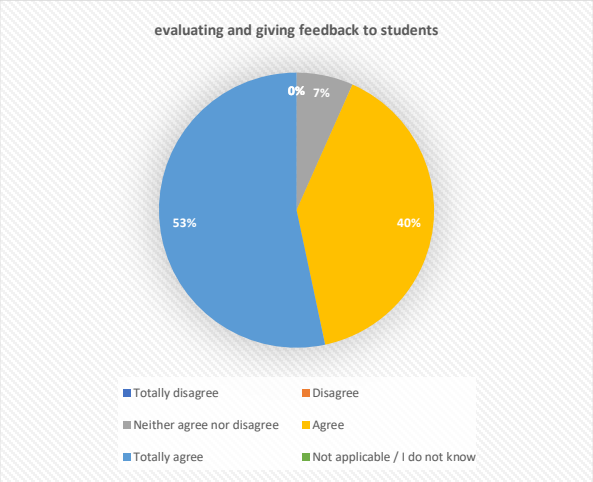

developing/using supporting materials in teaching
0%
4%
6%
42%
48%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

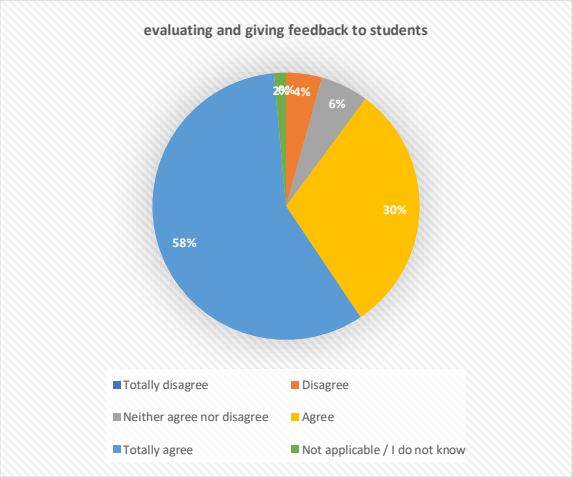

the use of ICT devices and tools in classroom
3%
3%
3%
14%
27%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

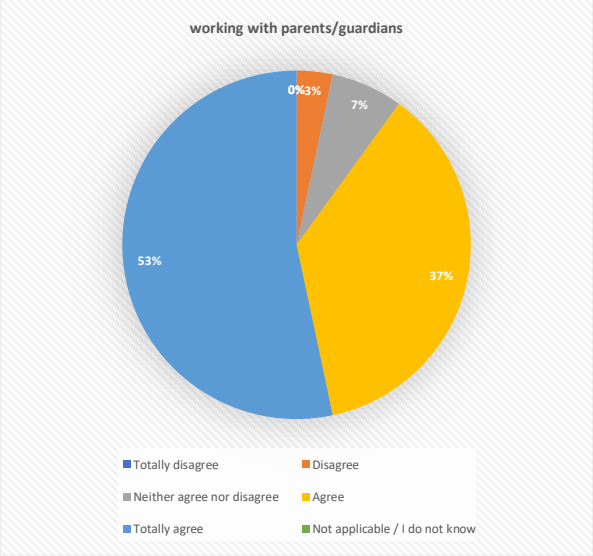

the use of ICT devices and tools in classroom
0%
9%
20%
19%
52%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

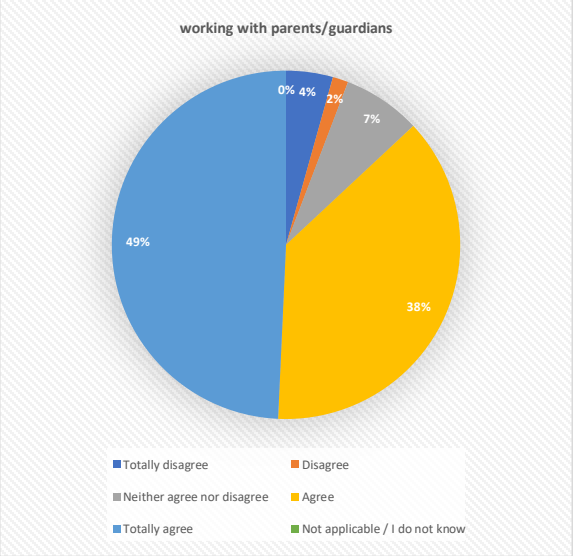

dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)
3%
0%
7%
40%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

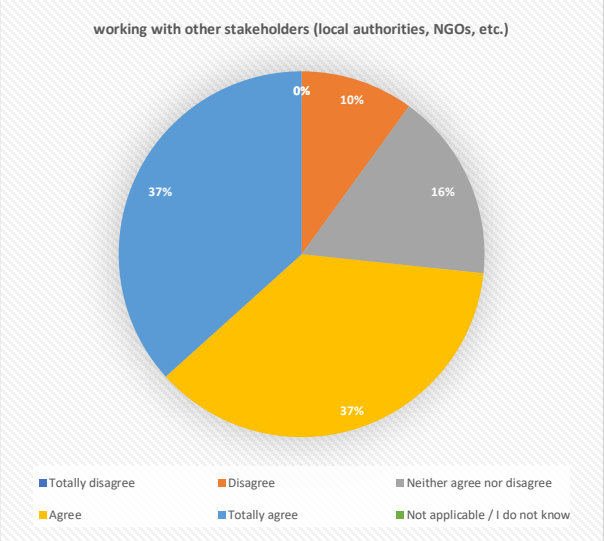

dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)
2%
6%
10%
49%
33%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

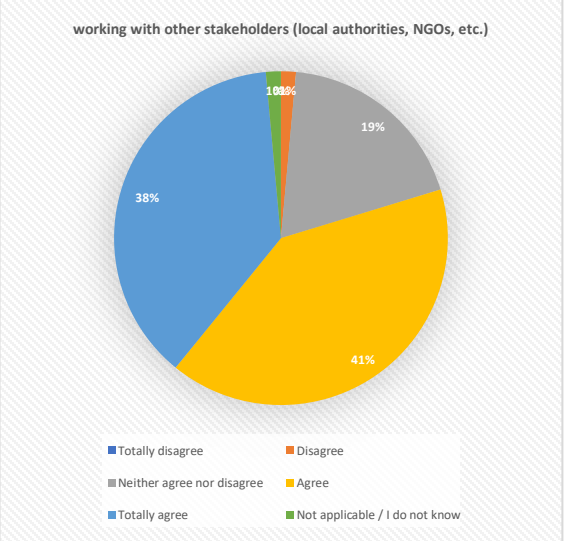

evaluating and giving feedback to students
0%
7%
53%
40%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


evaluating and giving feedback to students
2%
4%
6%
30%
58%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


working with parents/guardians
0%
3%
7%
53%
37%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


working with parents/guardians
0%
4%
2%
7%
49%
38%
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%
10%
37%
16%
37%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

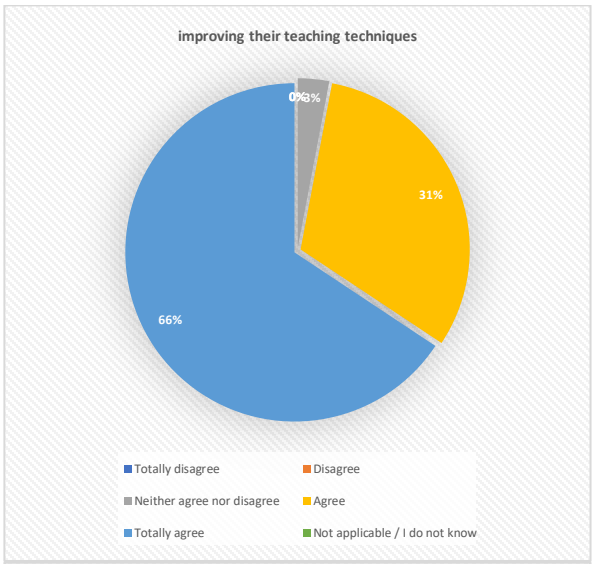

working with other stakeholders (local authorities, NGOs, etc.)
19%
38%
41%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

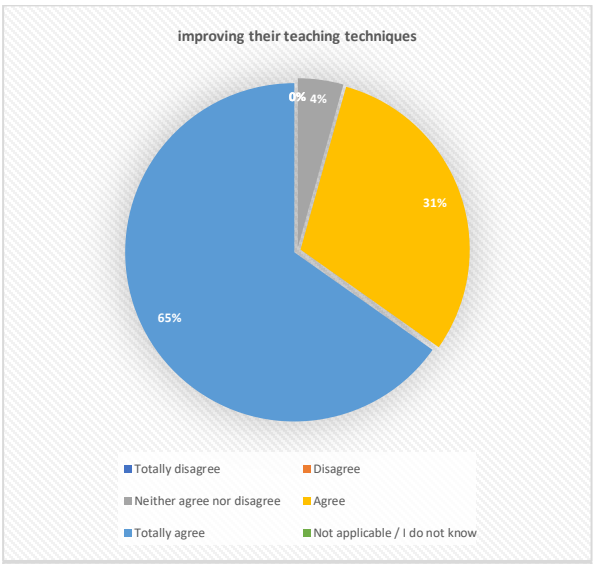
Thereafter, in Figure 18, the analysis of the previous Figure is replicated for the experimental group of the experienced teacher. The confidence levels of experienced teachers in dealing with various professional challenges were high in terms of improving their teaching techniques (from 97% to 96%), developing/using supporting materials (from 94% to 96%), use of ICT tools (from 82% to 87%) and evaluating and giving feedback from 94% to 96%.

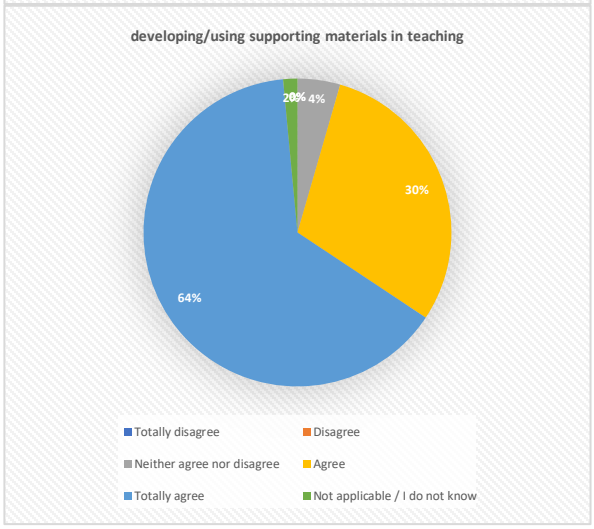
Teachers were less confident about other areas such as dealing with students with diverse needs and backgrounds (from 89% to 81% with an increase in ambiguity from 9% to 15%), dealing with parents (from 91% to 85% with an increase in ambiguity from 7% to 13%) and working with other stakeholders (89% to 76% with an increase in ambiguity from 7% to 17% and increase in disagreement from 1% to 7%).

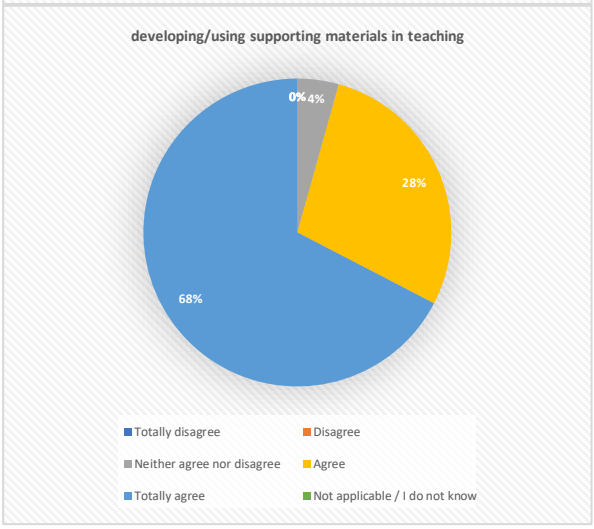
The conclusion is that the experimental intervention provided mixed results with some improvements and some declines with a noticeable increase in ambiguity.

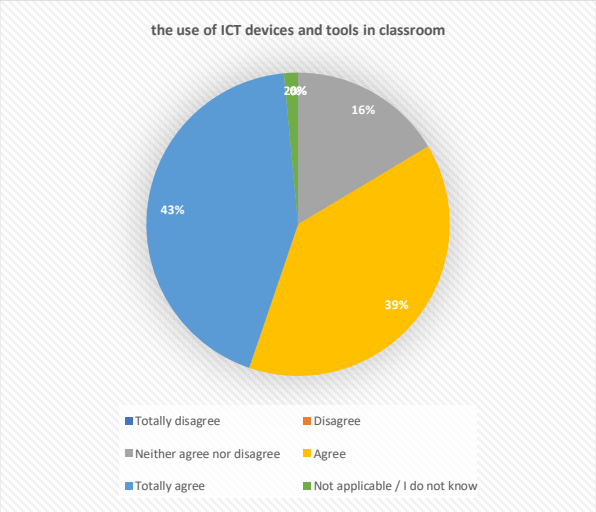
Figure 18. Results of Part D of the Questionnaire (experimental group – experienced teachers)

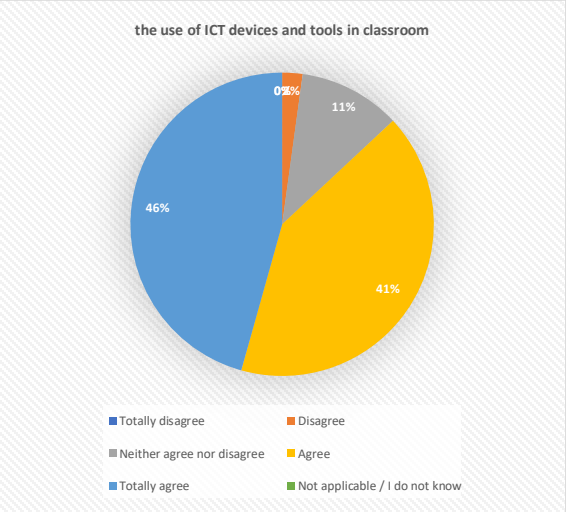


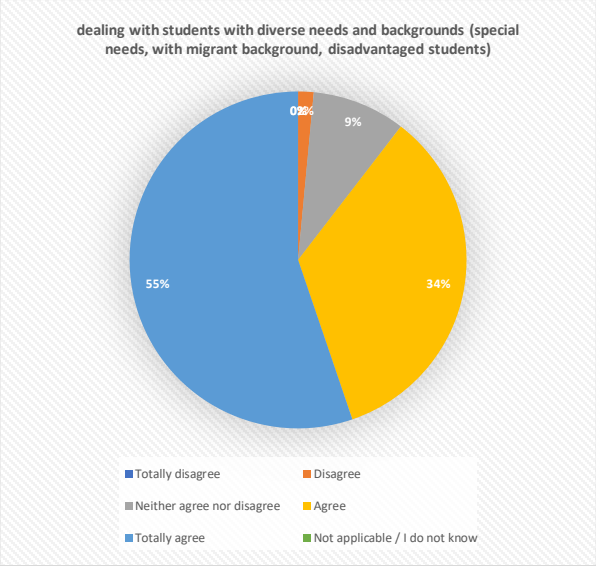


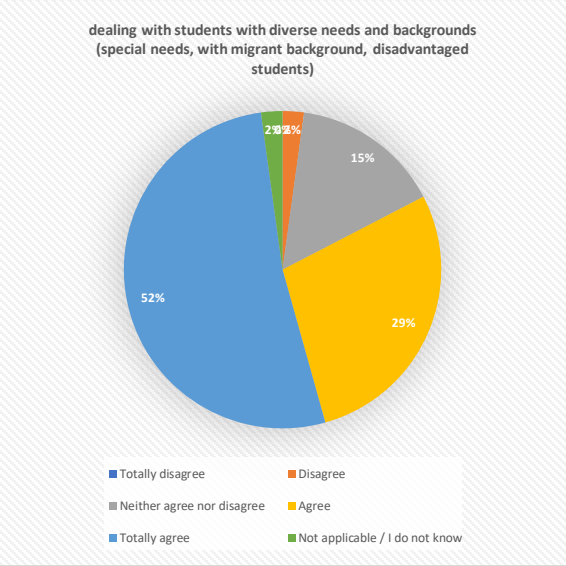


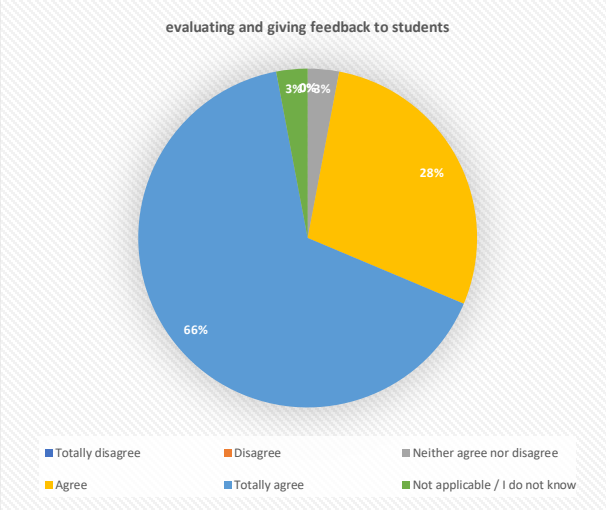


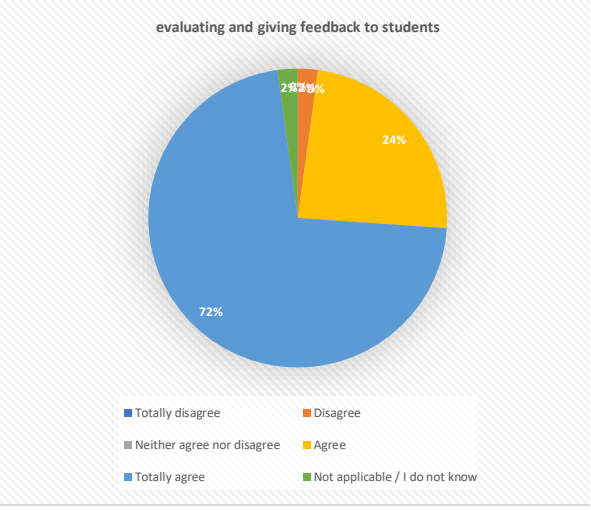

the use of ICT devices and tools in classroom
16%
43%
39%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


the use of ICT devices and tools in classroom
11%
46%
41%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)
9%
55%
34%
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)
15%
52%
29%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


evaluating and giving feedback to students
28%
66%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


evaluating and giving feedback to students
24%
72%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

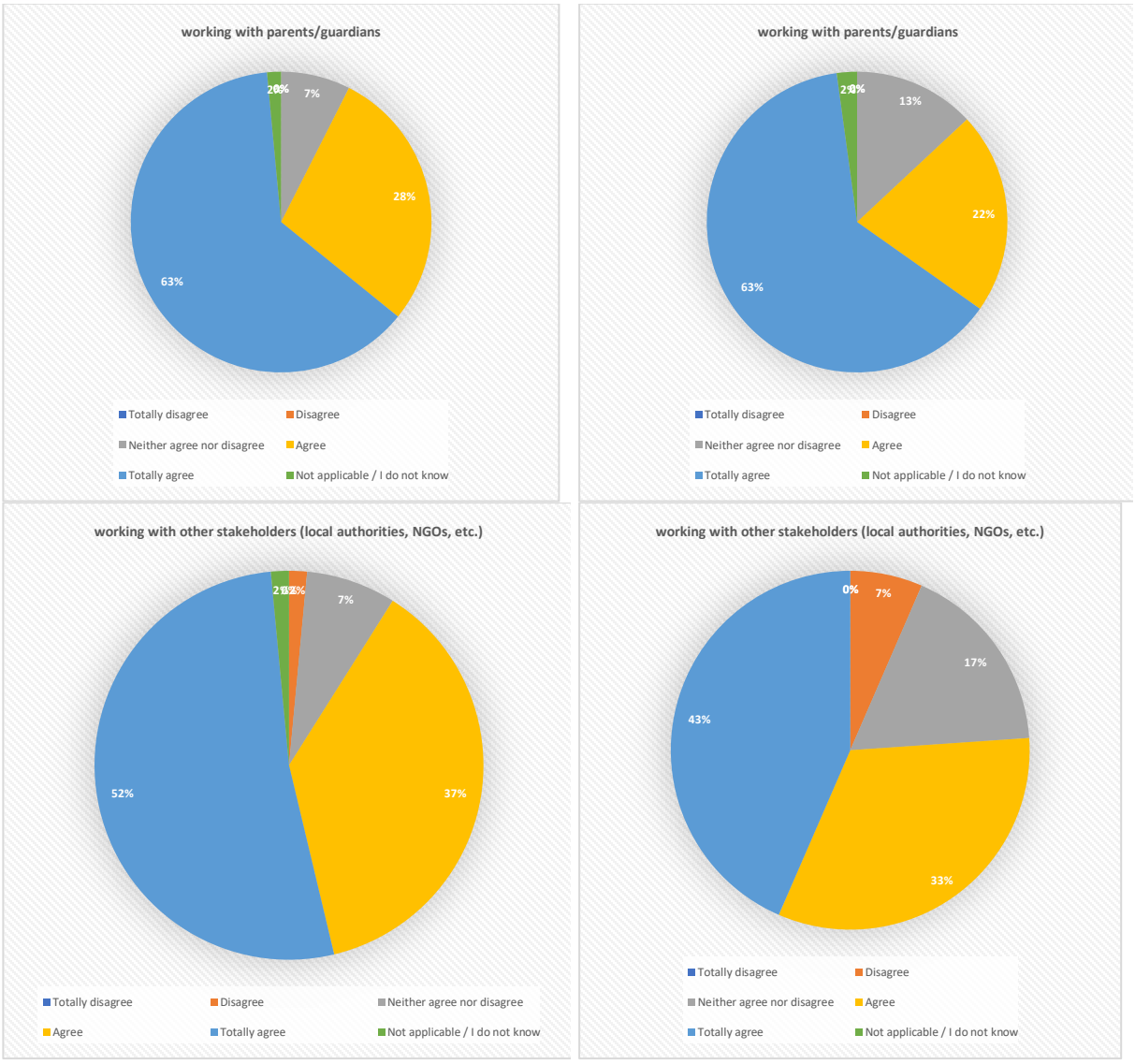


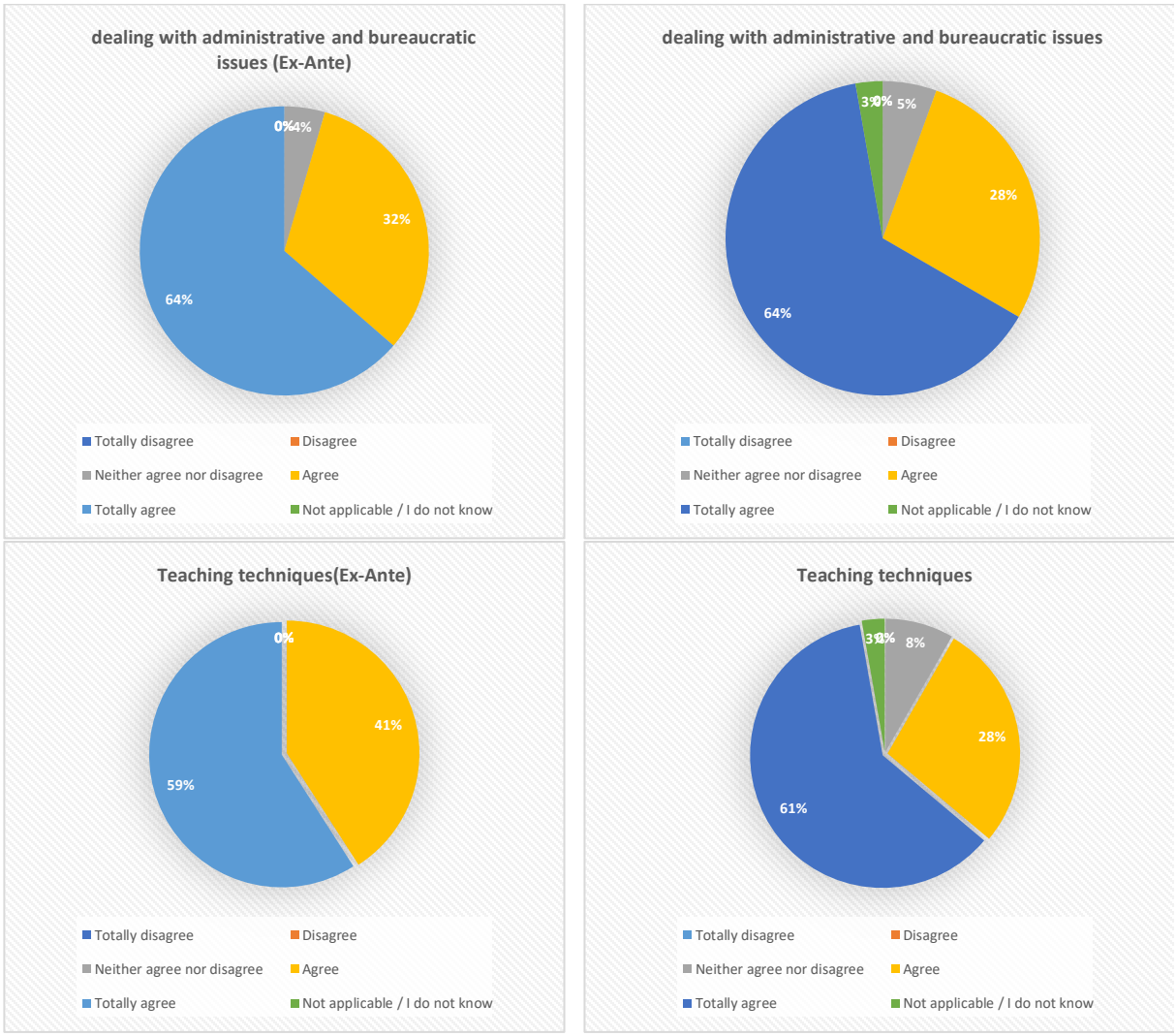
Figure 19 presents the results of Part E of the questionnaire of new teachers before and after the intervention provided to the control group. Before the intervention, 96% of experienced teachers reported that they feel confident in dealing with administrative and bureaucratic issues with a slight decrease to 92%. There was a decrease regarding teaching techniques (100% to 89%) with an 8% decrease in "neither agree nor disagree". In regard to developing/using supporting materials in teaching the number of teachers agreeing remained the same (86%) with an increase of "not applicable/I do not know" by 3%. In regard to the use of ICT devices and tools these shares are 87% and 75% before and after the intervention with an increase of 3% of both not applicable and completely disagreeing, and a 10% increase in neither agree nor disagree.

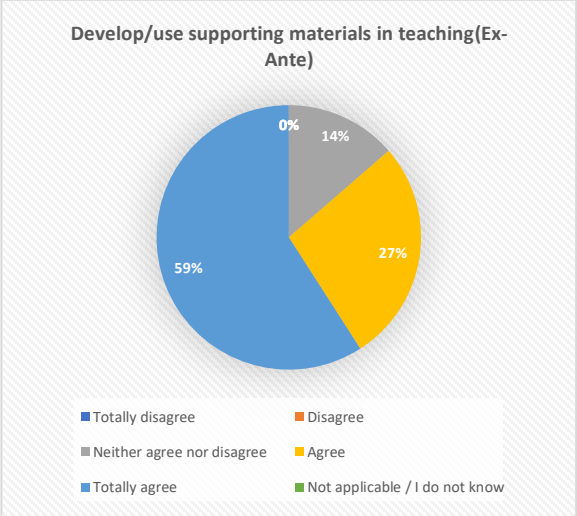
In regard to dealing with students with diverse needs these shares are 82% and 72%. In regard to evaluating and giving feedback these shares are 91% and 89%. About 87% of them feel confident

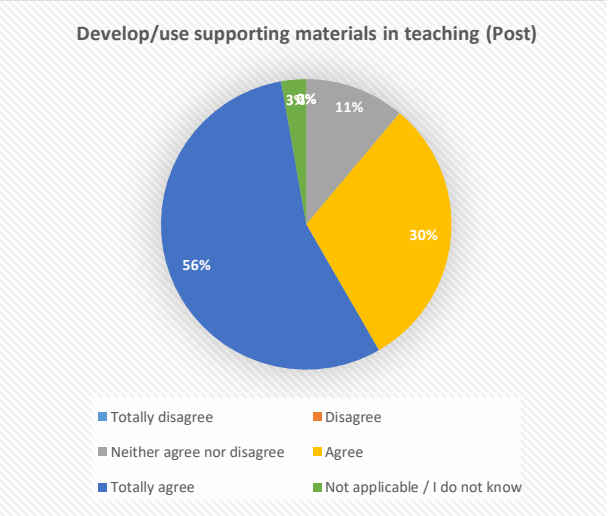
dealing with parents with a decrease to 72% and 3 % increase of those disagreeing and 12 of those neither agreeing or disagreeing. 59% and 72% feel confident working with NGOs and other stakeholders before and after the intervention, respectively.

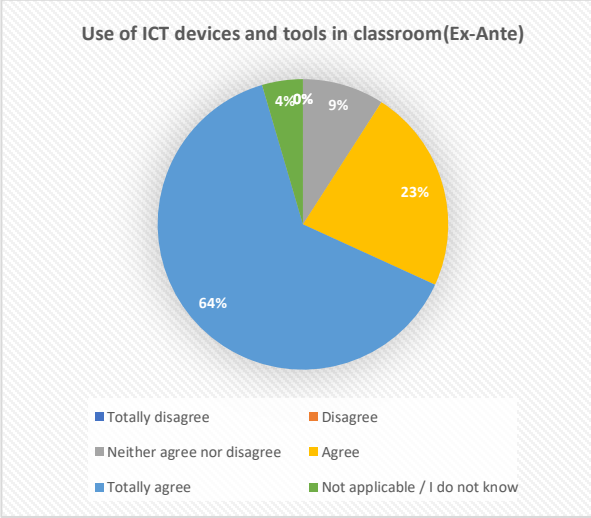
Low confidence was detected regarding dealing with administrative and bureaucratic issues, going from 36% to 34%. The confidence in social and cultural integration in the school environment/culture decreased from 86% to 80%. Teachers reported high confidence regarding cooperation with other teachers, increasing from 95% to 98%.

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




Develop/use supporting materials in teaching(Ex-Ante)
0%
14%
27%
59%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Develop/use supporting materials in teaching (Post)
3%
2%
11%
30%
56%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Use of ICT devices and tools in classroom(Ex-Ante)
4%
0%
9%
23%
64%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

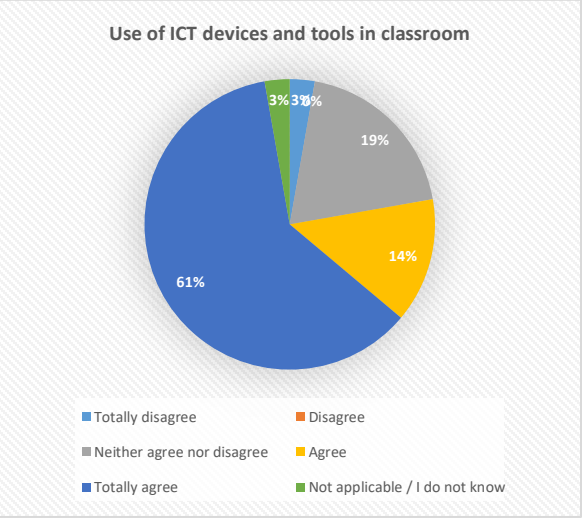
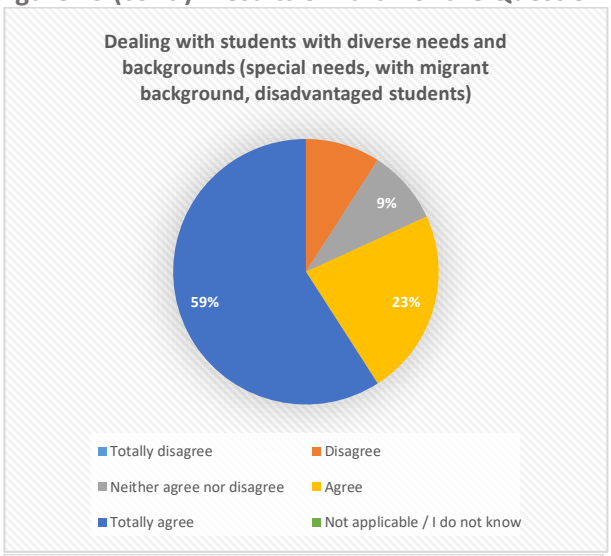
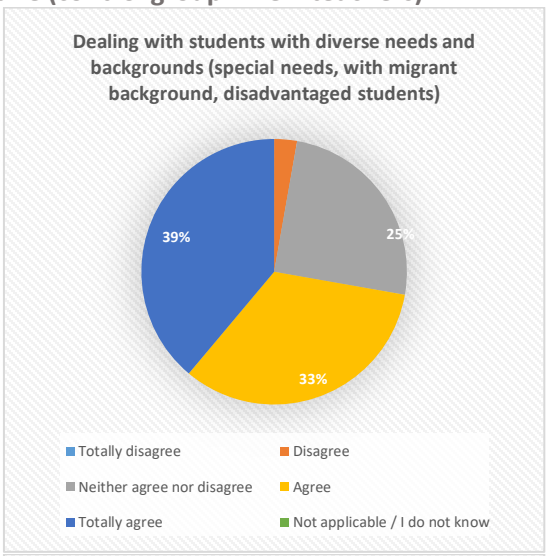
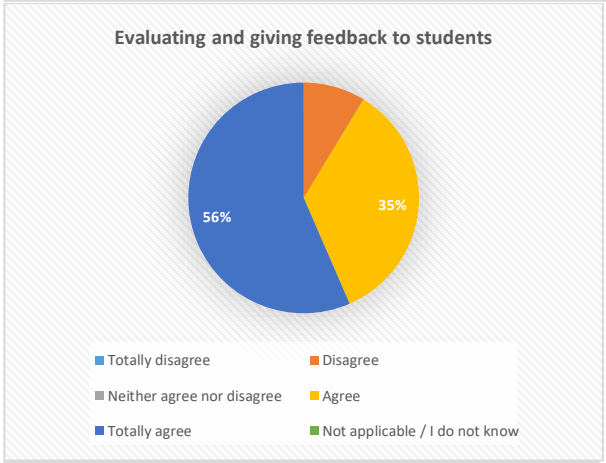
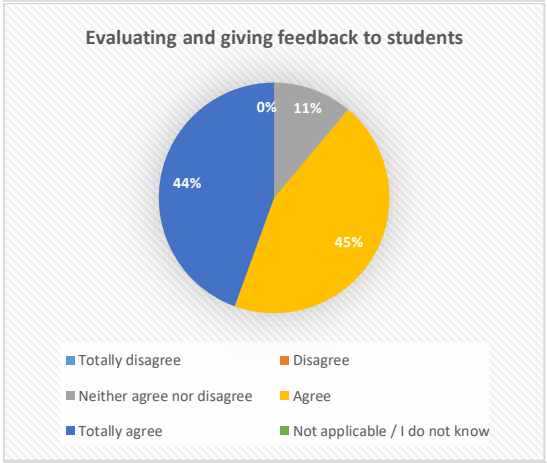

Use of ICT devices and tools in classroom
3%
3%
2%
19%
14%
61%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

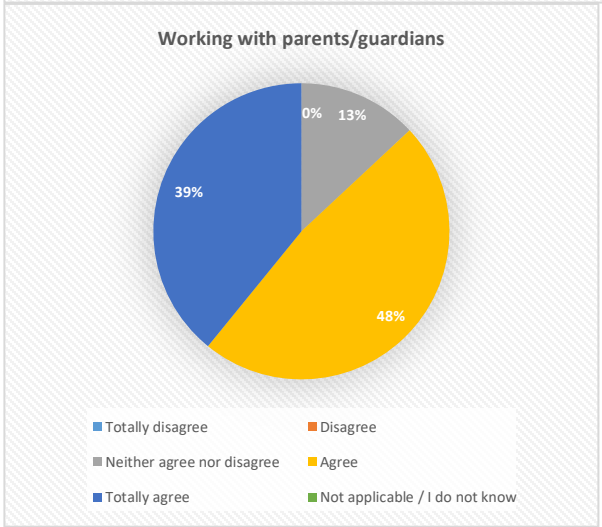
Figure 19 (cont.): Results of Part E of the Questionnaire (control group – new teachers)

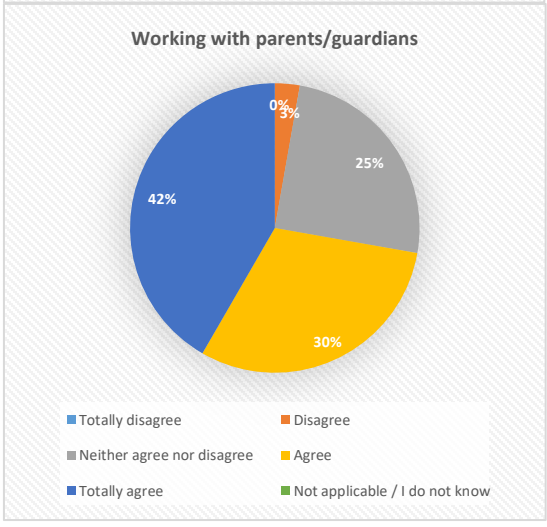




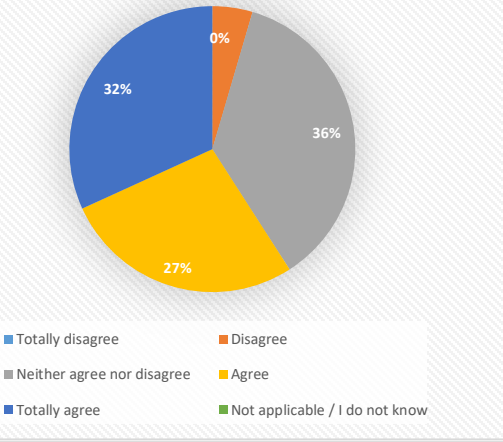




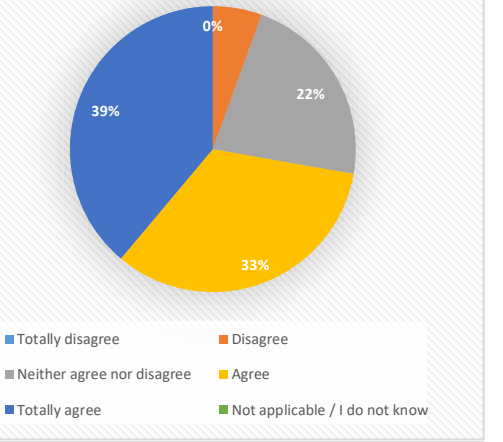




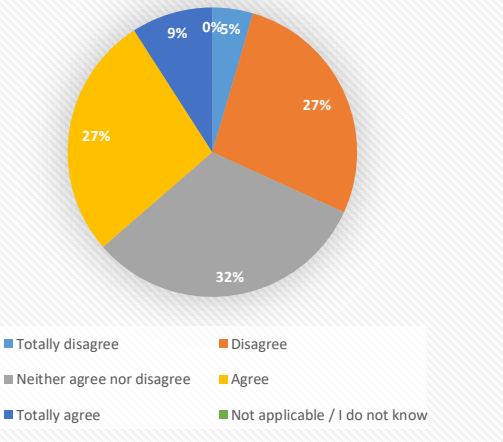
Working with other stakeholders (local authorities, NGOs, etc.)



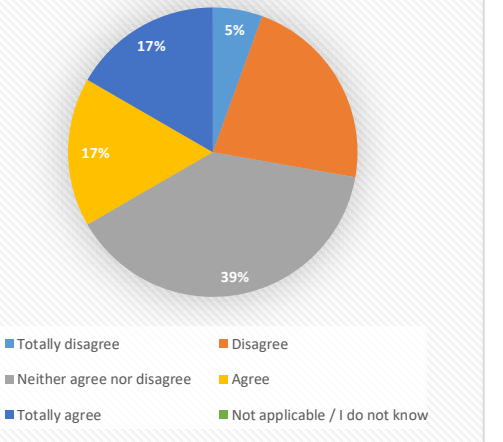
Working with other stakeholders (local authorities, NGOs, etc.)



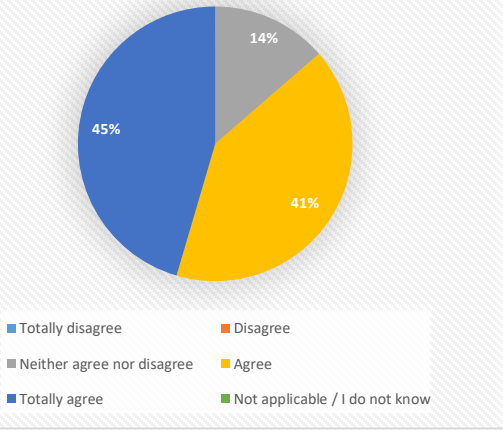
Administrative and bureaucratic issues



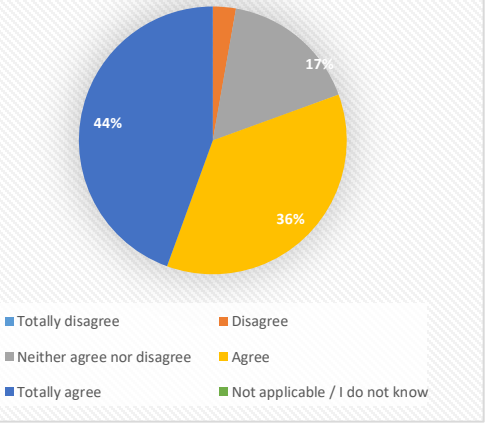
Administrative and bureaucratic issues

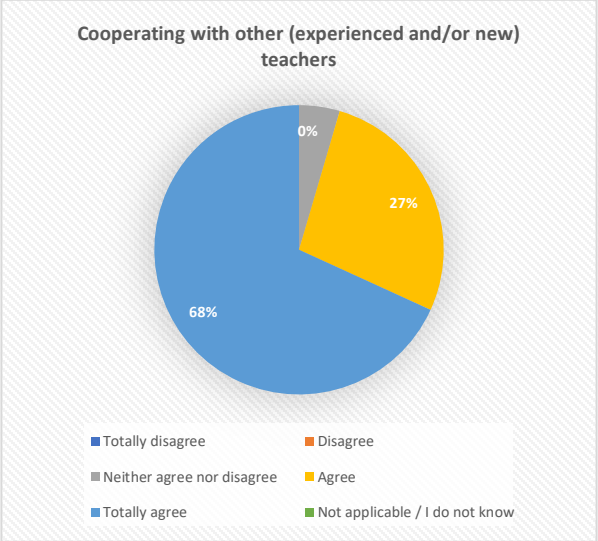


Social and cultural integration in the school environment/culture



Social and cultural integration in the school environment/culture





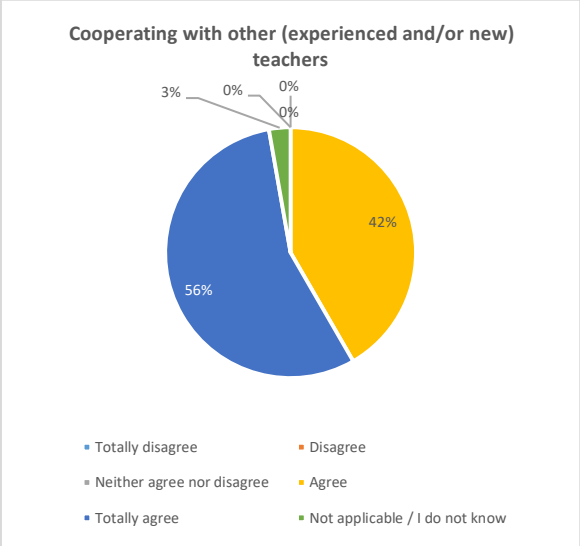
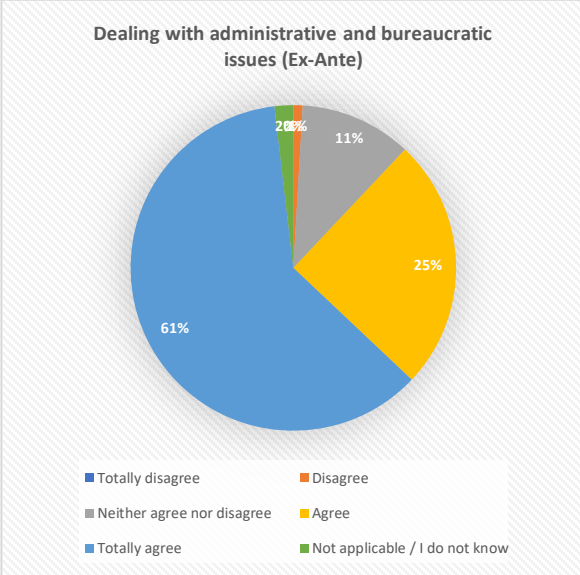
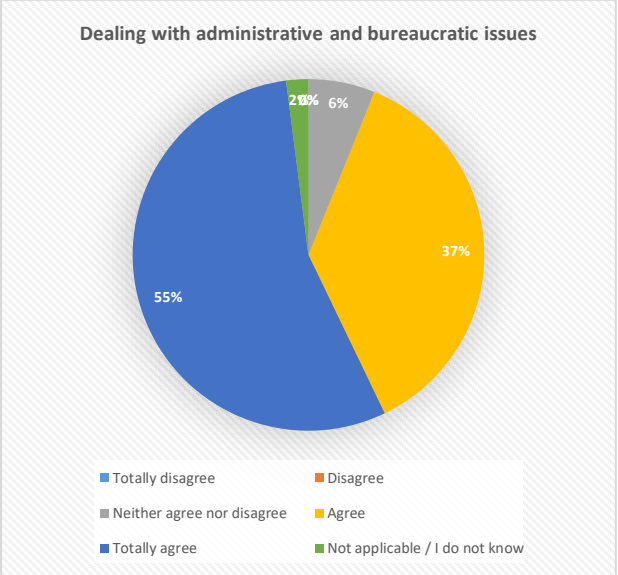


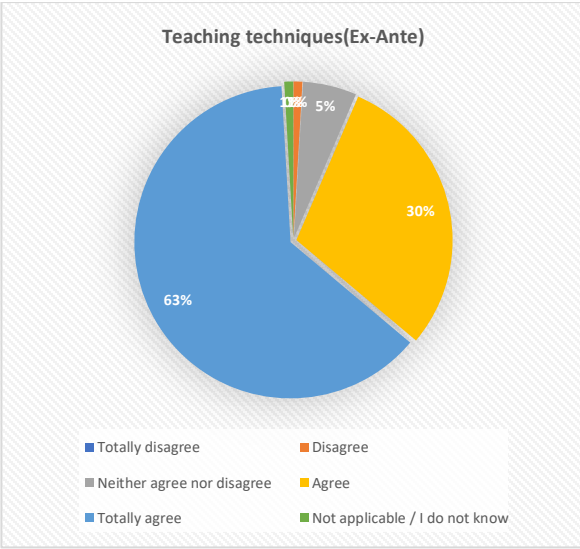
Figure 20 presents the results of Part E of the questionnaire for the experimental group of new teachers. Initially, it appears that the intervention does not influence the perception of teachers regarding teaching techniques and developing/using supporting materials (slight increase from 93% to 94% in both areas).

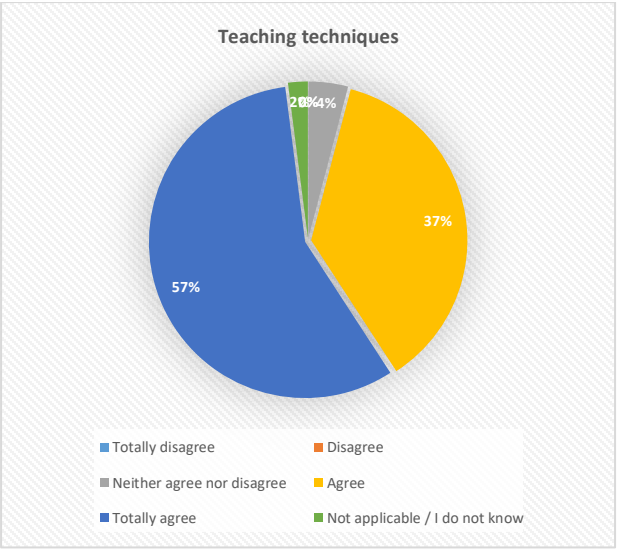
The data demonstrates a marked improvement the teachers' perceptions and capabilities in the areas of dealing with administrative and bureaucratic issues (86% - 90%), use of ICT devices and tools (85% - 94%), dealing with students with diverse needs (81% - 84%), evaluating and giving feedback (92% - 94%), dealing with parents (81% - 90%), dealing with NGOs and other stakeholders (81% - 90%) and cooperating with other teachers (86% - 92%). The most prominent increase was reported regarding social and cultural integration in the school environment/culture (53% - 90%). In contrast, the most prominent decline was reported regarding classroom management, declining from 94% to 63% with an increase in ambiguity from 3% to 29%.

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

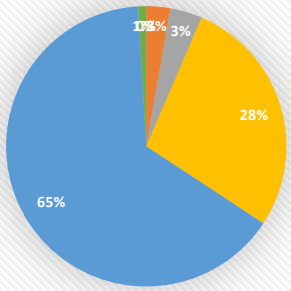

Dealing with administrative and bureaucratic issues (Ex-Ante)
11%
25%
61%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Dealing with administrative and bureaucratic issues
6%
37%
55%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Teaching techniques(Ex-Ante)
5%
30%
63%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

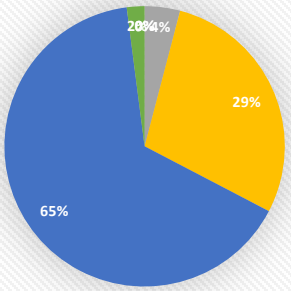

Teaching techniques
4%
37%
57%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

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



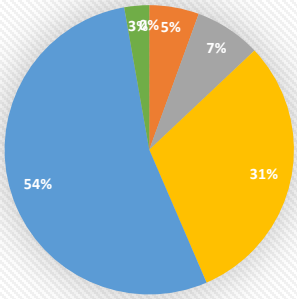
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

Develop/use supporting materials in teachingDevelop/use supporting materials in teaching



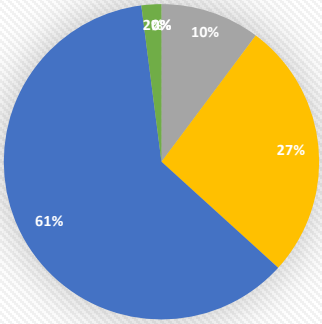
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

Use of ICT devices and tools in classroom(Ex-Ante)



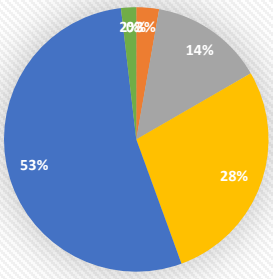
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

Use of ICT devices and tools in classroom



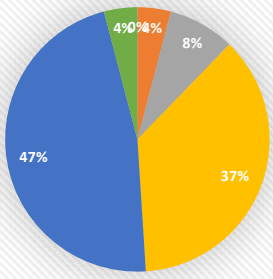
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

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



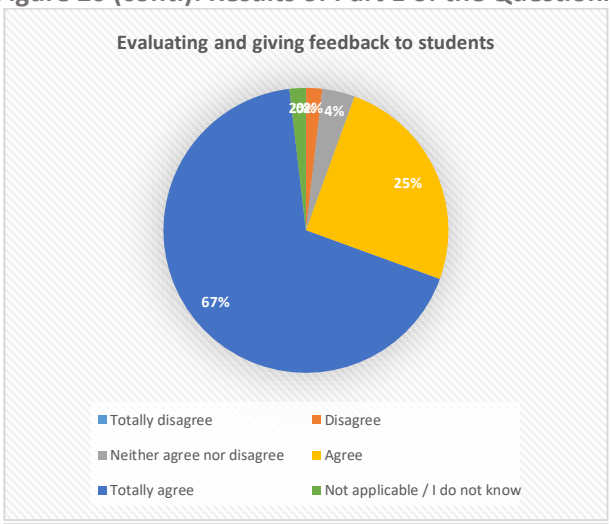
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

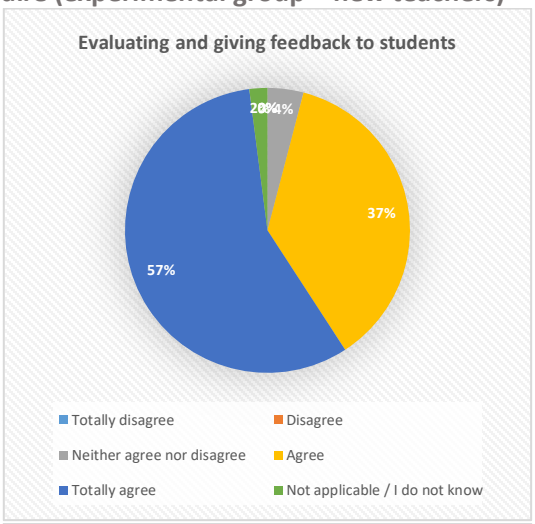
Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)

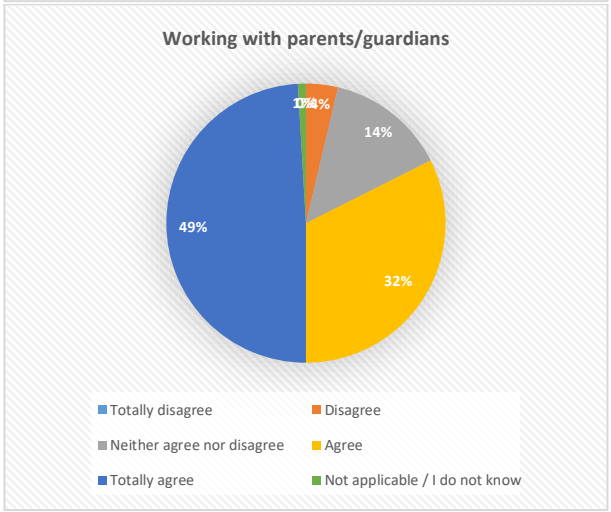


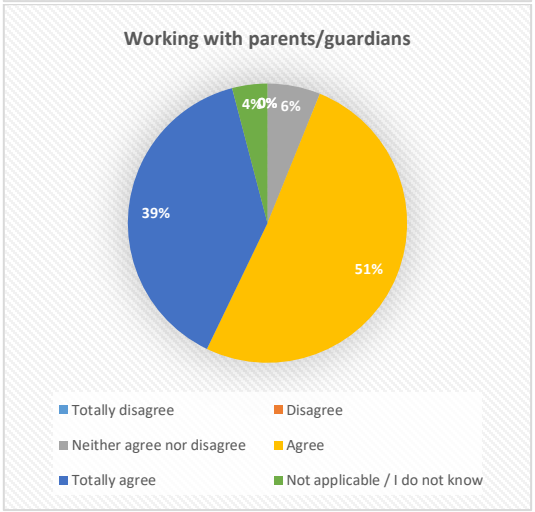
Totally disagree | Disagree
Neither agree nor disagree | Agree
Totally agree | Not applicable / I do not know

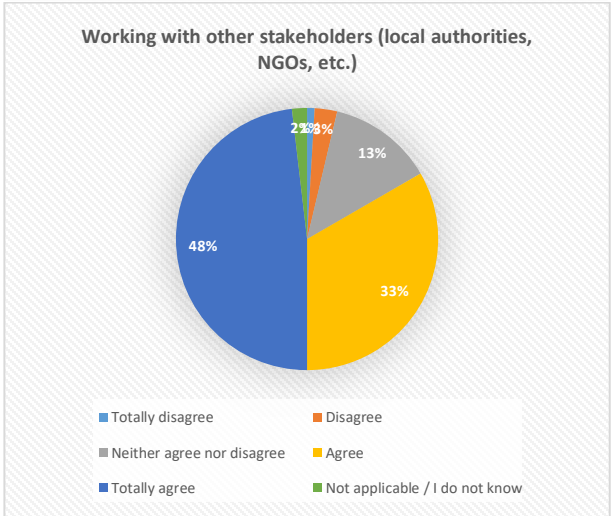
Figure 20 (cont.): Results of Part E of the Questionnaire (experimental group – new teachers)

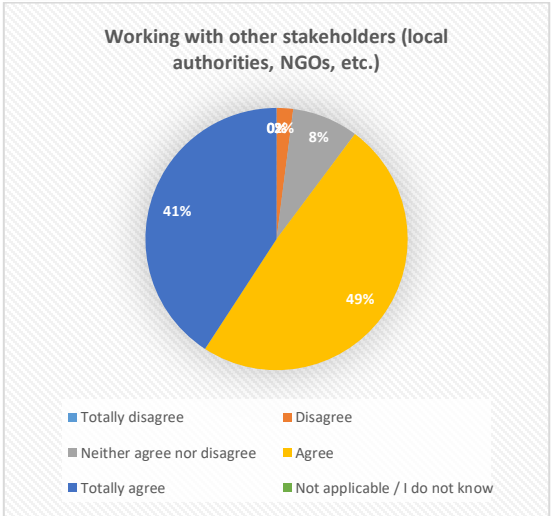


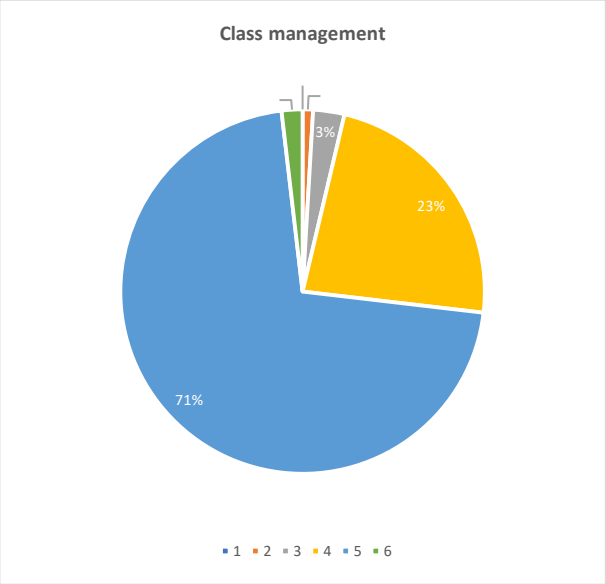


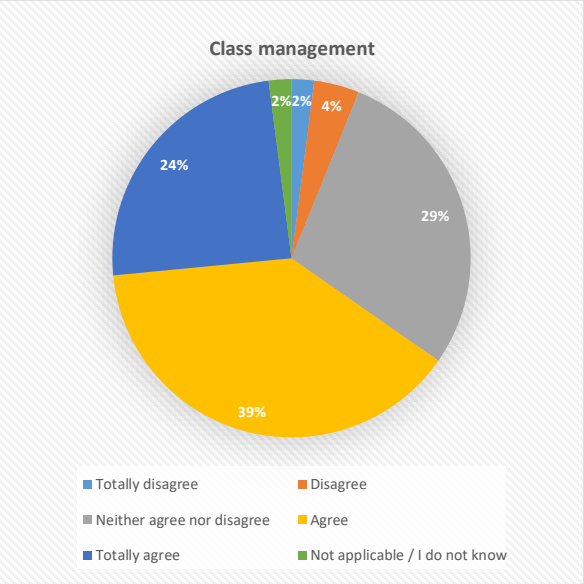


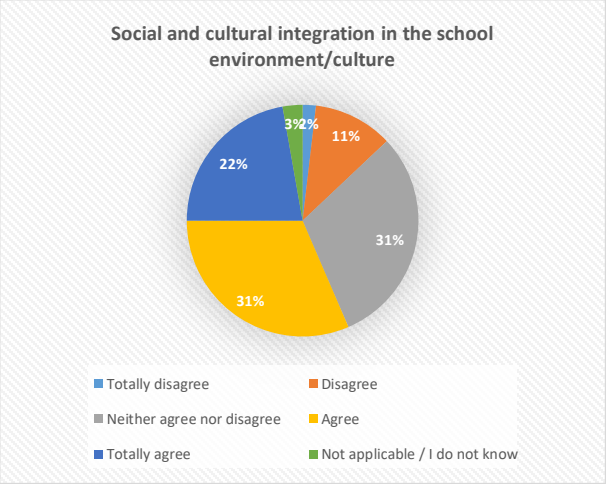


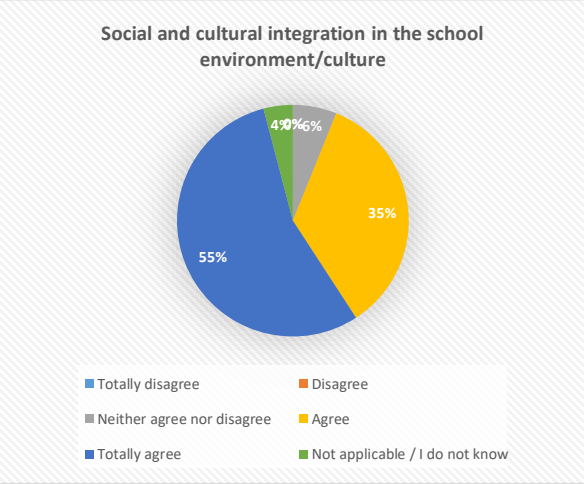


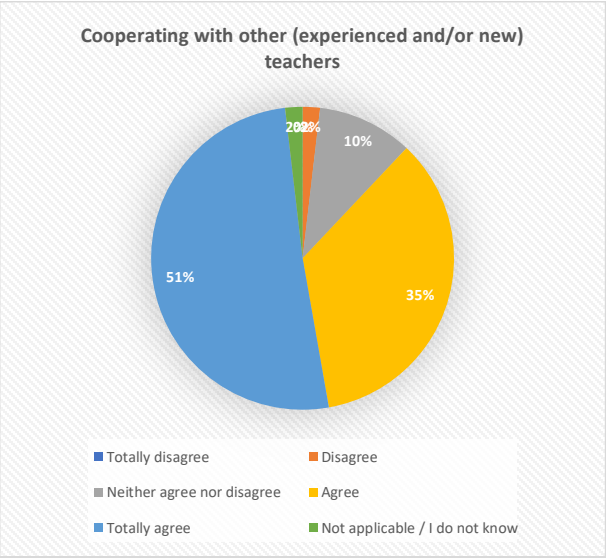



Class management
3%
23%
71%
1 2 3 4 5 6


Class management
2%
2%
4%
24%
29%
39%
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
3%
2%
11%
22%
31%
31%
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
4%
0%
6%
35%
55%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Cooperating with other (experienced and/or new) teachers
10%
51%
35%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

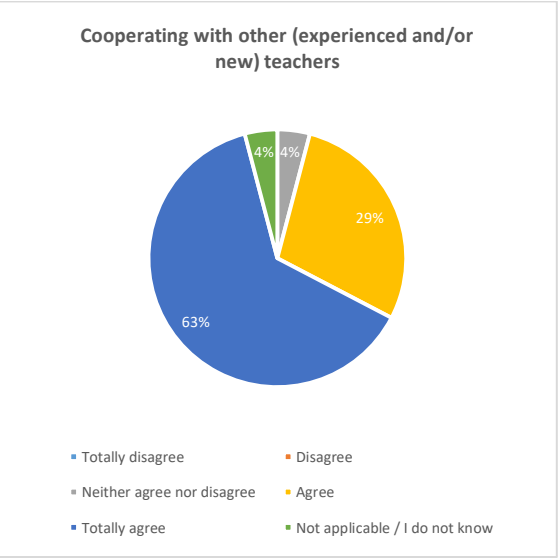
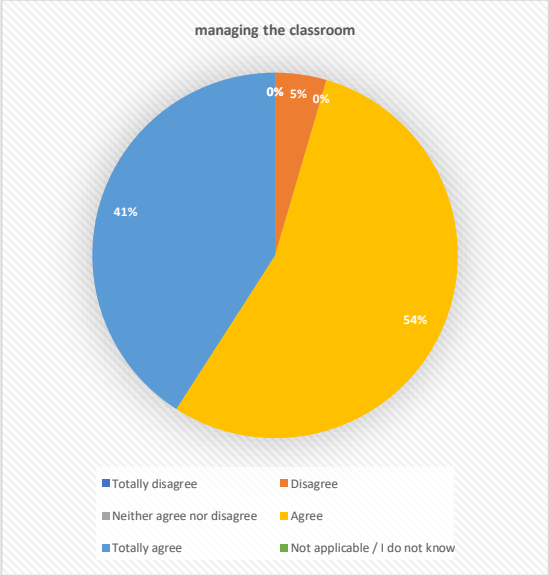
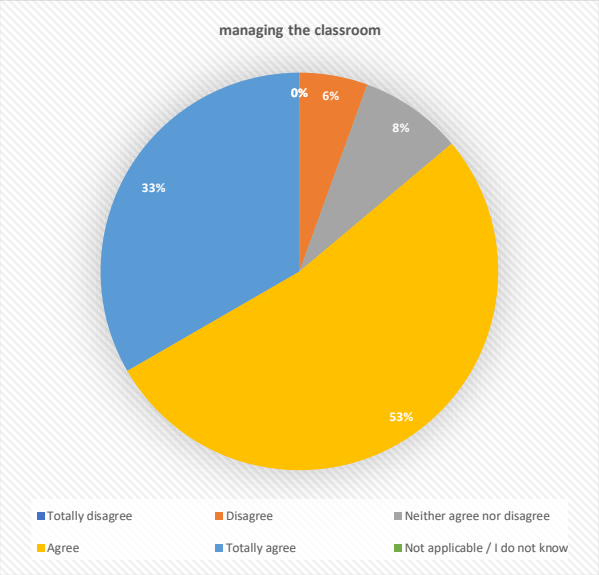

Cooperating with other (experienced and/or new) teachers
4%
4%
29%
63%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

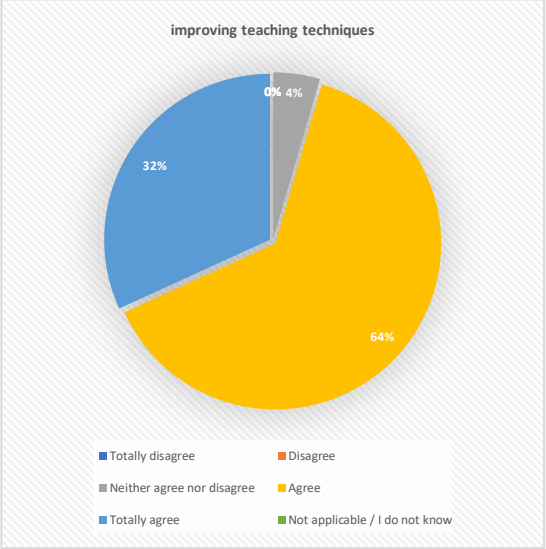
Figure 21 presents the results of Part F of the questionnaire which is dedicated to the self-efficacy of new teachers of the control group in various domains of their professional life. In this part of the questionnaire, the new teachers express their level of confidence in dealing with challenges of the teaching profession before and after the intervention provided to the control group. Before the intervention, 95% of new teachers were confident in managing classroom (that is they replied "totally agree" or "agree" to the relevant item). This percentage **reduced to 86% after the intervention.** About 96% of the participants were confident in improving teaching techniques. This percentage **reduced to 81% after the intervention**. 91% of participants were confident in developing/using supporting materials in teaching, with this percentage **reducing to 75% after the intervention**. Following the same pattern, 73% of participants were confident in using ICT devices and tools in classroom before the intervention and 56% after the intervention. In regard to dealing with students with diverse needs, the percentage of teachers being confident in dealing with these issues reduced from 73% to 56%. As regards evaluating and giving feedback to students, the percentage of teachers being confident **reduced from 95% to 86%**. As regards working with parents and guardians, the percentage of teachers being confident **improved from 50% to 58%.** As regards working with other stakeholders, the percentage of teachers being confident **improved from 50% to 53%** with a complete drop of teachers stating "totally agree" (from 23% to 0%). Finally, as regards dealing with administrative issues, the percentage of teachers **dropped from 45% to 25% with a noticeable increase in ambiguity from 23% to 47%.**

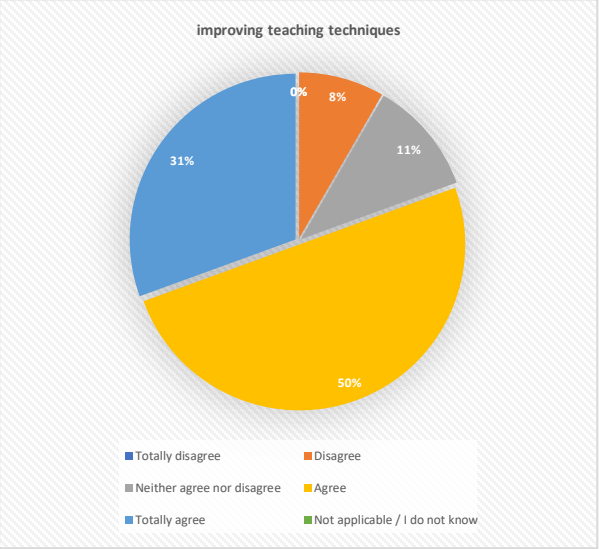
The conclusion from the control group of new teachers is that teachers' confidence in dealing with most issues is reduced.

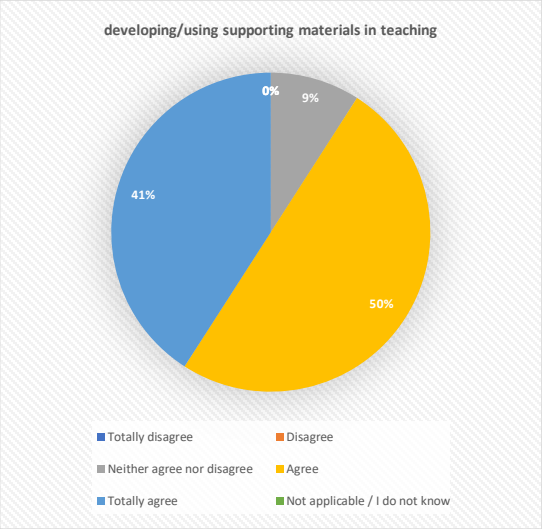
Figure 21. Results of Part F of the Questionnaire (control group – new teachers)

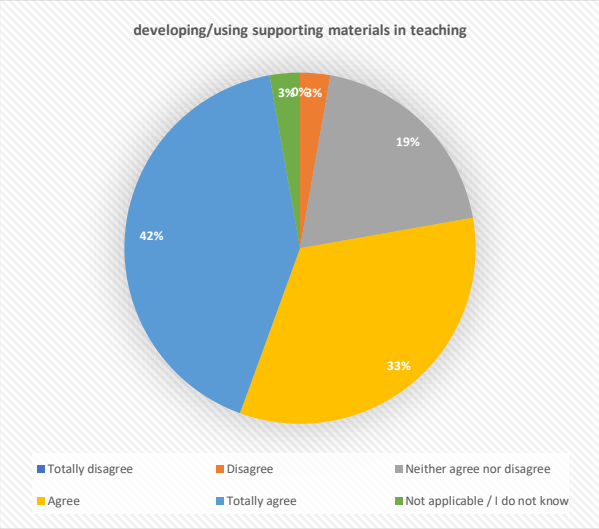

managing the classroom
0%
5%
0%
41%
54%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

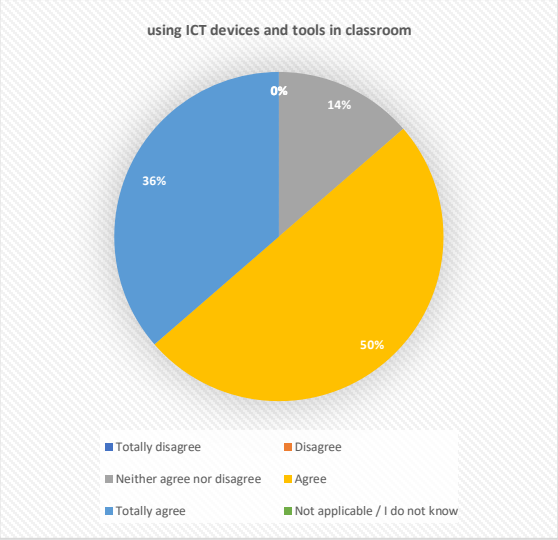

managing the classroom
0%
6%
8%
33%
53%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

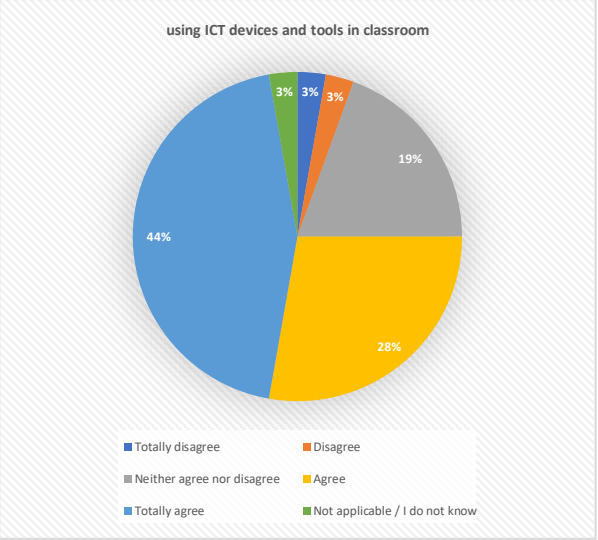

improving teaching techniques
0%
4%
32%
64%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

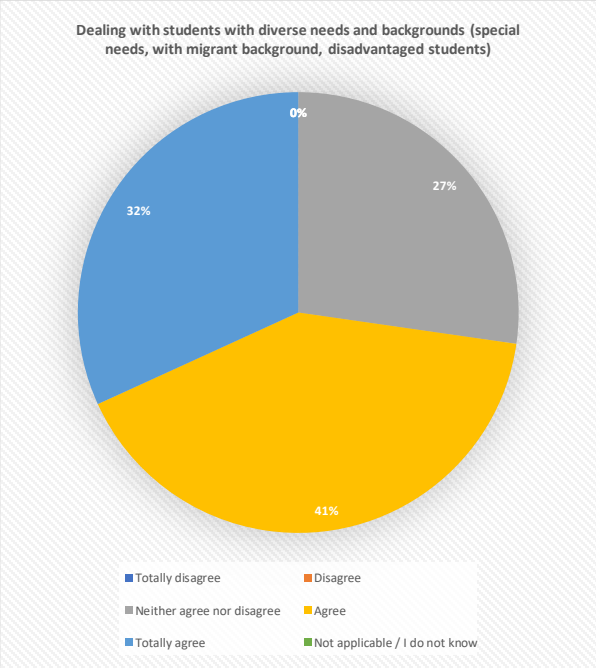

improving teaching techniques
0%
8%
11%
31%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

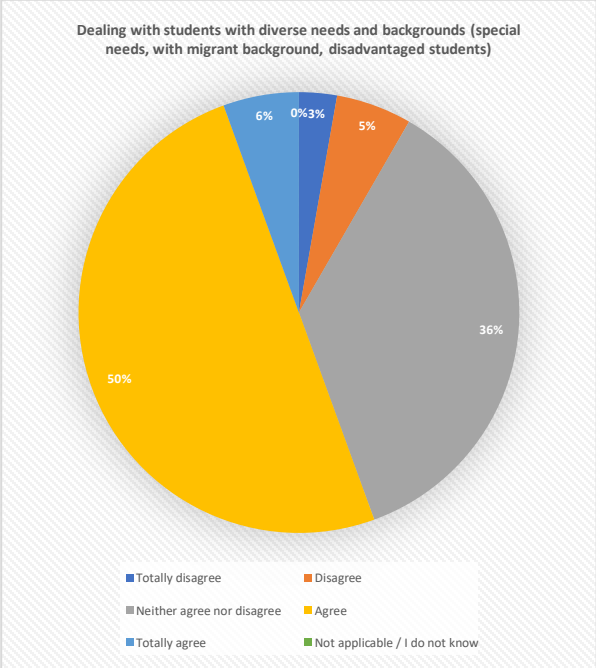

developing/using supporting materials in teaching
0%
9%
41%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

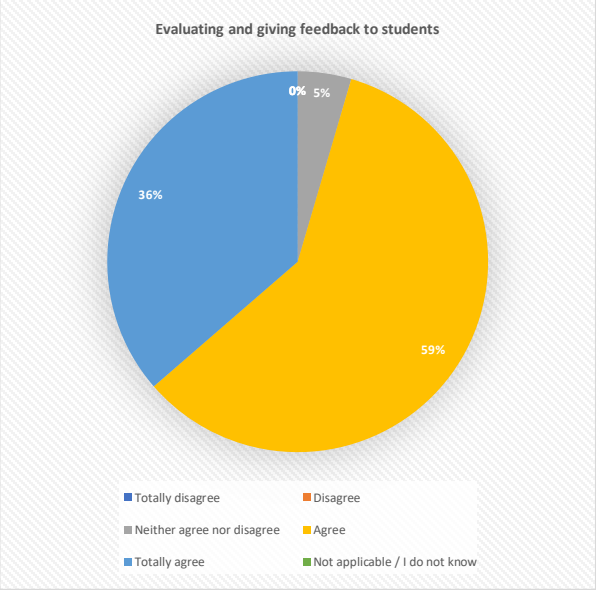

developing/using supporting materials in teaching
3%
0%
3%
19%
42%
33%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

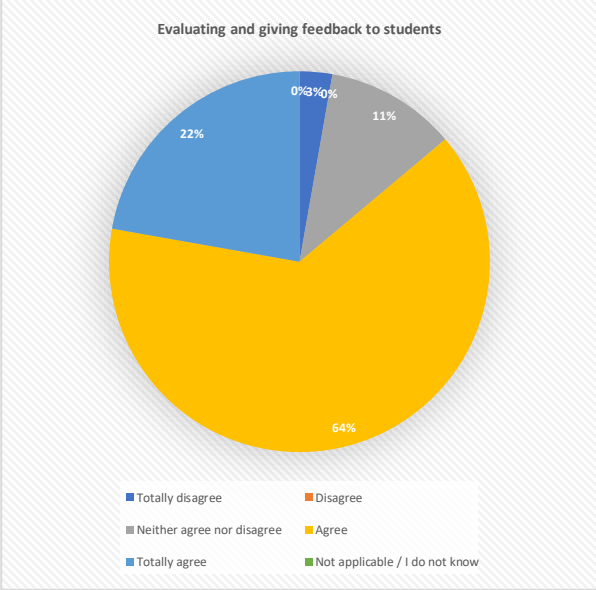

using ICT devices and tools in classroom
0%
14%
36%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

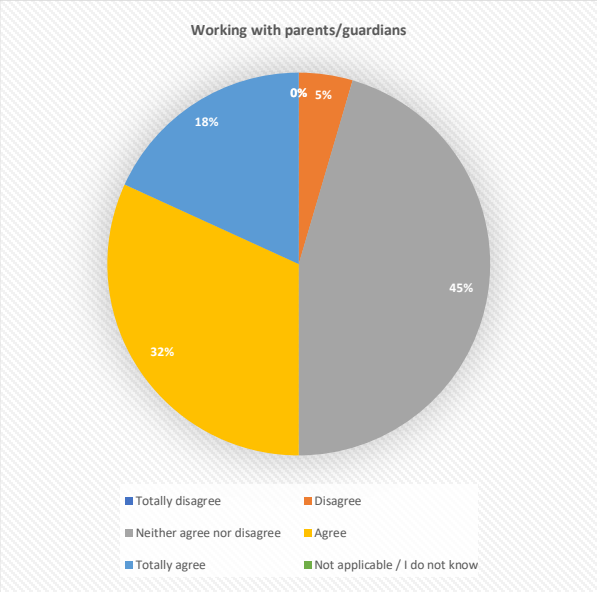

using ICT devices and tools in classroom
3%
3%
3%
19%
44%
28%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

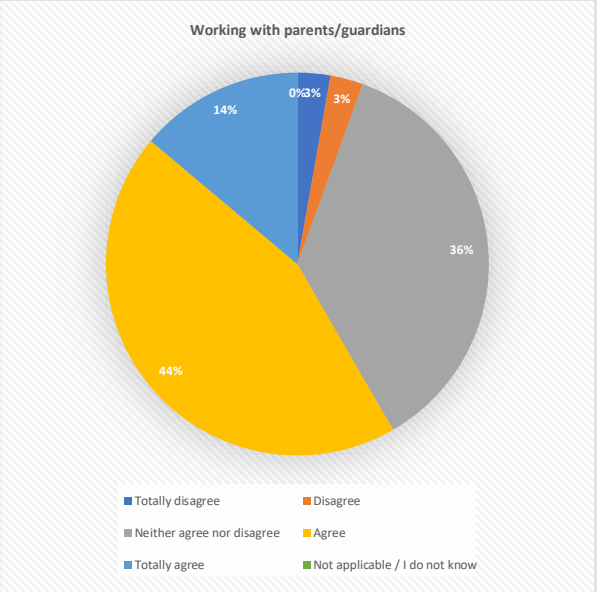

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)
0%
27%
32%
41%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

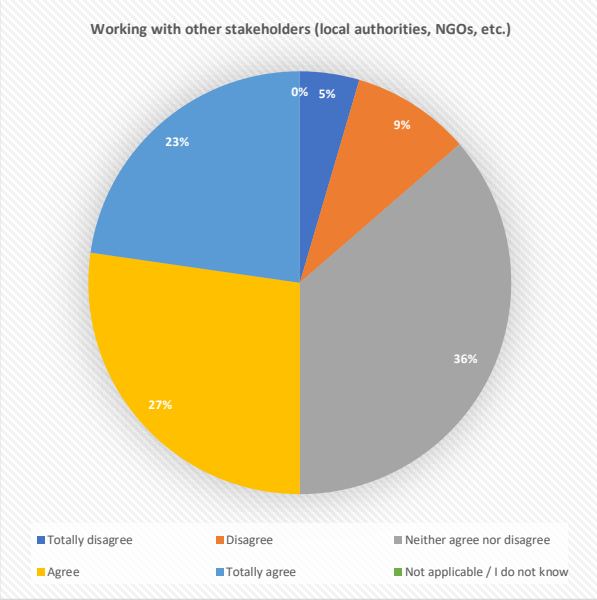

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)
6%
0%
3%
5%
36%
50%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

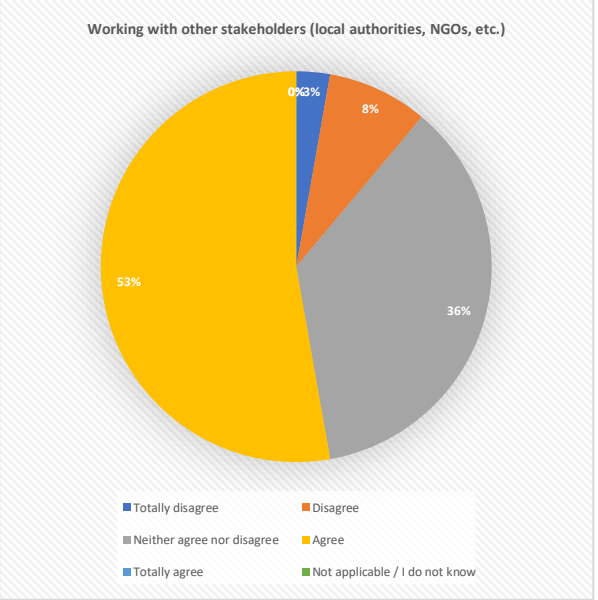

Evaluating and giving feedback to students
0%
5%
36%
59%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

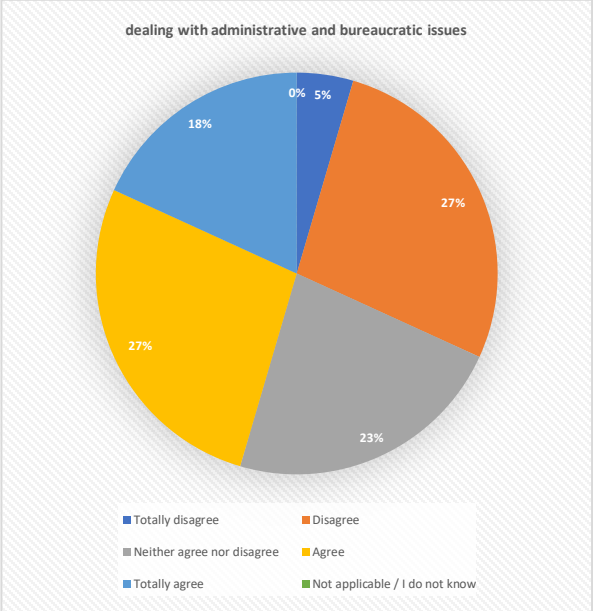

Evaluating and giving feedback to students
0%
3%
0%
11%
22%
64%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Working with parents/guardians
0%
5%
18%
45%
32%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Working with parents/guardians
0%
3%
3%
14%
36%
44%
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%
5%
9%
23%
36%
27%
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%
3%
8%
53%
36%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know



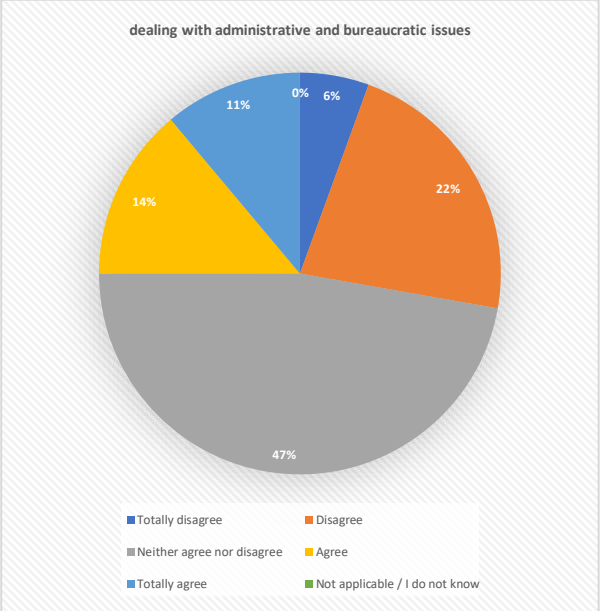


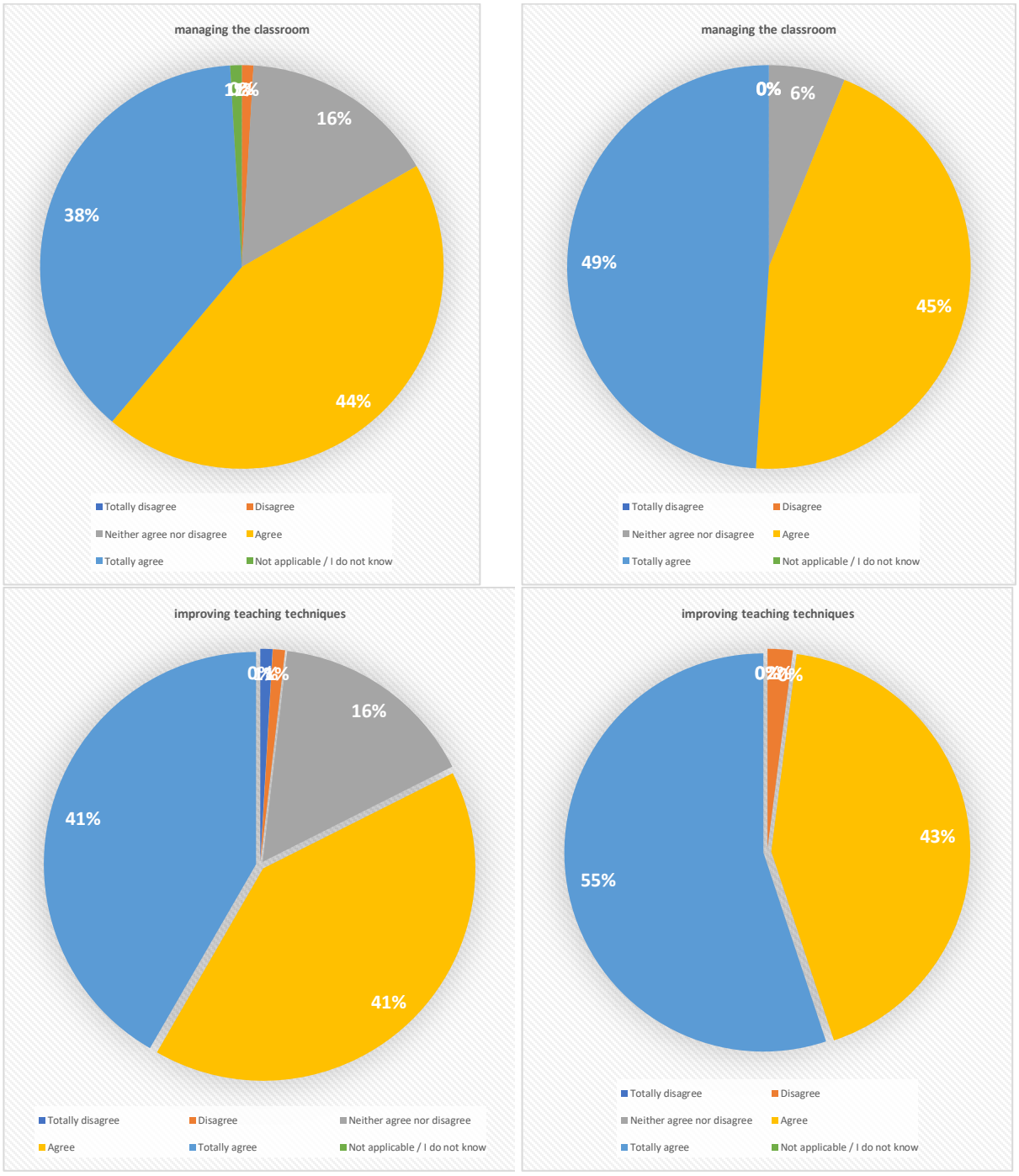
Figure 22 presents new teachers' confidence in dealing with challenges of the teaching profession before and after the intervention provided to the experimental group.

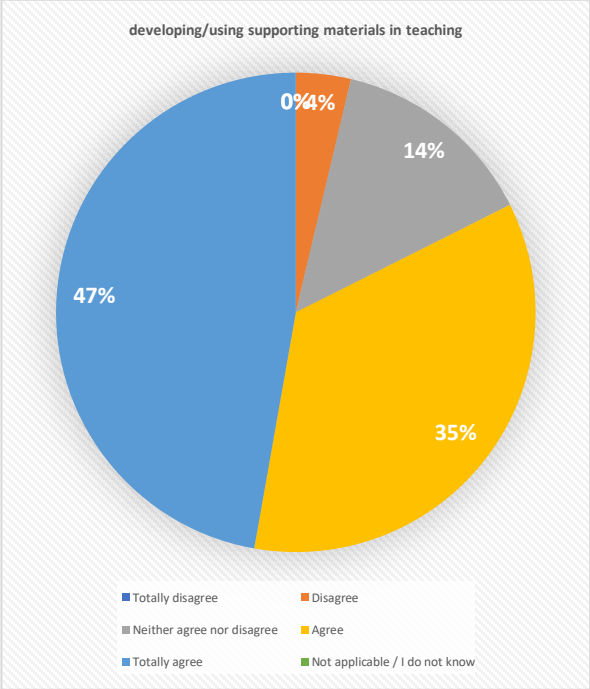
Before the intervention, 82% of new teachers were confident in managing classroom (that is they replied "totally agree" or "agree" to the relevant item). This percentage increased to 94% after the intervention. About 82% of the participants were confident in improving teaching techniques. **This percentage increased to 98% after the intervention**. 82% of participants were confident in developing/using supporting materials in teaching, **with this percentage increasing to 94% after the intervention. Teacher's confidence regarding using ICT devices and tools in classroom improved significantly from 74% to 92%.** As regards dealing with students with diverse needs, the percentage of teachers being confident in dealing with these issues increased from 56% to 78%.

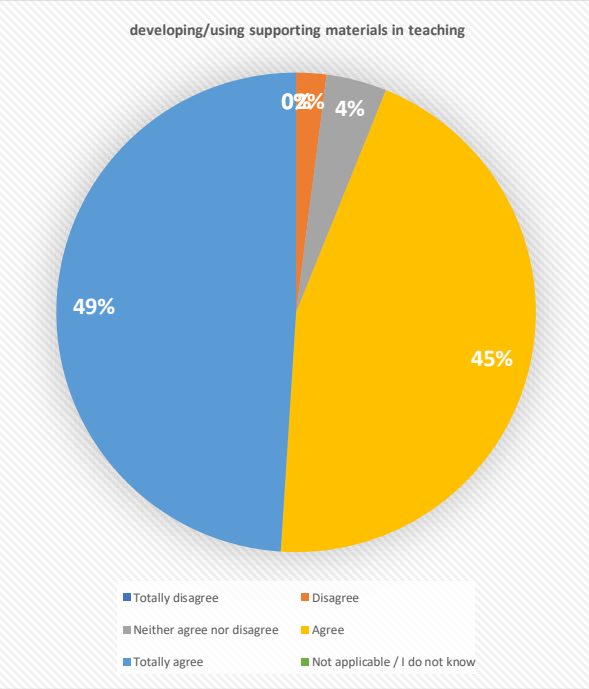
As regards evaluating and giving feedback to students, the percentage of teachers being confident increased from 81% to 90%. As regards working with parents and guardians, the percentage of teachers being confident increased from 68% to 80%. **As regards working with other stakeholders, the percentage of teachers being confident increased significantly from 69% to 90%. Finally, as regards dealing with administrative issues, the percentage of teachers increased significantly from 53% to 72%.**

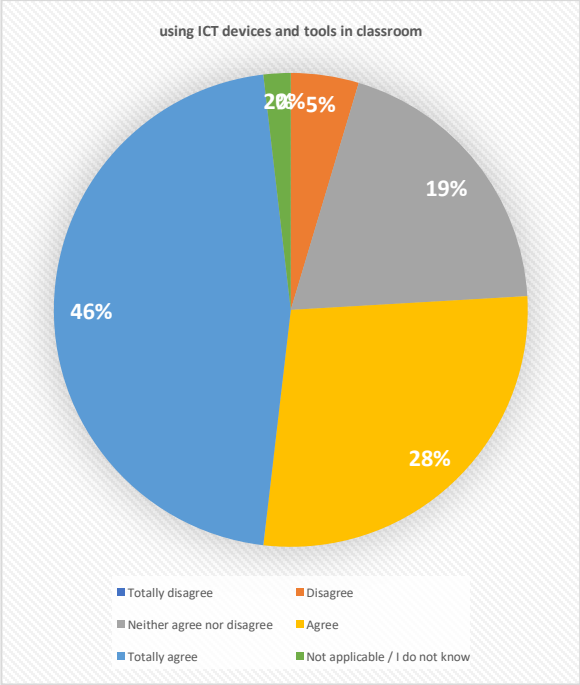
Overall, and in sharp contrast with the results of the control group, the experimental intervention increased new teachers' confidence in dealing with practically all everyday challenges of the teaching profession.

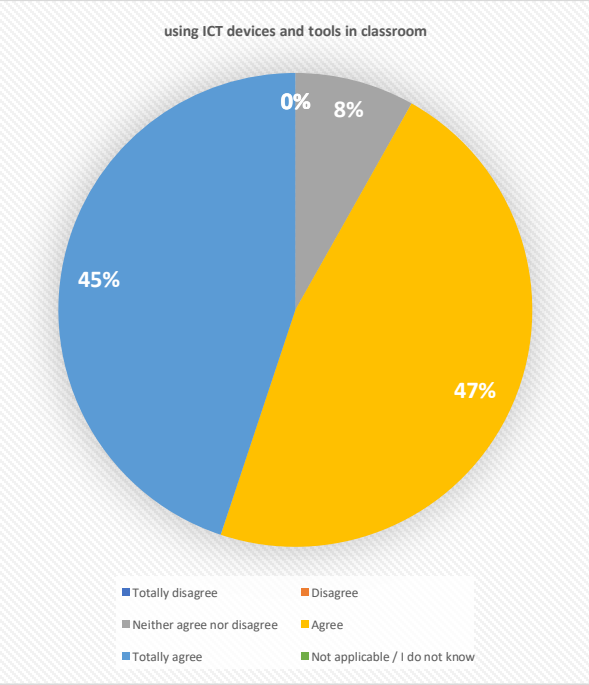
Figure 22. Results of Part F of the Questionnaire (experimental group – new teachers)

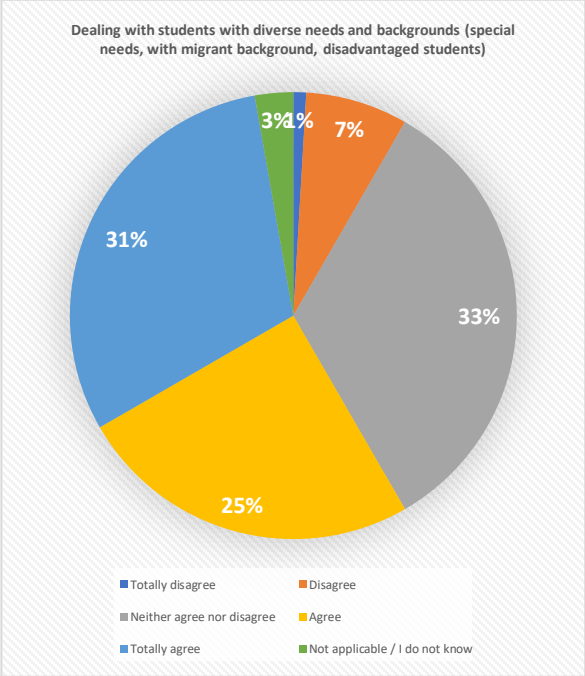


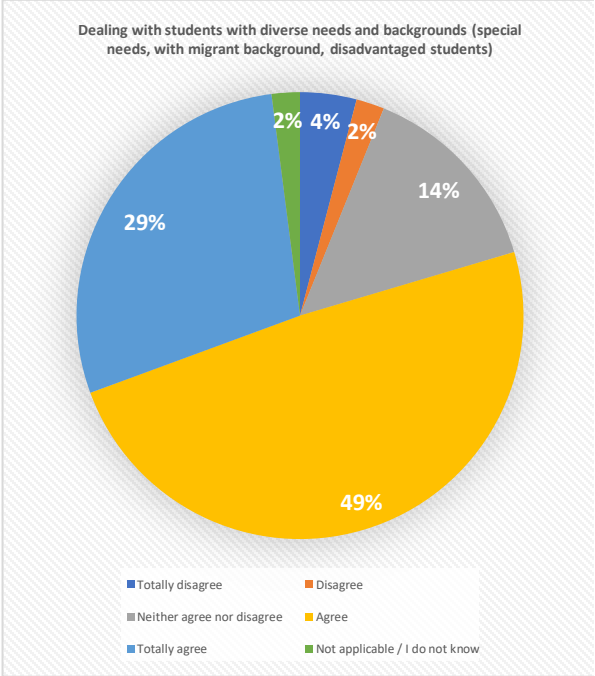

developing/using supporting materials in teaching
0%
4%
14%
47%
35%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

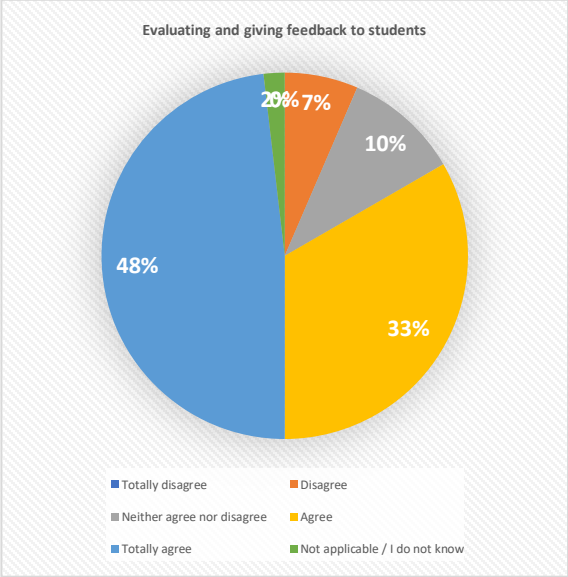

developing/using supporting materials in teaching
4%
49%
45%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

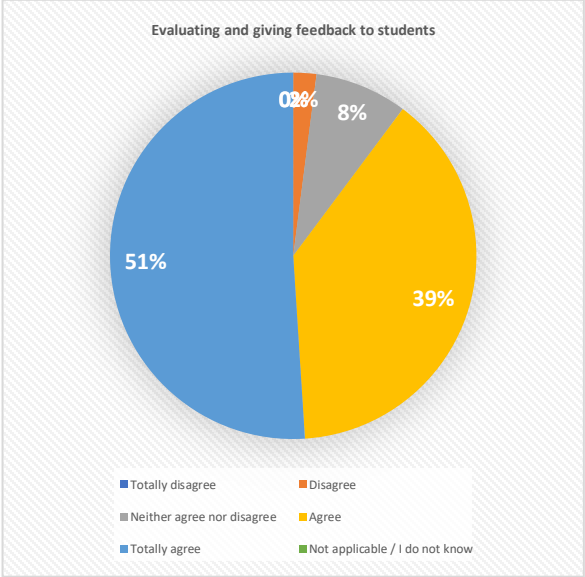

using ICT devices and tools in classroom
5%
19%
46%
28%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

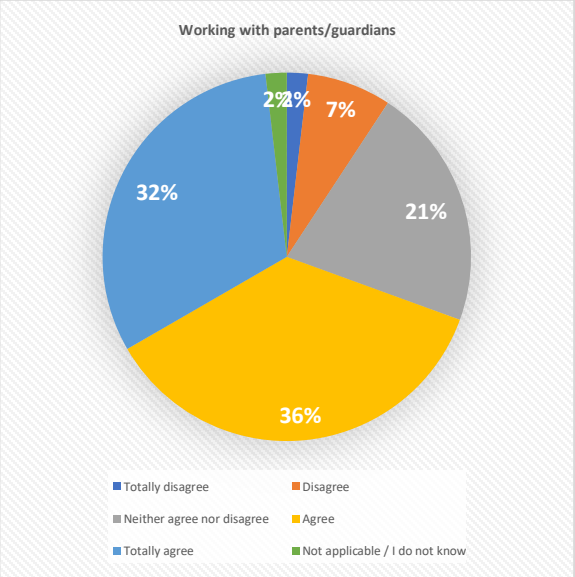

using ICT devices and tools in classroom
0%
8%
45%
47%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

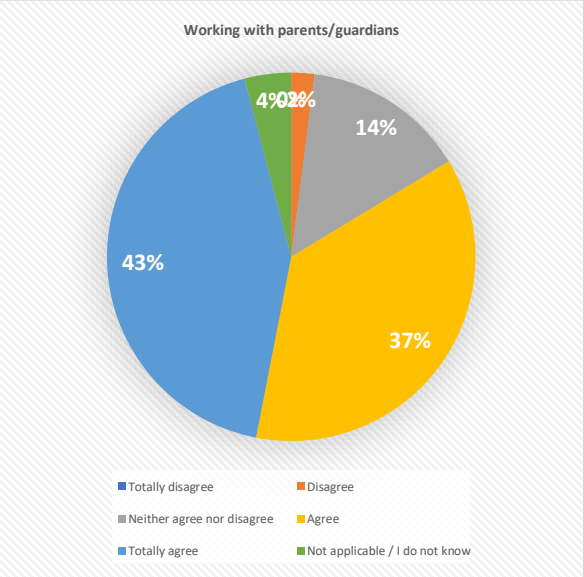

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)
3%
1%
7%
31%
33%
25%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

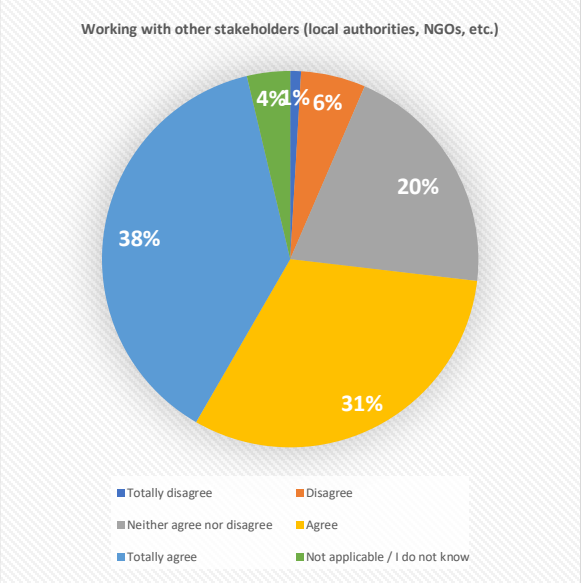

Dealing with students with diverse needs and backgrounds (special needs, with migrant background, disadvantaged students)
2%
4%
2%
14%
29%
49%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

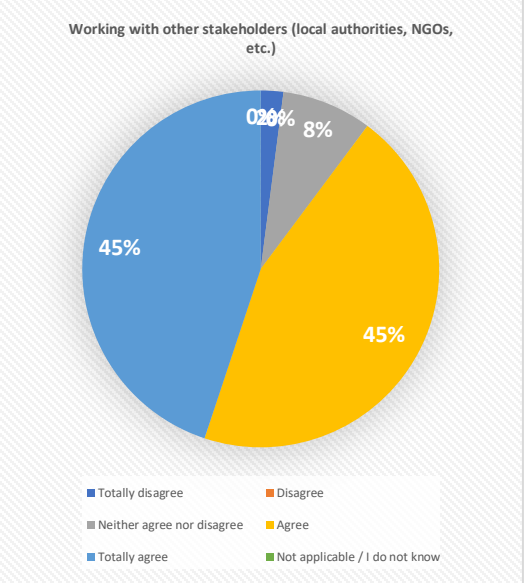

Evaluating and giving feedback to students
2%
7%
10%
48%
33%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

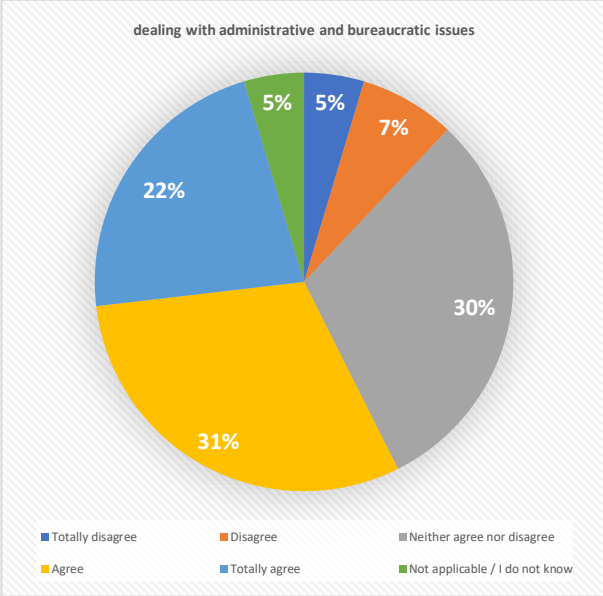

Evaluating and giving feedback to students
0%
2%
8%
51%
39%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

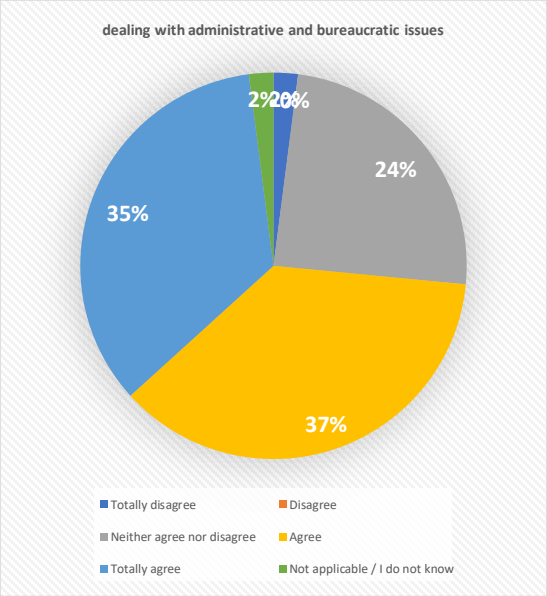

Working with parents/guardians
2%
1%
7%
21%
36%
32%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Working with parents/guardians
4%
14%
43%
37%
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%
1%
6%
20%
38%
31%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Working with other stakeholders (local authorities, NGOs, etc.)
8%
45%
45%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know





Overall Conclusion *for Hypothesis 5 would be cautiously optimistic. There are clear indications of the benefits of structured mentoring programs in the experimental group regarding teaching techniques, developing/using supporting materials, use of ICT tools, evaluating and giving feedback, administrative and bureaucratic issues, dealing with students with diverse needs, dealing with parents, dealing with NGO and other stakeholders, cooperating with other teachers and social and cultural integration in the school/environment. In contrast, there was a noticeable increase in ambiguity regarding dealing with students with diverse needs and backgrounds, dealing with parents, working with stakeholders, and most noticeably, dealing with administrative issues regarding control group. The most noticeable increase in ambiguity in the experimental group was in regard to class management. While there are clear indications of the benefits of structured mentoring programs in the experimental group, the results from the control group suggest that the impact of these programs can vary. The data underscores the importance of context and the design of mentoring programs in influencing their effectiveness. The positive changes observed in the experimental group align with Hypothesis 5, but the mixed results from the control group indicate that the hypothesis's applicability might be more nuanced and dependent on specific implementation factors.*

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

This hypothesis was evaluated through the results of Part C of the questionnaire, which was administered to experienced teachers, with relevant data depicted in Figures 5 and 6.

Key points from the analysis of Hypothesis 6 include:

Support for Mandatory Mentoring Programs: A majority of experienced teachers expressed the belief that mentoring programs should be mandatory. This perspective was strengthened after the interventions, indicating a growing recognition of the importance of structured mentoring in teacher development.

Preference for Structured Approach: Teachers favoured a more formal and structured approach to mentoring. They emphasized the need for tools, formal guidance, and support materials, ideally tailored to the specific context of each school. This inclination highlights the perceived value of structured and well-resourced mentoring programs.

Increased Positivity Post-Intervention: Initially, teachers were positive towards a structured approach to mentoring, as indicated by high levels of agreement to relevant survey items. Notably, this positivity increased after the intervention, especially in the experimental group. For example, a significant shift was observed from 'agree' to 'totally agree' regarding the importance of a formal induction program.

***Overall Conclusion**:* Hypothesis 6 finds indirect evidence supporting the notion that training mentors is beneficial for the effective implementation of teacher induction programs. The responses from experienced teachers suggest that well-structured, formal training of mentors is not only appreciated but also seen as a crucial element for the success of these programs. This reflects a growing acknowledgment among experienced educators of the value of structured mentorship in fostering professional development for new teachers.

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.

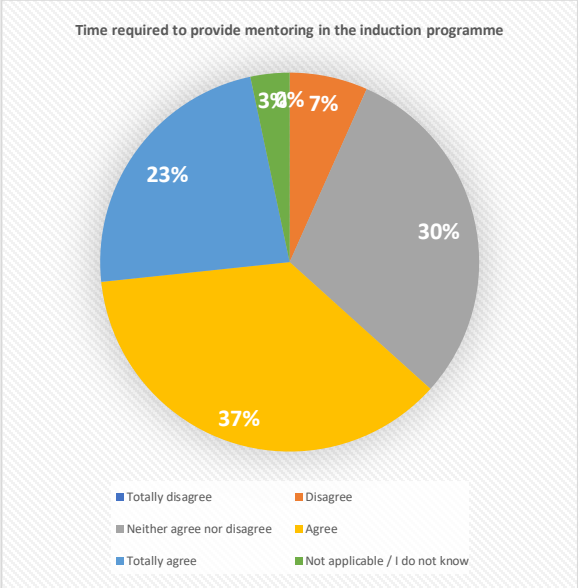
Figure 23 focuses on experienced teachers. According to their replies, **60%** of the experienced teachers in the control group considered time needed to provide mentoring as a potential threat to the implementation of induction programs in schools. After the intervention, the percentage rose a bit and **67% responded that time constrains presented a problem**. The same high level of perceived threat to the implementation of the programme was considered the time that the new teachers would needed to dedicate to the induction programme. The percentage remained 62 % before and after the intervention. In addition to time lack of appropriate **financial compensation would be considered an even higher threat to the process of implementation** of mentoring programmes. Initially 73% of the experienced teachers either agreed or strongly agreed with that statement. Later, after the intervention, the number decreased to 60%. Among other elements regarded as potential threats the (non)existence of supporting materials was estimated at 53% before the intervention and decreased slightly to 51%. Other elements were viewed as less significant threats by the control group of experienced teachers. Support from leadership hovered a bit above 40 % before and after the intervention and the potential lack of an appropriate space was also not identified as a significant factor before the intervention and it proved even less troublesome as the percentage of experienced teachers identifying this as a problem even decreased slightly form 33% to 31%.

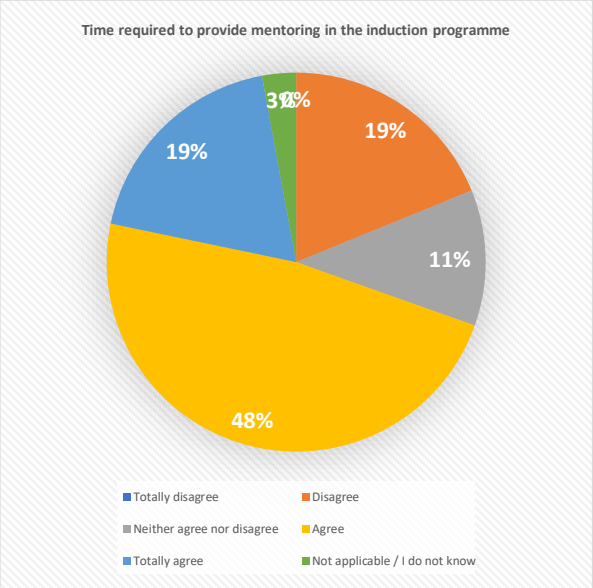
Regarding the experimental group of experienced teachers, we are observing the following. The share of teachers agreeing or totally agreeing about the role of time to provide mentoring as a potential threat was 42% before the intervention. Yet, **after the intervention 54% of them identified time as a proven threat. Similar reactions were found in regard to financial incentives**, where **59%** of experienced teachers found this factor to be a threat after the intervention (compared to **42%** that identified financial incentives as potential threat). Similar reactions were also observed for the availability of time of new teachers, where the percentage of those in (strong) agreement that this presents a threat/proved a problem rose from 44% to 59%. Support from school leadership remained similar and proved to be a detrimental factor in approximately 40% of the cases and the threat identified as least impactful in the experimental group proved to be lack of appropriate spaces (though it rose from 20% to 24%. A bit surprisingly **the percentage of experienced teachers reporting problems with lack of appropriate materials also rose in the time of project implementation from 42% to 53%.**

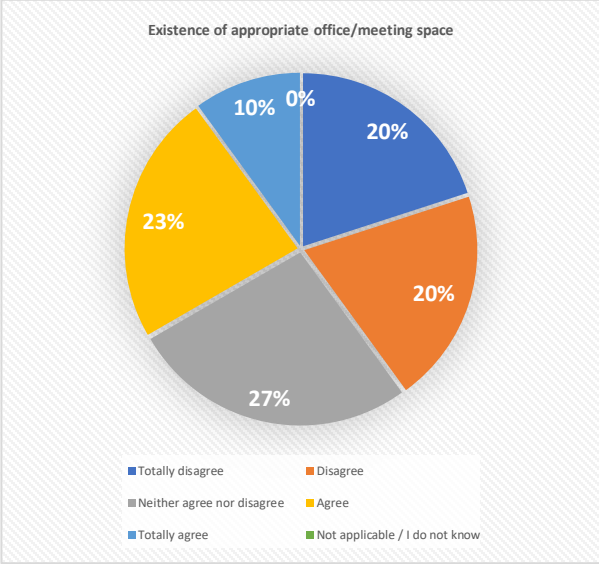
Overall, the results from experienced teachers show that the availability of time and financial incentives are conditions worth considering when designing and implementing induction programmes.

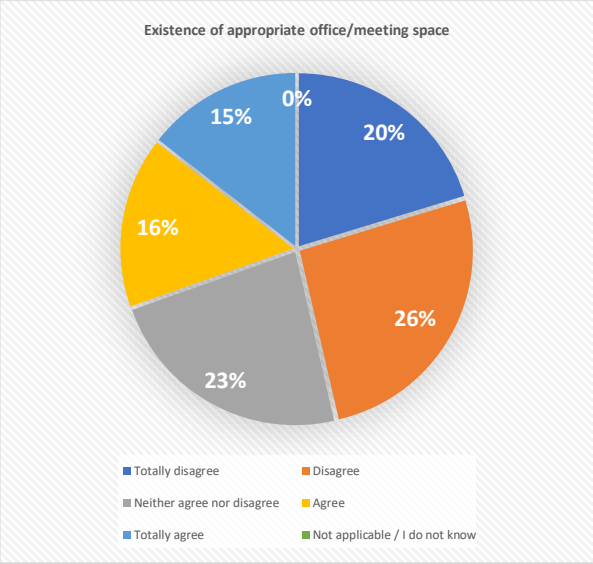
Figure 23: Results of Part F of the Questionnaire (control and experimental groups – experienced teachers)

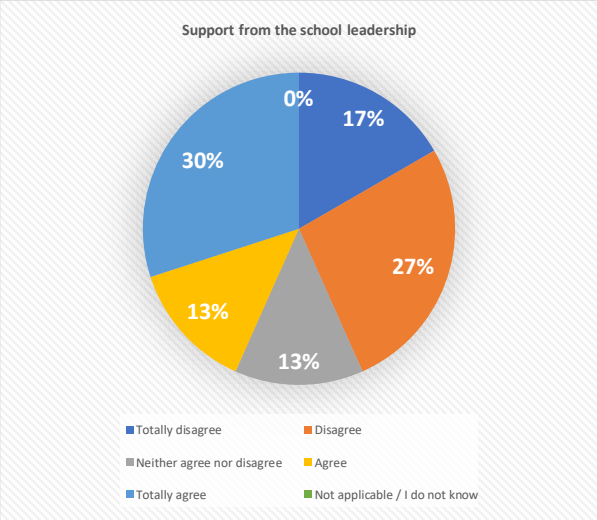
Control group

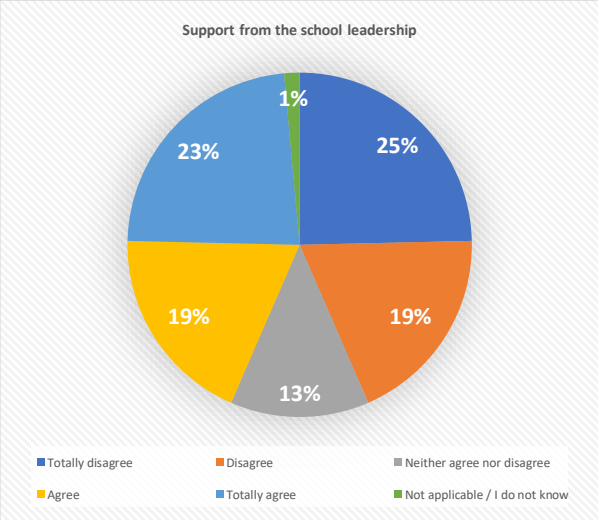

Time required to provide mentoring in the induction programme
7%
30%
37%
23%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

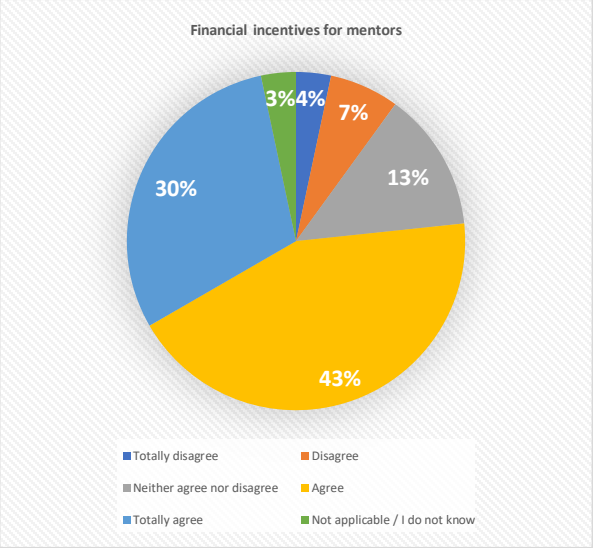

Time required to provide mentoring in the induction programme
19%
11%
48%
19%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

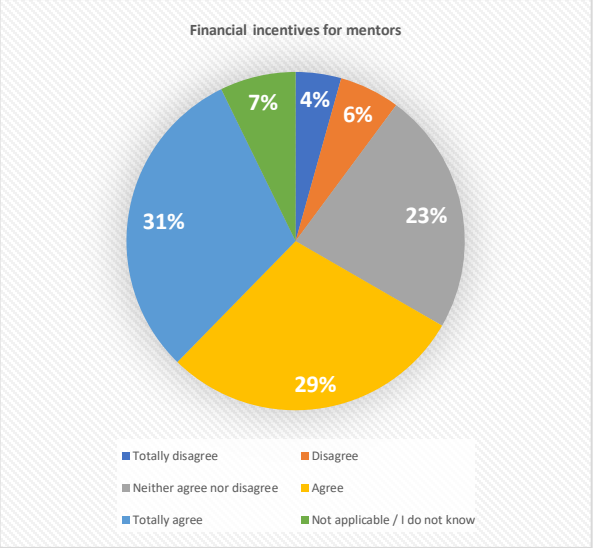

Existence of appropriate office/meeting space
0%
20%
20%
27%
23%
10%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

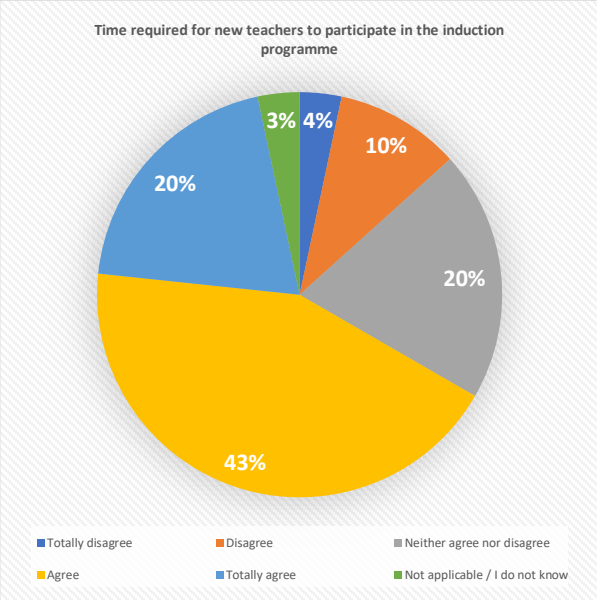

Existence of appropriate office/meeting space
0%
20%
26%
23%
16%
15%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

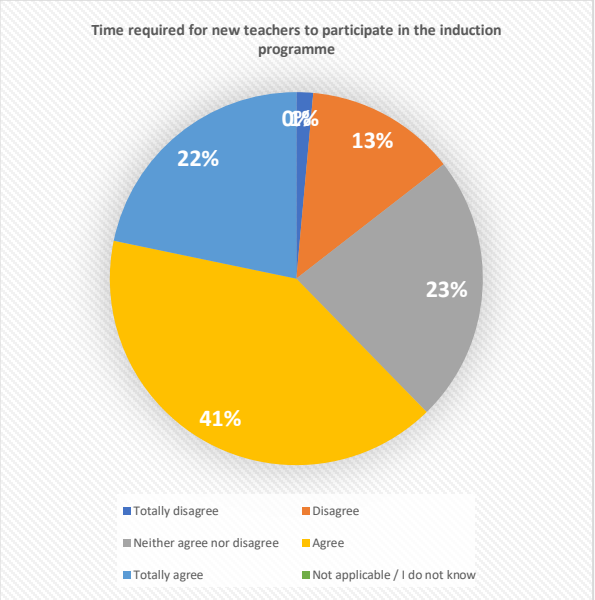

Support from the school leadership
0%
17%
27%
13%
13%
30%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

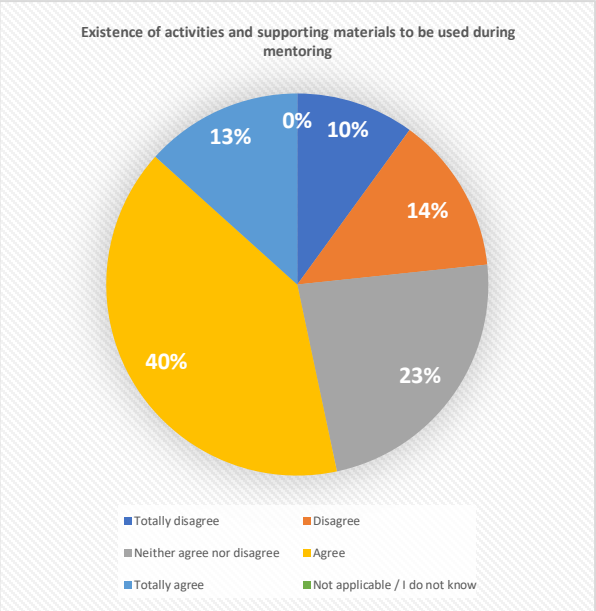

Support from the school leadership
1%
25%
19%
13%
19%
23%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

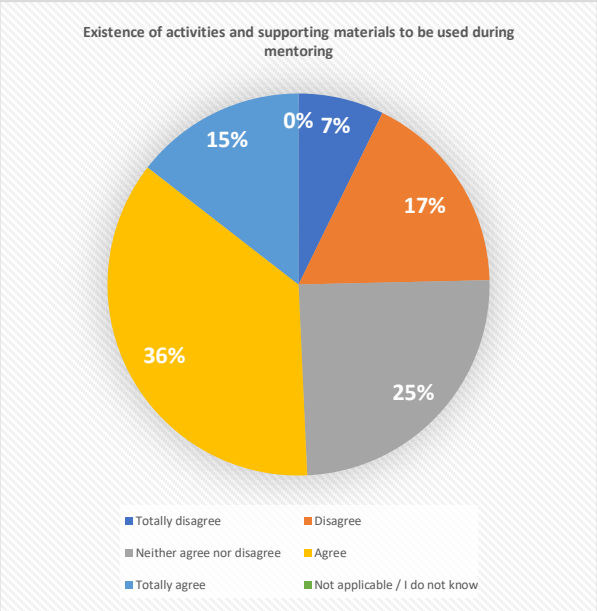

Financial incentives for mentors
3%
4%
7%
13%
30%
43%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Financial incentives for mentors
7%
4%
6%
31%
23%
29%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

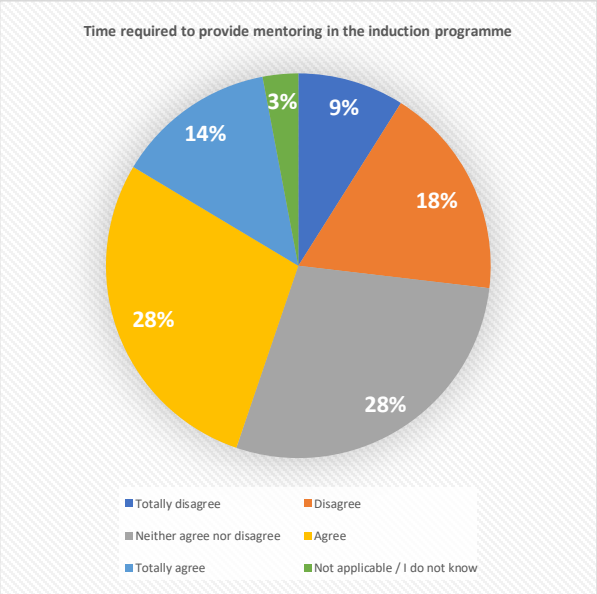

Time required for new teachers to participate in the induction programme
4%
10%
20%
43%
20%
3%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

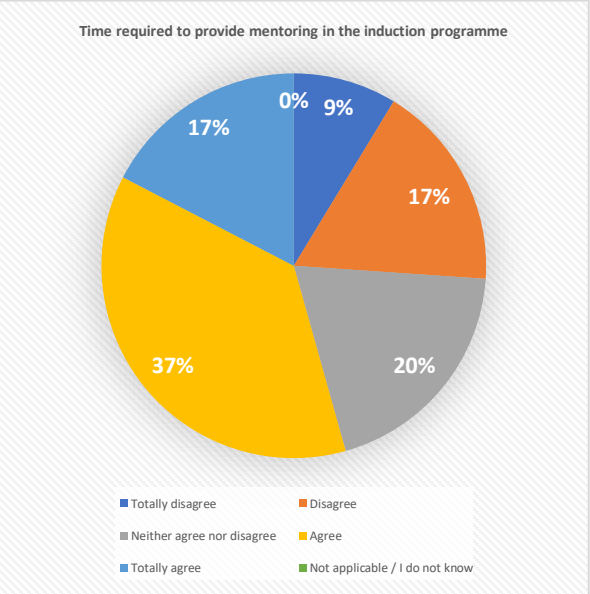

Time required for new teachers to participate in the induction programme
13%
23%
41%
22%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

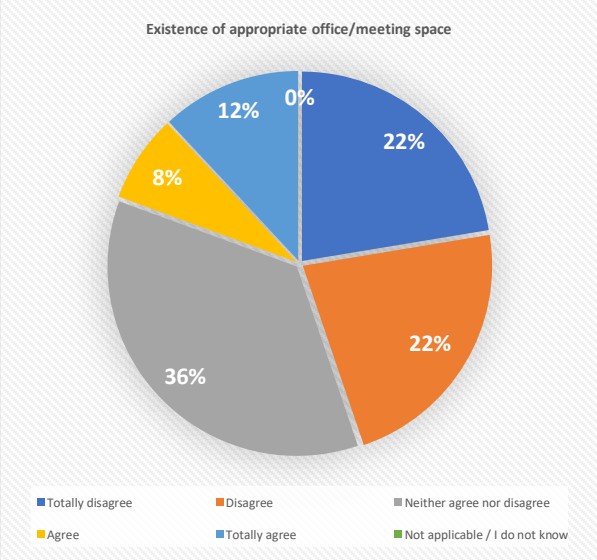

Existence of activities and supporting materials to be used during mentoring
0%
10%
14%
23%
40%
13%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

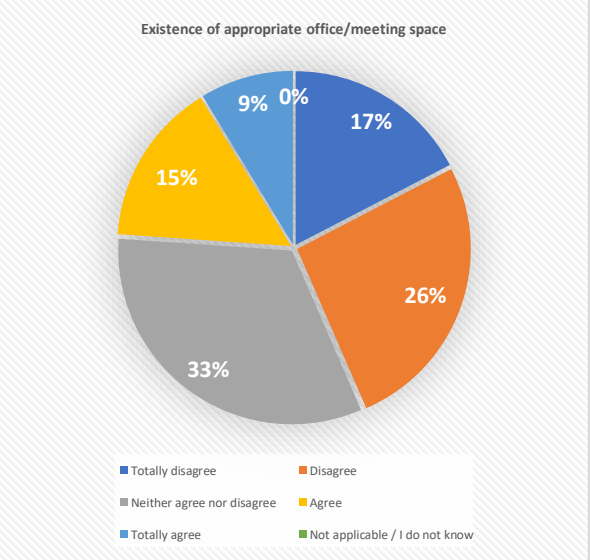

Existence of activities and supporting materials to be used during mentoring
0%
7%
17%
25%
36%
15%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

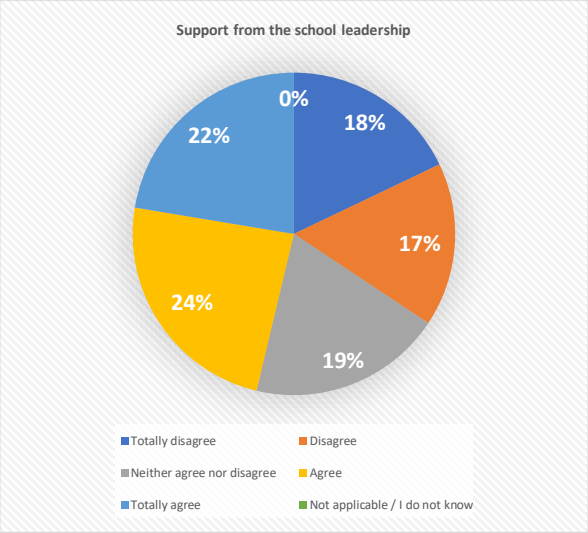
Experimental group

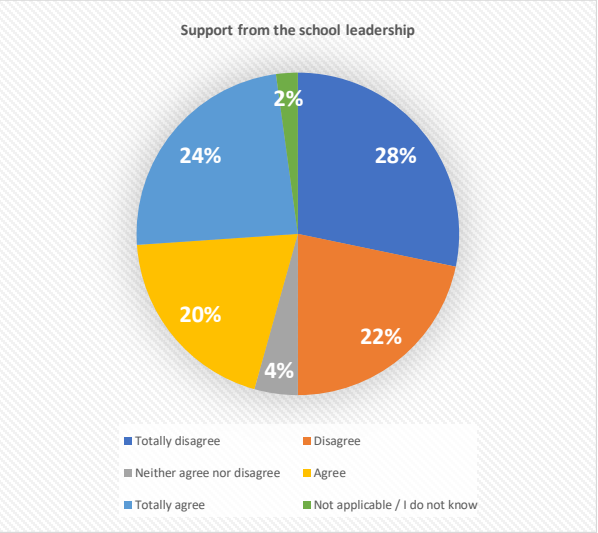


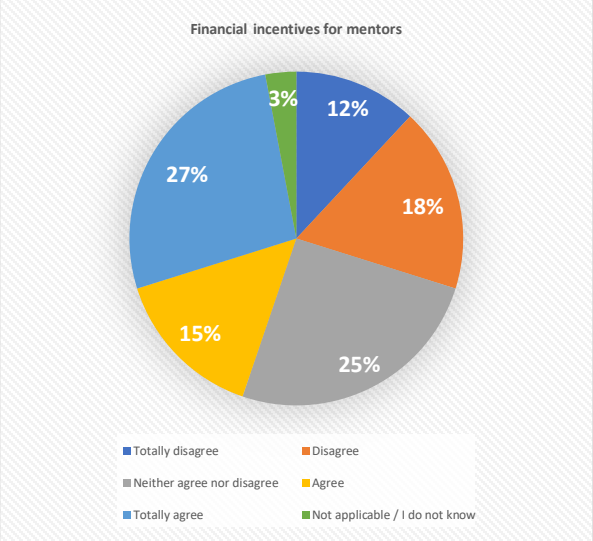


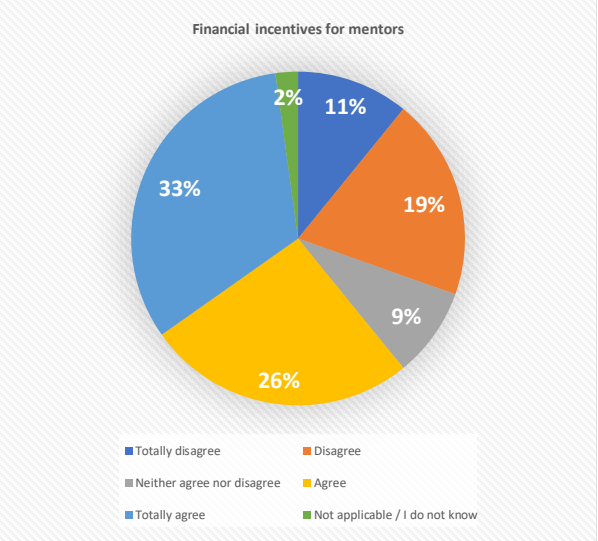


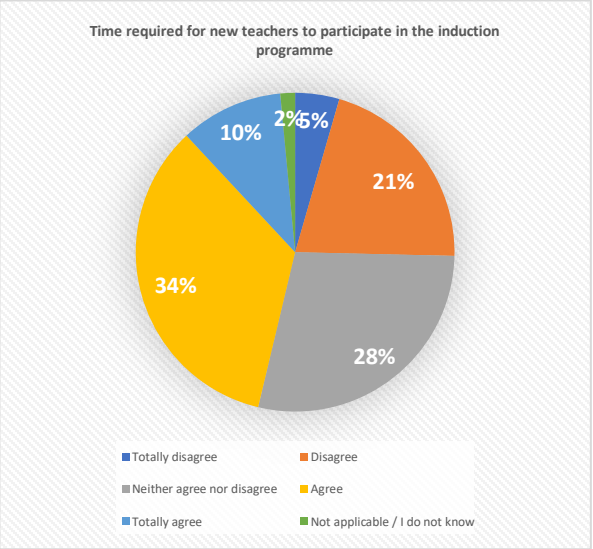


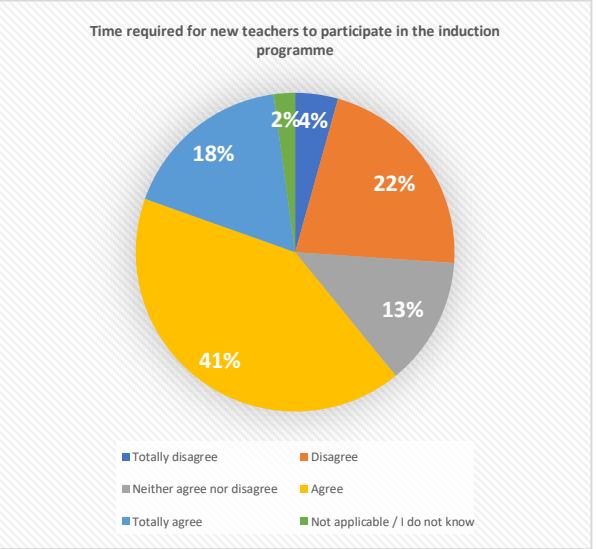

Support from the school leadership
0%
18%
17%
19%
24%
22%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

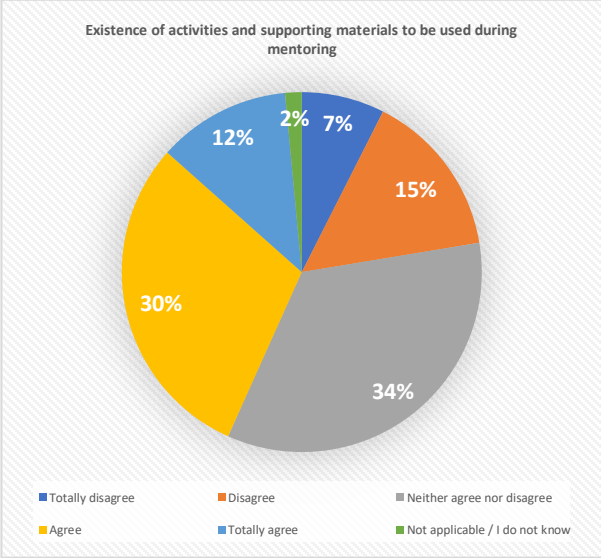

Support from the school leadership
2%
28%
22%
4%
20%
24%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

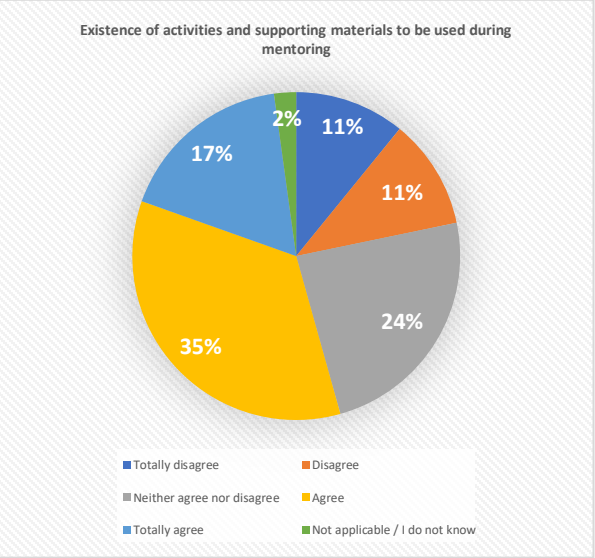

Financial incentives for mentors
3%
12%
18%
27%
15%
25%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Financial incentives for mentors
2%
11%
19%
33%
9%
26%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Time required for new teachers to participate in the induction programme
10%
2%
5%
21%
34%
28%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Time required for new teachers to participate in the induction programme
2%
4%
18%
22%
13%
41%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know





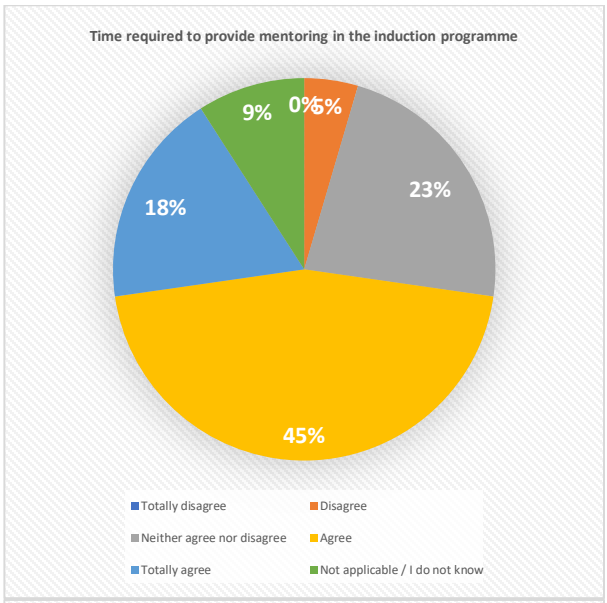
In Figure 24, the analysis of Figure 23 is replicated for the control and the experimental groups of new teachers. The first part of the Figure is dedicated to the control group. For this group the largest perceived threats are **time necessary for the mentors** that even **increased from 63% to 72%** after the intervention and **time required of the new teachers** that **increased dramatically from 45% to 69%** of those in either agreement or strong agreement. Support from leadership or lack thereof was seen as a problem stably by slightly less than half the participants, whereas the inappropriate space or lack of materials decreased from above a third to about a quarter of the participants.

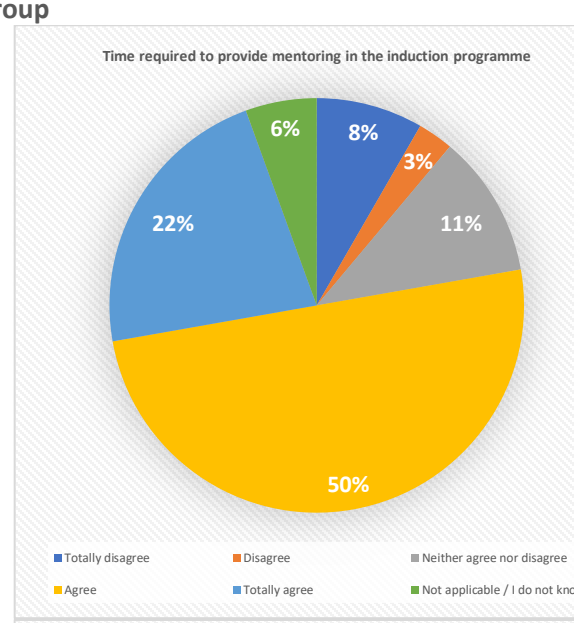
The analysis of the replies derived from the experimental group of new teachers also reveals that the experimental intervention highlighted the importance of resources and guidance in the implementation of the relevant programmes. The perceived problems rose slightly in all of the observed elements with the exception of time required by the new teachers where the agreement and strong agreement combined reached 58% before and after the implementation but 10% less participants strongly agreed with this being a potential threat. Very closely aligned – new teachers also saw the needs for time for mentors as a problem 55% before and 57% of the times after the programme implementation. However, there were two elements that ranked even higher in terms of threats. Support from school leadership rose from 59% to 64% of participants agreeing that this is a problem and lack of materials from 54% to 62% after the programme implementation.

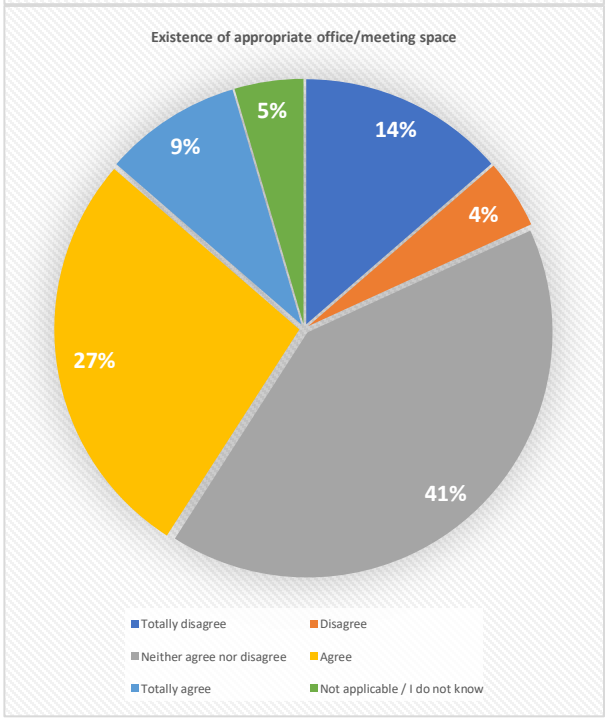
Overall, the results from new teachers identify the availability of time and supporting material as conditions worth considering when designing and implementing induction programmes, with the experimental group highlighting highly also the need to look into the role of leadership in supporting induction programmes.

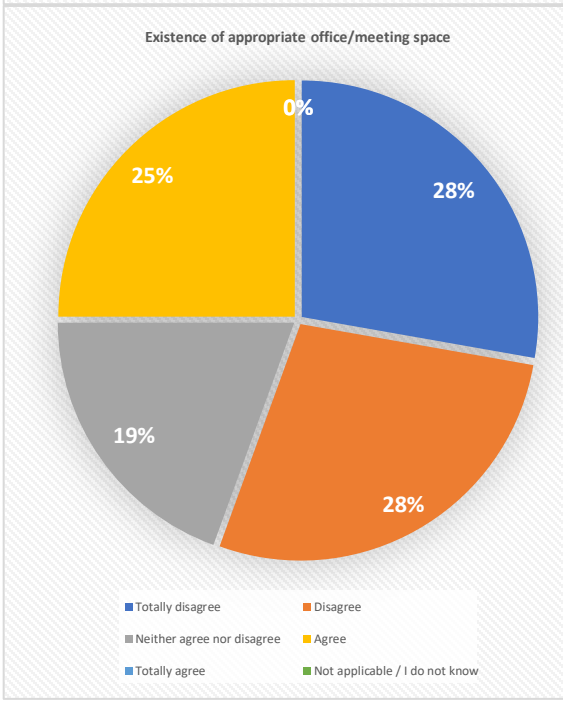
Figure 24: Results of Part G of the Questionnaire (control and experimental groups – new teachers)

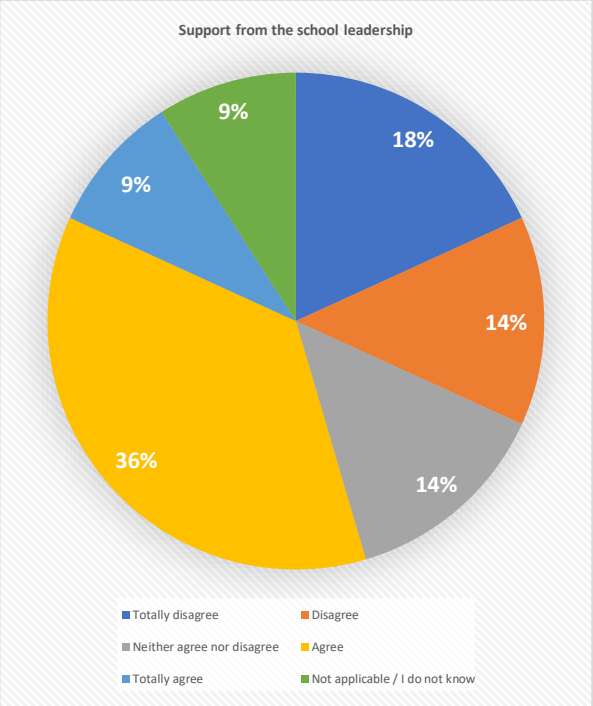
Control group

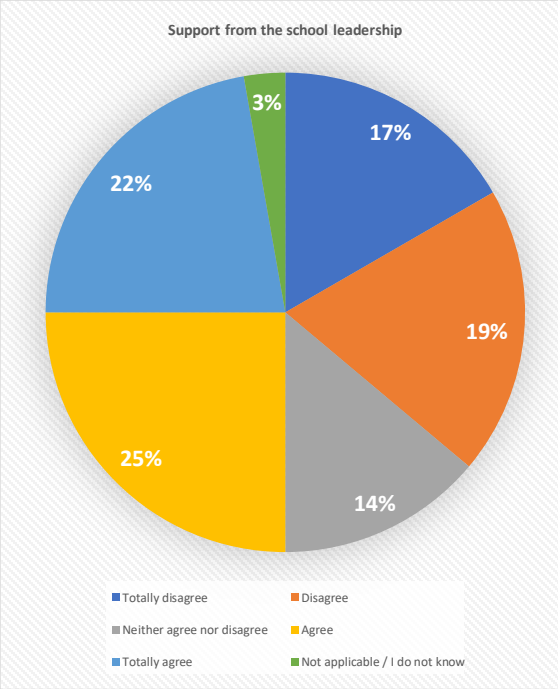


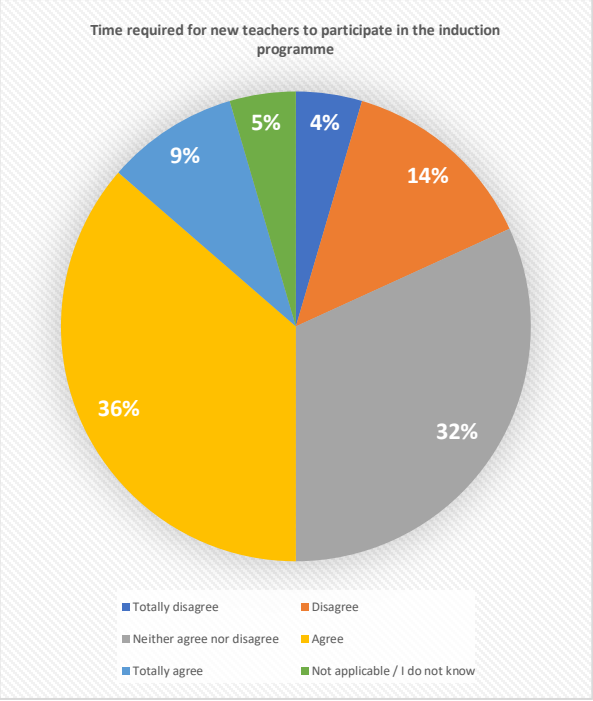


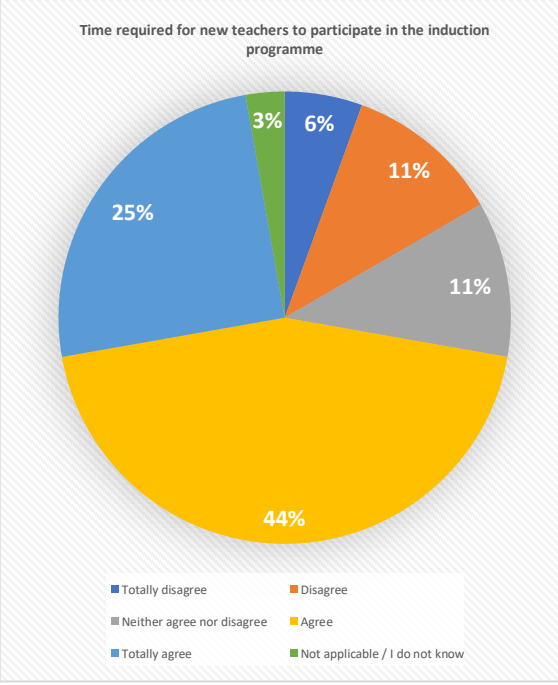


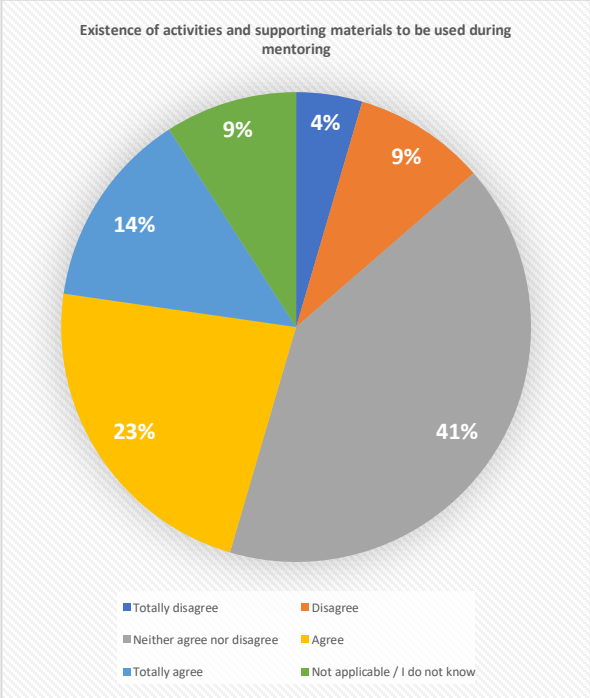


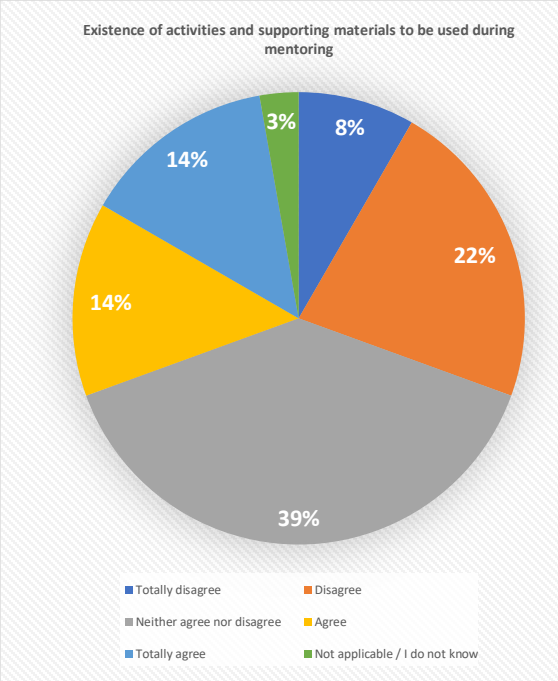

Support from the school leadership
18%
14%
14%
36%
9%
9%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

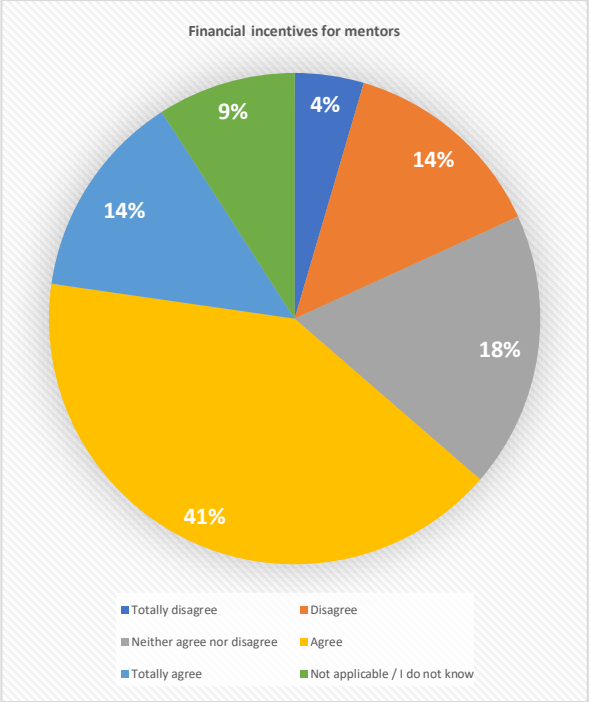

Support from the school leadership
17%
19%
14%
25%
22%
3%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

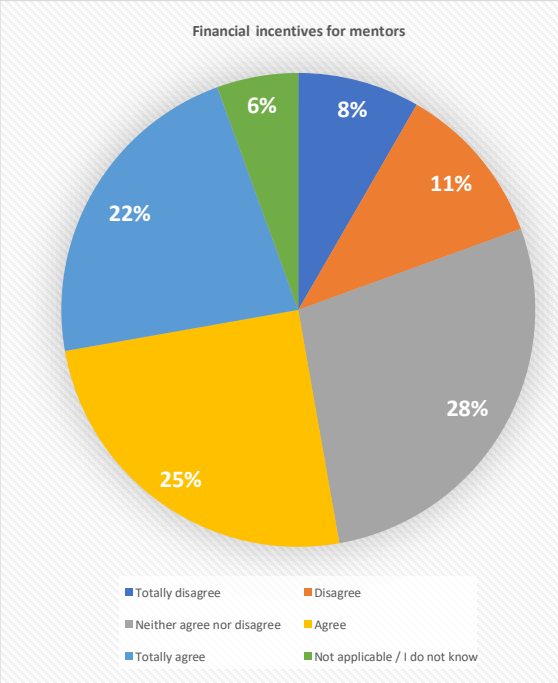

Time required for new teachers to participate in the induction programme
4%
14%
32%
36%
9%
5%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Time required for new teachers to participate in the induction programme
6%
11%
11%
44%
25%
3%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

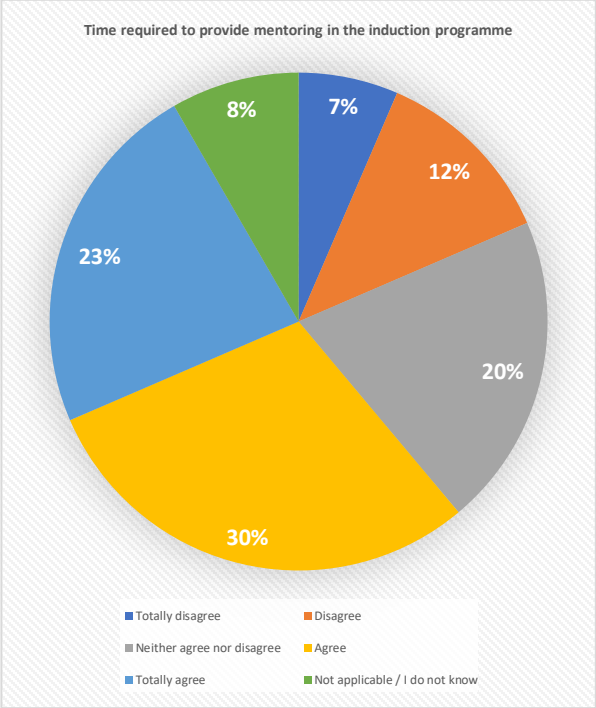


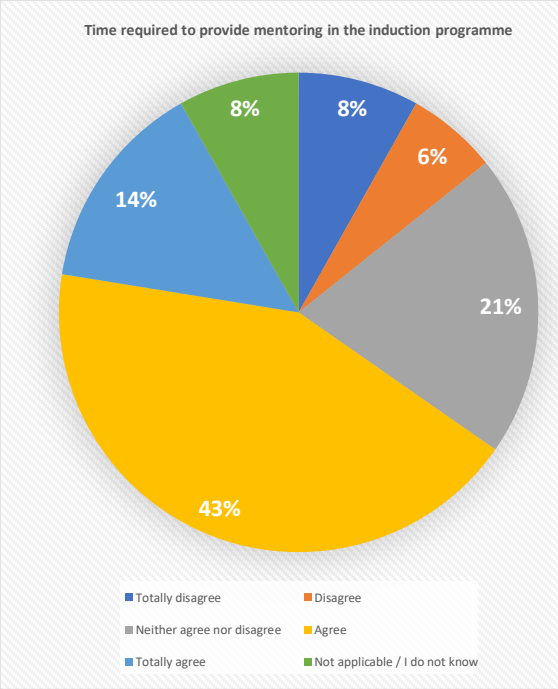


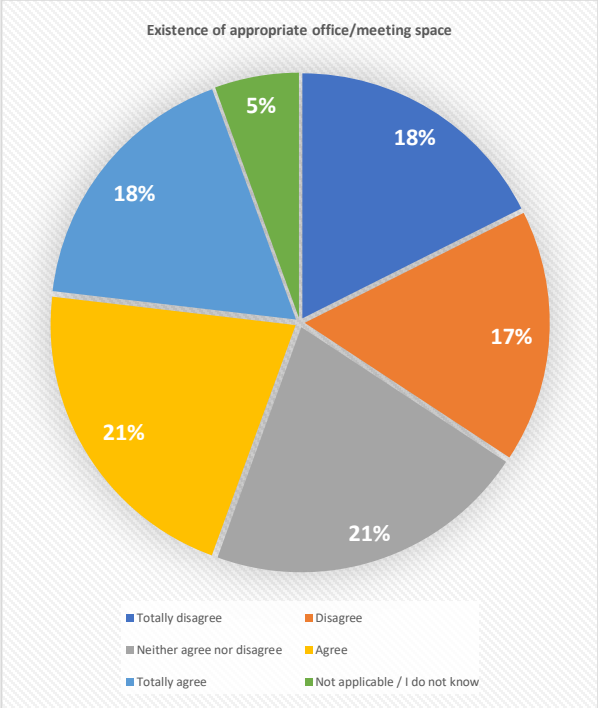


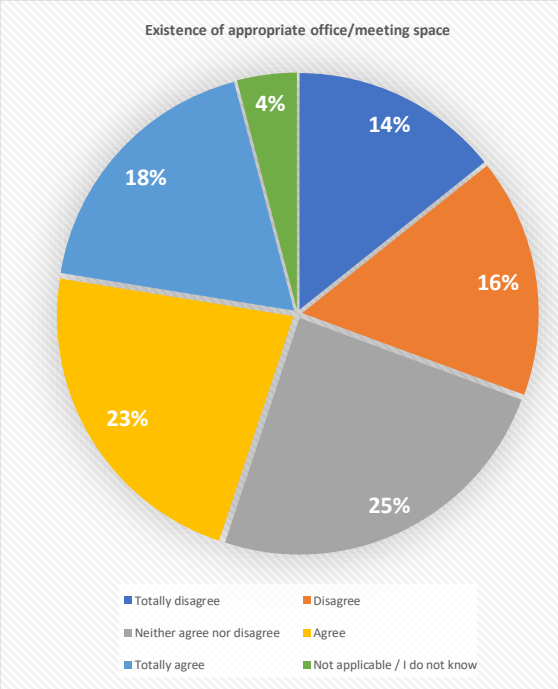


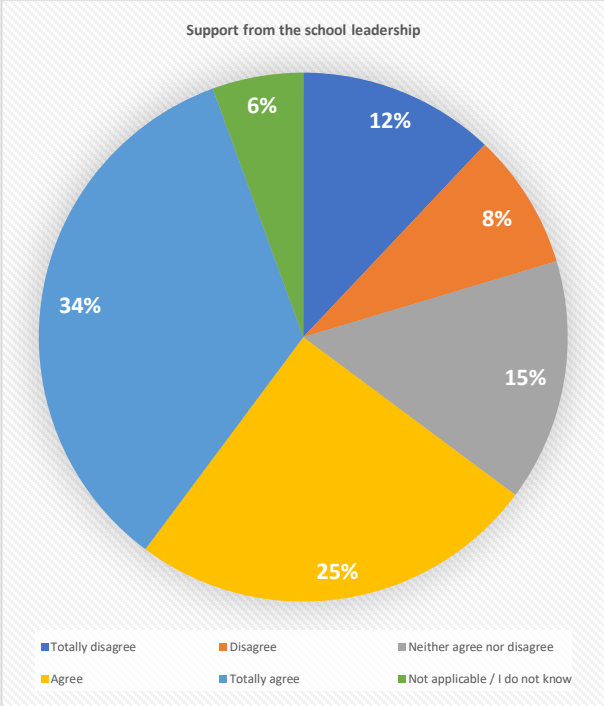
Experimental group

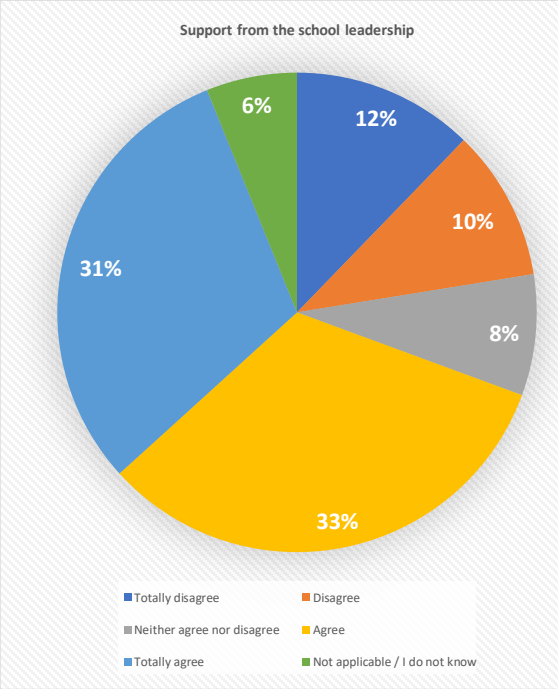

Time required to provide mentoring in the induction programme
7%
12%
20%
30%
23%
8%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

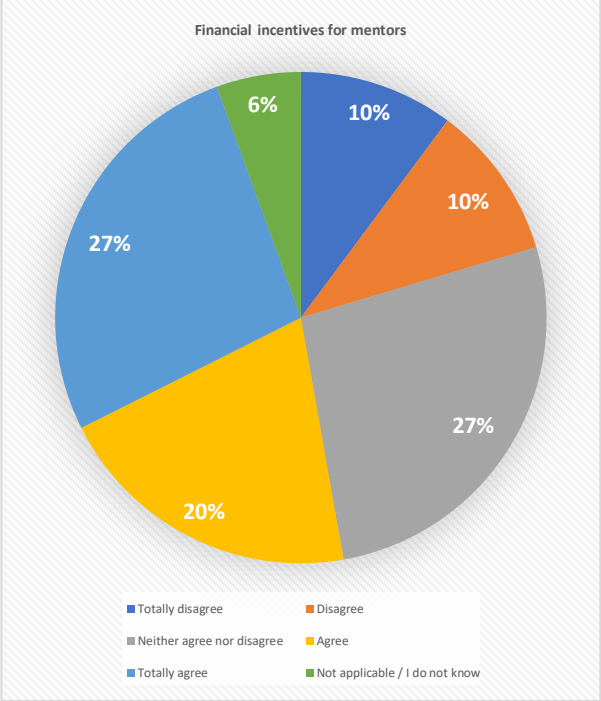

Time required to provide mentoring in the induction programme
8%
6%
21%
43%
14%
8%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

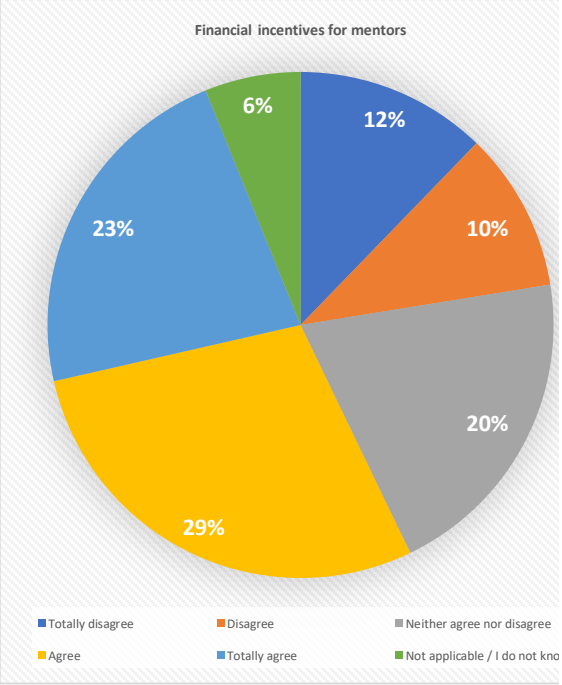

Existence of appropriate office/meeting space
18%
17%
21%
21%
18%
5%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

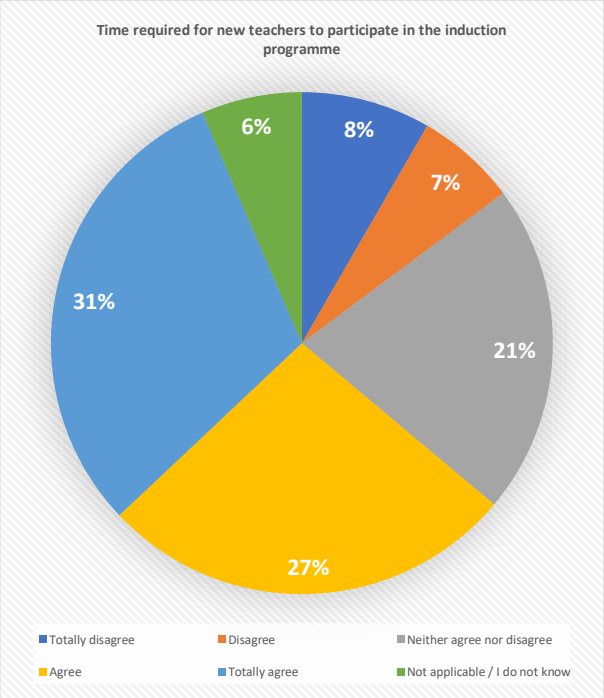

Existence of appropriate office/meeting space
14%
16%
25%
23%
18%
4%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

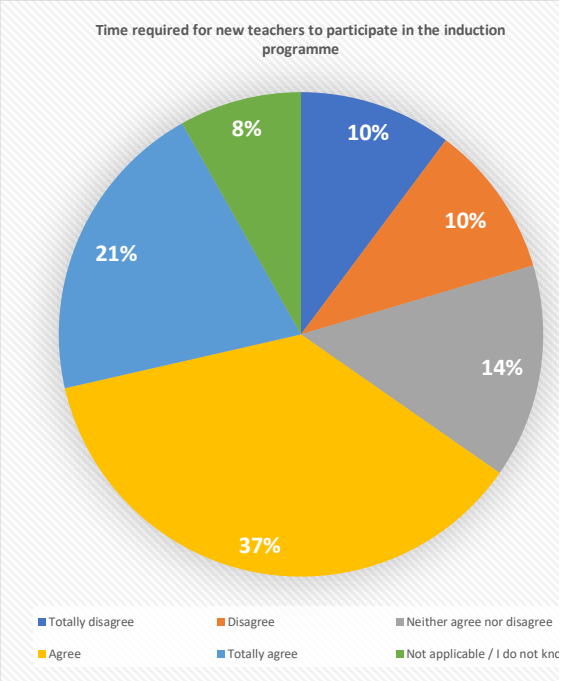

Support from the school leadership
12%
8%
15%
25%
34%
6%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

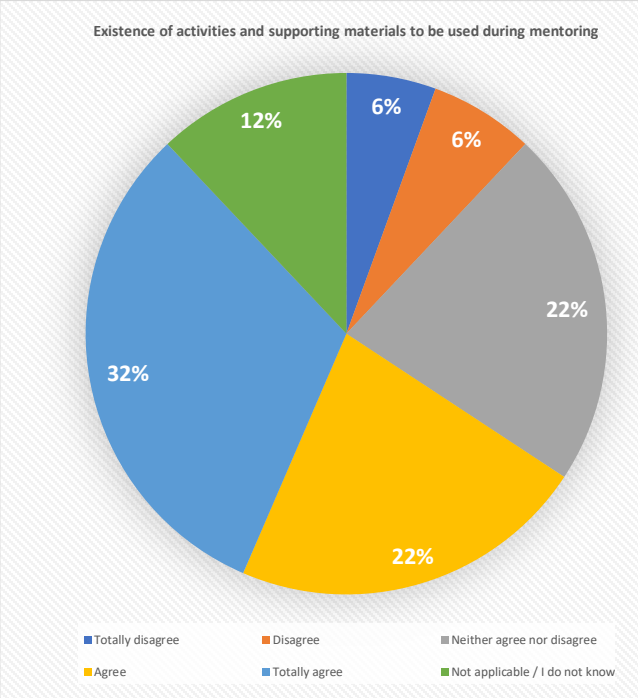

Support from the school leadership
12%
10%
8%
33%
31%
6%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know

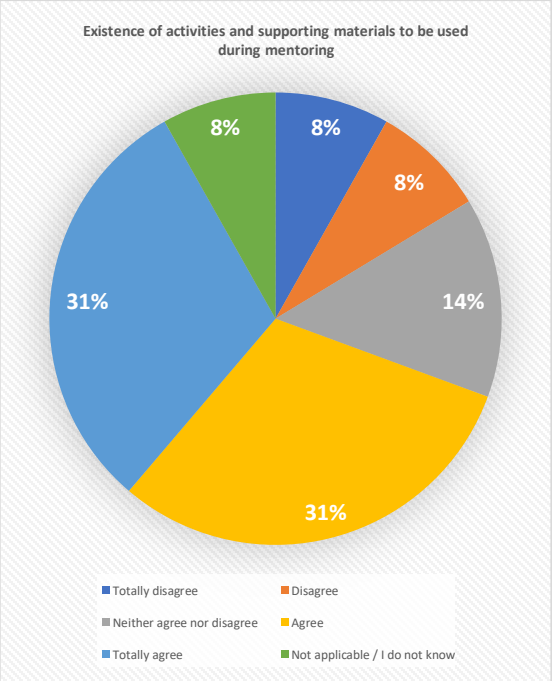

Financial incentives for mentors
10%
10%
27%
20%
27%
6%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not know


Financial incentives for mentors
12%
10%
20%
29%
23%
6%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not kno


Time required for new teachers to participate in the induction programme
8%
7%
21%
27%
31%
6%
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
10%
10%
14%
37%
21%
8%
Totally disagree
Disagree
Neither agree nor disagree
Agree
Totally agree
Not applicable / I do not kno


Existence of activities and supporting materials to be used during mentoring
6%
6%
22%
22%
32%
12%
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
8%
8%
14%
31%
31%
8%
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 identify the availability of time and supporting material as conditions worth considering when designing and implementing induction programmes, with the experimental group highlighting highly also the need to look into the role of leadership in supporting induction programmes. The results also indicate that new teachers are comparatively more sensitive to the spaces available for their work or in this case mentoring sessions than experienced teachers and the same applies when it comes to the support of school leadership for the programme.

The increase in the perception of the lack of appropriate supporting materials in both experimental groups of experienced and new teachers through the process of trial implementation would also indicate that hypothesis 7 can be seen as 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, five 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, 19 teachers, 80% of whom were experienced 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 in September 2023, 2 months after finalizing the implementation of the induction programme. 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)	Secondary School	Female	Rural	36–45	6-19
Teacher 2 (mentor)	Secondary School	Female	Urban	36-45	6-19
Teacher 3 (mentee)	Secondary School	Female	Rural	26-35	1-5
Teacher 4 (mentee)	Secondary School	Male	Urban		1-5
Teacher 5 (mentee)	Secondary School and vocational secondary school	Female	Urban	26-35	1-5

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

Subject	School level	Gender	Area of the school
Teacher 1	Secondary school	F	Urban
Teacher 2	Secondary school	F	Urban
Teacher 3	Primary school	F	Rural
Teacher 4	Kindergarten	F	Urban
Teacher 5	Kindergarten	F	Urban
Teacher 6	Secondary school	M	Rural
Teacher 7	Musical school	F	Urban
Teacher 8	Musical school	M	Urban
Teacher 9	Primary school	F	Urban
Teacher 10	Kindergarten	F	Rural
Teacher 11	Kindergarten	F	Rural
Teacher 12	Primary School	F	Urban
Teacher 13	Primary School	F	Rural
Teacher 14	Secondary School	F	Urban
Teacher 15	Kindergarten	F	Rural
Teacher 16	Musical School	M	Urban
Teacher 17	Musical School	F	Urban
Teacher 18	Vocational secondary school	F	Urban
Teacher 19	Primary school	F	Rural

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.

There was a consensus among the FG participants that a formal training for mentors is a benefit to an induction programme. The implementation of the training that took part in the pilot implementation of the LOOP programme was well prepared and executed but there was a debate on the most appropriate modality of such a training. Some participants argued that it would make more sense to have several meetings along the course of the year. Participants agreed that they did not use the option of consulting with the course trainers and LOOP team as often as they could during the year. Most participants agreed that it would be beneficial to organise perhaps some sharing the experience virtual meetings along the course of the year or perhaps just moderate a forum or another type of an online group.
As far as most useful parts of the training an opinion was widely adopted that it is difficult to plan such a training with regards to very different prior experience by training participants. Circumstances allowing, participants suggested that the training can be prepared for various target groups. Despite that some general communication skills were the topic that participants praised as the most useful part of the training (regardless of their prior experience). These segments along with specific aspects about giving feedback, aligning expectations were also parts most used by the participants. Regarding different realisations that participants gained at the training it was unanimously expressed that the exercise about reflecting their own career and beginnings was something that everyone gained a lot from – most participants never taking the time to do it before.

Suggestions for improvement included different course structure, as already stated. Having more sessions throughout the year, having a moderated group online, having more contact with other participants, tailoring the content to different profiles of mentors. Another very important aspect discussed was the recognition of participation. Participants expressed gratitude that the course was included in the catalogue of continuous teacher training. However, they expressed that it would probably need some additional recognition for participation motivation.

Both interviewees also thought that such programmes were important in schools. One mentor pointed out that changes in school systems were being introduced too slowly, while the other said that this programme had not exceeded expectations. "*The programme did not exceed expectations. But even I didn't know what I was in for.*" (Interviewee 2)

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.

This possibility seemed to be brushed over rather quickly. Though participants agreed that the experience was enriching, and they generally liked it, they did not experience it as in any part connected with their career development. They expressed concerns about proper recognition and validation and

compensation for their efforts. Challenged with questions about how they would make the task better rewarding they generally were mentioning concrete financial compensation and upon further questioning also a more structured career progression organisation. The task itself is to some extent fun and offers a lot of opportunities for growth.

During the interviews, we learned that the induction programme helped the mentors in their work, but that there were also other components. It was also mentioned in the interviews that the mentor's work should be more evaluated. Interviewee 1 suggested that mentors should be relieved in other areas or be paid extra. It was also pointed out that mentors should prepare for mentoring before taking on the mentoring itself, so that they can prepare and strategize with the new teacher in peace.

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.

The FG participants agreed on this hypothesis. They were mostly focusing on stressing the beneficial results of these activities when it comes to the initiation period. They only started reflecting about the long-term benefits of these programmes once they were specifically questioned about them.

What the new teachers were mentioning as most helpful were concrete answers to some concrete specific situations. They especially appreciated the initial sessions giving them some orientation and structure and later on they found concrete advice in concrete situations most helpful.

The mentors mentioned how the programme helped them see some of the elements that they considered to be rather self-evident and would probably not pay a lot of attention to.

In interviews, beginner teachers also shared this view with us. They all found the programme very useful and, above all, they agree that it should be a permanent feature of the teaching profession.

"*These programmes contribute a lot to beginners. It is the experience of the other that a beginner can grow through. Support in the way of evaluation. At college we only get theoretical knowledge, in the classroom it is completely different. When I had doubts, my mentor helped me a lot - a big help. It is valuable to have a mentor to guide the beginner without judgement. It is also to direct them to where they can further their education.*" (Interviewee 3)

It was also pointed out in the interviews that beginning teachers are under a lot of pressure at the start of their career and that additional training would be superfluous for them. What they need are quick tools and the right mentors who can help them enter the teaching profession effectively. It was also mentioned that faculty lecturers should already be familiar with such programmes and that it would be useful for them to be able to learn about certain programmes already during their studies.

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

There was generally a broad agreement on the question with some significant differences regarding the implementation of the programme. Everyone agreed that having a mentor in a new environment was very beneficial. Having someone to talk to, someone you can turn to was perceived as conducive to a social inclusion. Having a regular time slot for meetings was a key aspect that was pointed out here. The inclusiveness of the environment (the mentor) was seen as heavily dependent on the availability of the mentor.

There was another major factor that was discussed in this respect. The mentor is just one of the elements of the environment. In discussion between the new teachers the level of inclusion that they felt depended a lot on the entire teaching staff. And here there were large differences between schools/mentors. Some mentors introduced the new teacher to their colleagues individually, some did it at larger gathering (teacher conferences), some did not deal with that aspect at all. The more active that the mentors were in this, the more accepted the new teachers generally felt.

What the mentors expressed on this topic was, that some of the suggestions for social inclusion activities in the programme were very good (all the mentors at the FG did do something at this level). But they all agreed that the possibilities for activities like that vary greatly based on what the school environment is set up like. It depends also on the school leadership and the composition of the teaching staff in general.

Interviewee 4 pointed out that he had an excellent mentor, but that he would have liked to have been more involved in extra-curricular activities by the school management, so that he could have spent more time with the students and got more feedback from them.

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

The programmes such as the one attended are useful and helpful. The programme itself does not prepare someone to be a mentor according to a consensus opinion. The FG participants and interviewers expressed that it is very important who is selected to be a mentor and most of them stated that their entire career thus far prepared them for mentoring. The programme was useful and some participants expressed that it gave them a bit of encouragement. Based on those opinions the FG participants generally agreed that such a programme though it cannot give the entire skillset necessary for mentoring can be instrumental in giving mentors a bit of a push, some confidence. So in this respect, the programme should intentionally go for an increased attention to confidence boosting. The FG was predominantly of the opinion that teachers in Slovenia are very often quite self-conscious about their skills and proficiency. When it comes to attending international courses, conferences, presenting their innovations … and probably also when it comes to being a mentor.

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

There are definite benefits for the entire process if the mentors really know the teacher induction programme. In general the mentors attending the FG stated that they did not see a very clear connection of the two programmes. They liked both programmes but they saw the training that they received as a training and the induction programme as a material for the new teachers that they can help them with. The mentors stated that they did know what was in the induction programme that it was presented to them in the course

of the training but they mostly learned about the induction programme on their own or together with their mentees. There were some really good materials that they were using but they generally figured that out on their own. They liked that they were not pressed by the induction programme or anyone in the pilot implementation team to go through the entire induction programme. They liked the modularity of the programme but they expressed that they would need more time dedicated in the beginning to knowing the

programme a bit better. They all stated that they would get much more out of the programme running it a second time. The new teachers did not notice any problems regarding the mentors acquaintedness with the induction programme.

Interviewees pointed out that, while the programme is well designed, there should be block training spread over the academic year. The most important thing for them is to work on themselves, to self-reflect on their own journey, because that is what they can learn most from.

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

Concerning the final hypothesis, the FG had a wider discussion about the organisation of the educational system in general that only partly relates to the concerns and questions posed by the LOOP project.
In general, the participants only partly agreed that the reason for not implementing would be lack of resources and guidance. Schools seem overwhelmed with various obligations that do not seem to be sensible. There might be a lack of programmes that would be required but that would not be the main reason for not running these programmes.
The FG participants stressed the necessity to present all of these programmes or similar activities to schools in a sensible and rationalised manner. Thought needs to be put into explaining the WHY to the school leaders and preferably the school leaders would need to be included in formulating the WHY.

On the other hand, new teachers raised the issue of financial resources. In Slovenia, the starting teacher's salary is very low and not competitive with the rest of the market, which is why many young teachers prefer to work in other sectors of the economy.

"*It is hard to do your job well if it is not appreciated. We cannot work and live for the love of our profession alone. This way of being a teacher discourages us from the teaching profession. We experience existential crises*." (Interviewee 3)

Conclusions and Policy Recommendations

The comparison between the control and the experimental groups of experienced and new teachers in Slovenia show that formal training programmes are perceived favourably by both groups of teachers. Combining the results of the field trials for experienced and new teachers we find reasonable evidence in support of Hypothesis 1.

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.

We also note that there are different understandings of mentoring in the school system. Based on both quantitative and qualitative research, we observe that a positive experience of the mentoring profession increases the interest in future mentoring among new teachers. On the other hand, the research showed that the first year within the school system is very stressful for the new teachers. The percentage of those who answered positively to the question that they liked their job decreased in both the experimental and the control groups after the mentoring, with fewer cases in the former group. But the answers to the other questions did not show a decrease in interest in the teaching profession. Most of them would like to continue in the profession, but they also allow for the possibility that their career path may take them elsewhere.

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 the intervention helps in promoting the confidence of new teachers and encourages their competence on certain issues (namely dealing with parents).

Overall Conclusion for Hypothesis 5 would be cautiously optimistic. While there are clear indications of the benefits of structured mentoring programs in the experimental group, the results from the control group suggest that the impact of these programs can vary. The data underscores the importance of context and the design of mentoring programs in influencing their effectiveness. The positive changes observed in the experimental group align with Hypothesis 5, but the mixed results from the control group indicate that the hypothesis's applicability might be more nuanced and dependent on specific implementation factors.

Hypothesis 6 finds indirect evidence supporting the notion that training mentors is beneficial for the effective implementation of teacher induction programs. The responses from experienced teachers suggest that well-structured, formal training of mentors is not only appreciated but also seen as a crucial element for the success of these programs. This reflects a growing acknowledgment among experienced educators of the value of structured mentorship in fostering professional development for new teachers.

The major threats to the implementation of induction programmes examined within hypothesis 7 show that the two major constraints are time availability of both new teachers and mentors and proper financial compensation for mentors. In addition to that new teachers seem to be more sensitive to

other conditions surrounding their work, such as support of school leadership and appropriate work spaces. These elements should be considered when preparing policies to try and help retain more young teacher within the teaching profession. Another learning experience that the field trials provided was the fact that mentoring is in fact more work-intensive and demanding as participants anticipated. Participants in the experimental groups (both new and experienced teachers) have agreed in a larger percentage that lack of time, financial compensation or supporting materials are potentially threats to the induction process implementation.

In conclusion, based on the field trials, the quantitative and qualitative parts of the study, the research process yielded some additional policy proposals and recommendations for the implementation of a peer induction mentoring programmes.

- Mentor capacitation programmes should take place over a prolonged period of time before actually beginning with their own mentoring processes.
- Mentor capacitation programmes should include practical work and supervision.
- Mentors should be fairly compensated for their work in the mentoring processes. To ensure proper motivation and quality of work, experienced teachers should be provided with specific clearly identified incentives 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 compensation.
- Whenever possible mentors should cover the same subject matter as new teachers or be linked to it as closely as possible. They should also be employed at the same school.
- Mentoring and induction programmes should be part to some extent part of school leadership training programmes. School leaders should know more about the existence and importance of such programmes. School leaders should also be a part of the new teachers' induction. Specifically the areas of legal and formal obligations would be a field that the school leaders should cover to some extent.
- Schools should have a clearly defined induction process for new employees integrated within their statutes/rules and regulations/curricula or other appropriate documents.
- In terms of LOOP programme materials or programmes that would similarly have materials for mentors and materials for new teachers the mentors would need to be better acquainted with the new teachers materials (workbooks or similar) in order to use them more and more effectively.
- A good option for storing and curating resources would be an online documents and materials repository under the auspices of each country's national authorities (e.g. Ministry of Education, National Education Institute Slovenia). The repository could take the form of a digital items bank where both mentors and mentees can search for relevant materials on the basis of specific issues search.
- 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.
- New teachers should have the induction process integrated within their workload. Some time set aside for reflection, for peer induction, for extra preparations or reports would be beneficial in general as the stress of the start of career workload is rather large.

- New teachers feel that they are underpaid and undervalued and are more sensitive to working conditions such as workplace relationships, superiors' support, office spaces – these issue should be taken into account when designing policies.
- New teachers would benefit from a clear and prominently presented career path options ahead of them at the beginning of their career either within the school of first employment or perhaps even on a national level. (This should obviously include also presented options of per induction or other professional induction programmes.)
- Within initial teacher training at the universities there should be more practical work. Additionally practical pedagogical experiences for young people within youth work volunteering, experiences for secondary school students in primary schools or kindergartens or other types of opportunities where young people would have the possibility to try themselves out in educational roles would be good to help people steer towards teaching careers.

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