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PRE-ASSESSMENT ANALYSIS REPORT

WP3 – Pilot projects

Activity A3.1. Pre-assessments

Lead Partner: Ambitio College



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I. Introduction

The pre-assessment analysis, conducted at the start of the pilot phase, aims to investigate initial teachers' attitudes toward digital tools, online learning methodologies, and gamified teaching strategies.

Its primary role is to collect data on competency levels that will ensure that pilot activities are tailored to teachers' real challenges and provides a foundation for meaningful before-and-after comparisons. Through pre- and post-assessments, the project will measure improvements in digital skills, pedagogical innovation, and engagement with gamified learning methodologies. This contributes to the overall goal of equipping teachers with modern teaching strategies.

II. Methodological Overview

The pre-assessment analysis covers five partner countries: Croatia, Greece, Hungary, Ireland and Italy. It draws on one complementary data source – pre-assessment questionnaire collected at national level.

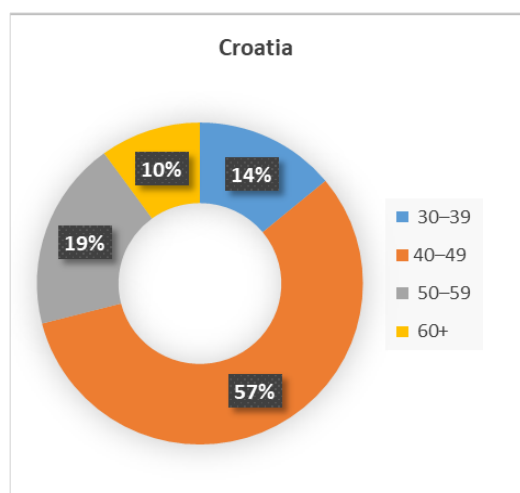
In total, the analysis is based on 101 completed pre-assessment questionnaires of secondary schools of partner organizations. General teacher data were analyzed separately per country while the rest of data were analyzed as statistical comparison between national samples with conclusions.

Quantitative data from the pre-assessment questionnaire were collected using a shared questionnaire with 15 questions developed at project level and implemented consistently by all partners in online form. Responses were compiled in national Excel files, first analyzed separately and then making statistical comparisons between national samples.

III. Partner pre-assessment analysis

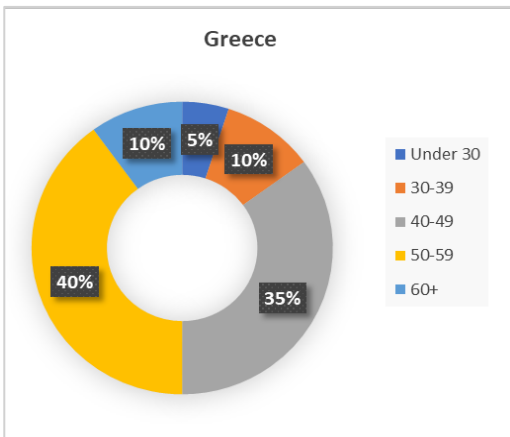
1. General teachers' data

1.1. Age of teachers



There is middle-aged dominance in participation in Croatia (Figure 1). Around 57% of teachers belong to the age group of 40 to 49 which is the highest single percentage in all partner countries. The group of younger staff 30 to 39 years old makes up 14%, while those aged 50 to 59 make up 19%. Only 10% of experienced teachers are over 60. No teachers under 30 participated in the survey.

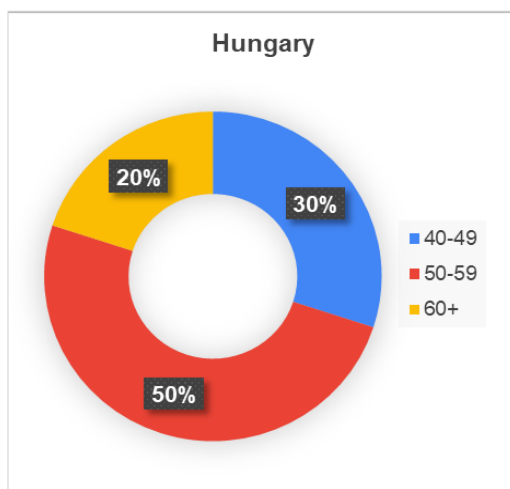
Figure 1: Age of teachers in Croatia



In Greece there is more even distribution in participation (Figure 2). Although the largest age group is 50–59 (40%), the 40–49 age group is close this percentage (35%).

Greece is the only country where all age groups participated in survey and are represented, including the youngest (under 30 – 5%).

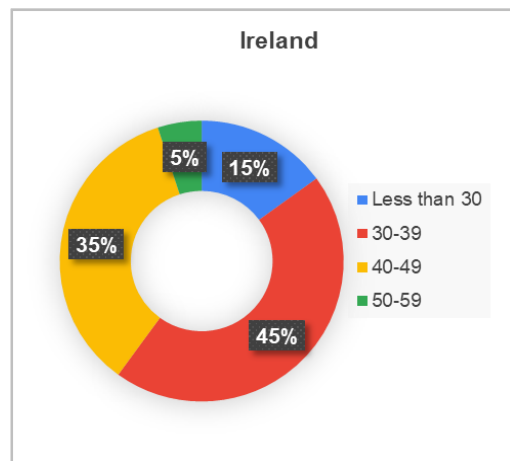
Figure 2: Age of teachers in Greece



In Hungary there is mature age dominance in participation (Figure 3). Half of the respondents (50%) are between the ages of 50 and 59. Hungary has the highest proportion of the oldest teachers (20% in the 60+ category) who participated in the survey.

The doughnut shows no teachers under 40 (the "Under 30" and "30-39" categories are not represented at all).

Figure 3: Age of teachers in Hungary



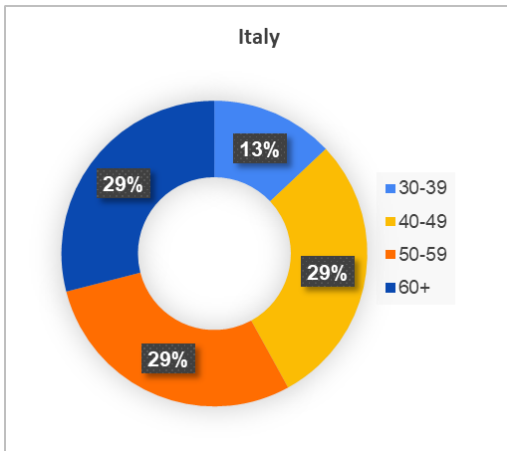
Ireland has the youngest teacher structure in this study (Figure 4). As many as 60% of teachers are under 40 years old (45% aged 30–39 and 15% under 30).

The 40–49 age group makes up 35%, which is very similar to Greece (35%) and Hungary (30%), but significantly less than Croatia (57%).

Ireland has the lowest proportion of older teachers in participation. Only 5% of teachers are in the 50–59 age group, and the 60+ category is not represented at all in the graph.

Figure 4: Age of teachers in Ireland

Italy reveals a significantly "mature" demographic among the surveyed teachers as Hungary (Figure 5). Most respondents are aged 40 or older (87%) and only 13% of teachers are between 30 and 39 years of age. This is like Hungary (where 100% are over 40) and Croatia (where 86% are over 40). Italy also has a very high proportion of teachers in the 60+ category (29%) than other countries.



The doughnut shows no teachers under 30 category is not represented at all like Croatia and Hungary. This stands in stark contrast to Ireland, which has the youngest structure with 60% of teachers under 40, and Greece, where all age groups (including those under 30) are represented.

From the above data, we can conclude that there is a strong generational diversity across countries, primarily characterized by an aging workforce in most partner countries.

Figure 5: Age of teachers in Italy

A significant similarity exists between Italy, Hungary, and Croatia where most participants are over 40 years old. Furthermore, these three countries share a notable absence of young professionals, with 0% participation from teachers under the age of 30. In contrast, Ireland and Greece provide more balanced or youthful perspectives. with 60% of teachers are under 40 in Ireland and the 60+ category is entirely unrepresented. Greece offers the most inclusive similarity to the group while remaining unique, as it is the only partner country where every age group, from those under 30 to the most experienced, is actively represented.

1.2. Curriculum Subjects / School Subjects

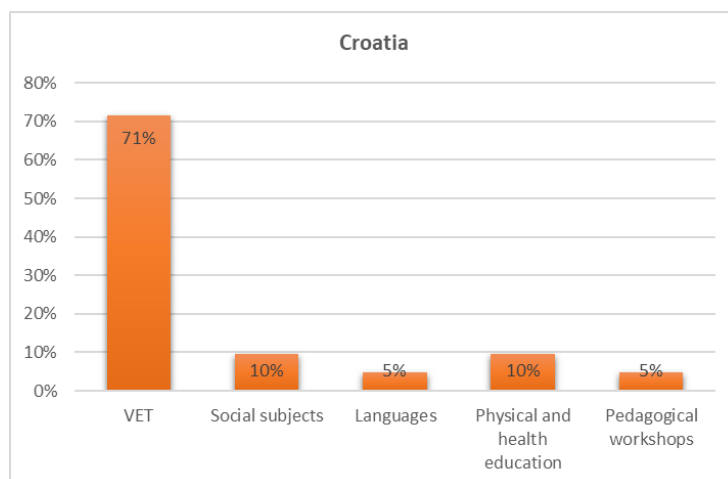


Figure 6 shows that by far the largest share of teachers, as much as 71%, teach in the field of VET (Vocational Education and Training).

The rest of the teaching staff (29%) is distributed among social, language and other activities, but with drastically lower percentages.

Figure 6: Curriculum Subjects / School Subjects in Croatia

Around 10% of teachers teach social subjects. The same percentage of them teach physical and health education. Around 5% teach languages and 5% conducts pedagogical workshops.

Greece diagram shows that half of all teachers (50%) teach languages. About 40% of teachers teach in the STEM field, and only 10% of teachers teach social studies. The structure of the teaching staff participating in the project is very polarized. As much as 90% of teachers fall into languages and STEM fields, while social sciences are reduced to a marginal share of 10%.

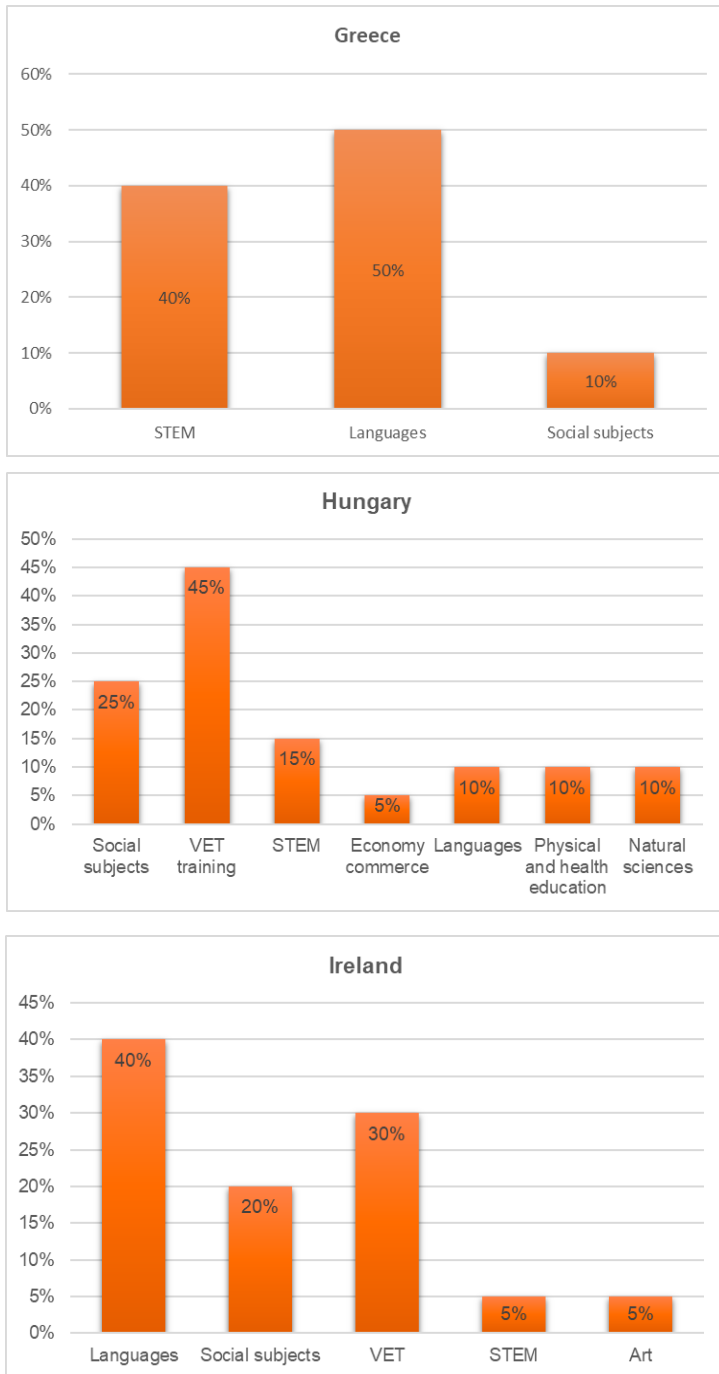


Figure 7: Curriculum Subjects / School Subjects in Greece, Hungary and Ireland

In Hungary, the dominance of teachers (45%) from vocational education and training (VET) participating in the survey is evident (Figure 7).

A quarter of teachers (25%) teach social studies subjects. If STEM (15%) and natural sciences (10%) are considered separately, they make up a significant proportion of the staff, but they are still numerically behind the vocational and social sectors. Languages, Physical Education and Natural Sciences share an equal share of 10% each, while Economics is the least represented with 5%. The total percentages in this graph exceed 100% (it is 120%), which usually indicates that one teacher teaches multiple subjects from different categories.

In Ireland, around 40% of teachers participating in the project teach languages, making them the most underrepresented category. Vocational Education and Training (VET) rank second with 30%. There is a moderate representation of social studies subjects (20%). A fifth of teachers (20%) teach social studies subjects.

However, we have a low proportion of teachers in STEM fields (5%) and arts (5%).

In Italy the most significant group of participants consists of language teachers, who make up nearly half of the total sample at 47%. STEM represents the second largest group at 23% and third is social studies at 18% showing a moderate level of involvement. The smallest represented group is Support teachers at 12%.

From the above data we can conclude that the distribution of curriculum subjects/school subjects among teachers reveals a high degree of specialization and distinct regional concentrations across the partner countries. A significant similarity emerges in the dominance of VET and languages as the primary pillars of participation. In Croatia and Hungary, VET teachers represent the largest share of the workforce in Croatia (71%) and in Hungary (45%). On the other hand, Italy, Greece, and Ireland show a shared emphasis on language, which serves as the leading or most significant subject category in all three nations, accounting for nearly half of the participants in Italy and exactly half in Greece.

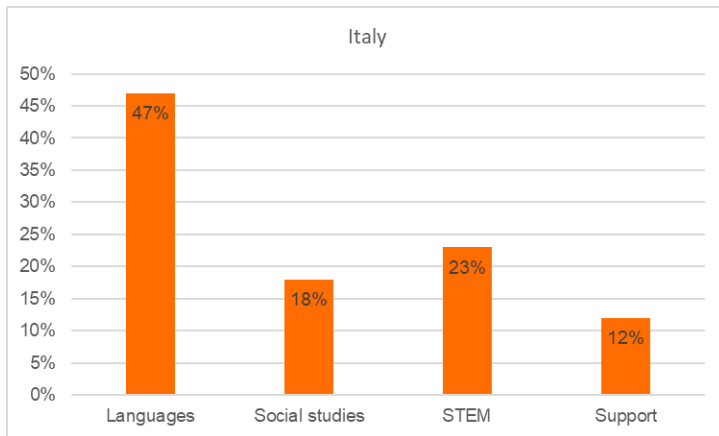


Figure 8: Curriculum Subjects / School Subjects in Italy

Another notable similarity in Figure 8 is the relatively moderate to low representation of social studies across the board, generally fluctuating between 10% and 25% in every country. STEM subjects also show varied but often substantial involvement, particularly in Greece and Italy, where they form the second-largest groups, though they remain a marginal share in countries like Ireland. Interestingly, Hungary displays a unique overlap where teachers appear to instruct across multiple categories, while Italy is the

only country to explicitly categorize a specific portion of support teachers. In nutshell, the partnership is characterized by a “polarized” structure where VET and languages form the core of the teachers, leaving fields like the arts and physical education with a minimal involvement.

1.3. Years of teaching experience

In Figure 9 we can see that Croatia shows a “polarized” or split distribution. While it has a large group of teachers (33% with 20+ years of teaching experience), it also has an equally large group of young teachers (33% with 0–5 years of teaching).

Greece has the most portion of seniority structure. A majority of 55% of teachers have over 20 years of experience, the highest single percentage for this category among all partners. Like Italy, the influx of new talent is limited, with only 10% of teachers falling into the 0–5-year teaching experience range.

Hungary’s data confirms a deeply experienced staff, where 50% of teachers have more than 20 years of teaching experience. Remarkably, there are no teachers in the 0–5-year category, and only 5% fall into the 6–10 year of teaching experience range. This indicates a participant group composed almost entirely of mid-to-late-career professionals.

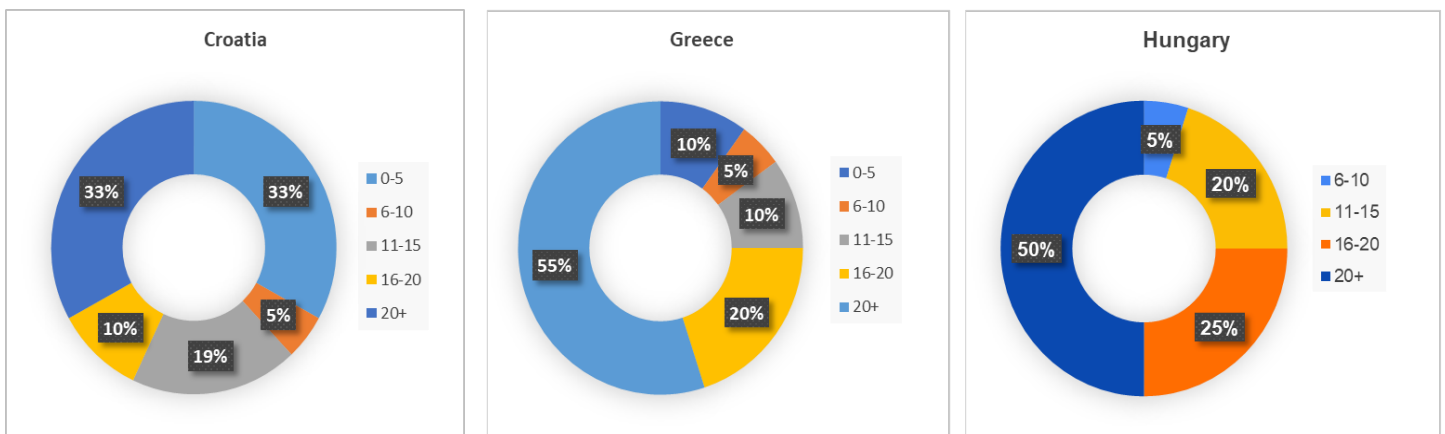
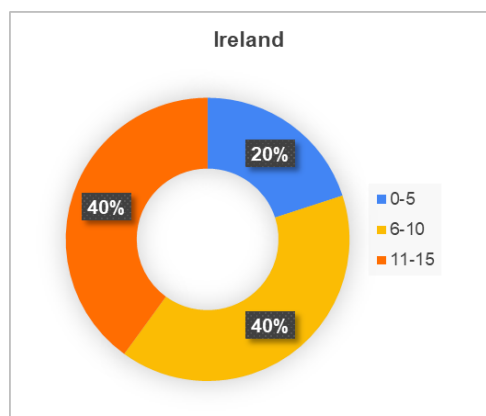
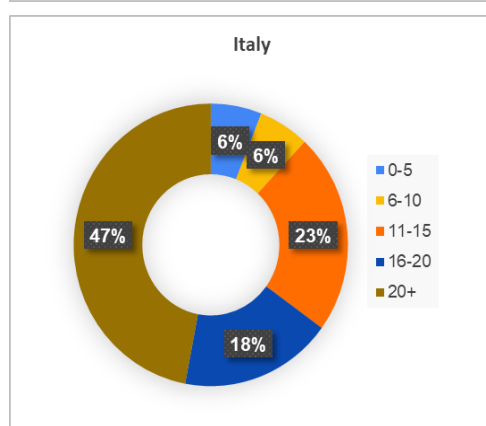


Figure 9: Years of teaching experience in Croatia, Greece and Hungary



Ireland (Figure 10) is the only country where the 20+ years category is entirely absent. The Irish teachers are concentrated heavily in the mid-career range, with 40% having 6–10 years and 40% having 11–15 years of teaching experience. This makes Ireland the most "junior" partner in the study despite having a stable, mid-level staff.

Figure 10: Years of teaching experience in Ireland



Italy presents one of the most senior profiles in the group (Figure 11). Nearly half of the teachers (47%) have more than 20 years of teaching experience. When combined with those in the 16–20-year bracket, roughly 65% of the Italian teachers are veteran educators. On the other hand, early-career teachers (0–5 years) represent a marginal share of only 6%, indicating a workforce dominated by long-term expertise.

Figure 11: Years of teaching experience in Italy

From the above data we can conclude that the overall profile of teachers involved is characterized by high seniority and extensive pedagogical history. Italy, Greece, and Hungary are driven by teachers who have been in the classroom for two decades or more. While this brings a wealth of experience, it also highlights a potential vulnerability regarding generational renewal and digital adaptation. The project results must be implemented with the understanding that these veteran educators may require different technical support than the mid-career cohort found in Ireland.

2. Teachers' attitudes toward digital tools, online learning methodologies, and gamified teaching strategies

2.1. Motivation to undertake professional activities beyond mandatory teaching hours

❖ (from highly motivated – 5 to not motivated at all - 1)

From data across the five partner countries (Figure 12) related to motivation to undertake professional activities beyond mandatory teaching hours, most educators are willing and motivated to engage in professional activities beyond their mandatory teaching hours.

The data reveals that the primary similarity is the overwhelming presence of high motivation, with the highest possible rating being the most frequent response in four out of the five countries. Croatia stands out as the most enthusiastic participant with 62% of teachers identifying as highly motivated, closely followed by Greece at 55% and Italy at 53%. Even in Hungary and Ireland, where the distribution is more varied, the sentiment remains decisively positive, as most of the teachers land in the top two tiers of the motivation scale. Furthermore, a significant commonality is the near-total rejection of negative attitudes toward extra-curricular professional growth. Greece, Hungary, and Ireland reported 0% of teachers in the unmotivated categories, while Italy and Croatia showed only marginal negative responses. This means that almost all the teachers are very dedicated to their jobs, no matter what country they are from. While some teachers in Italy and Ireland feel more "in the middle," most teachers are excited and ready to take action.

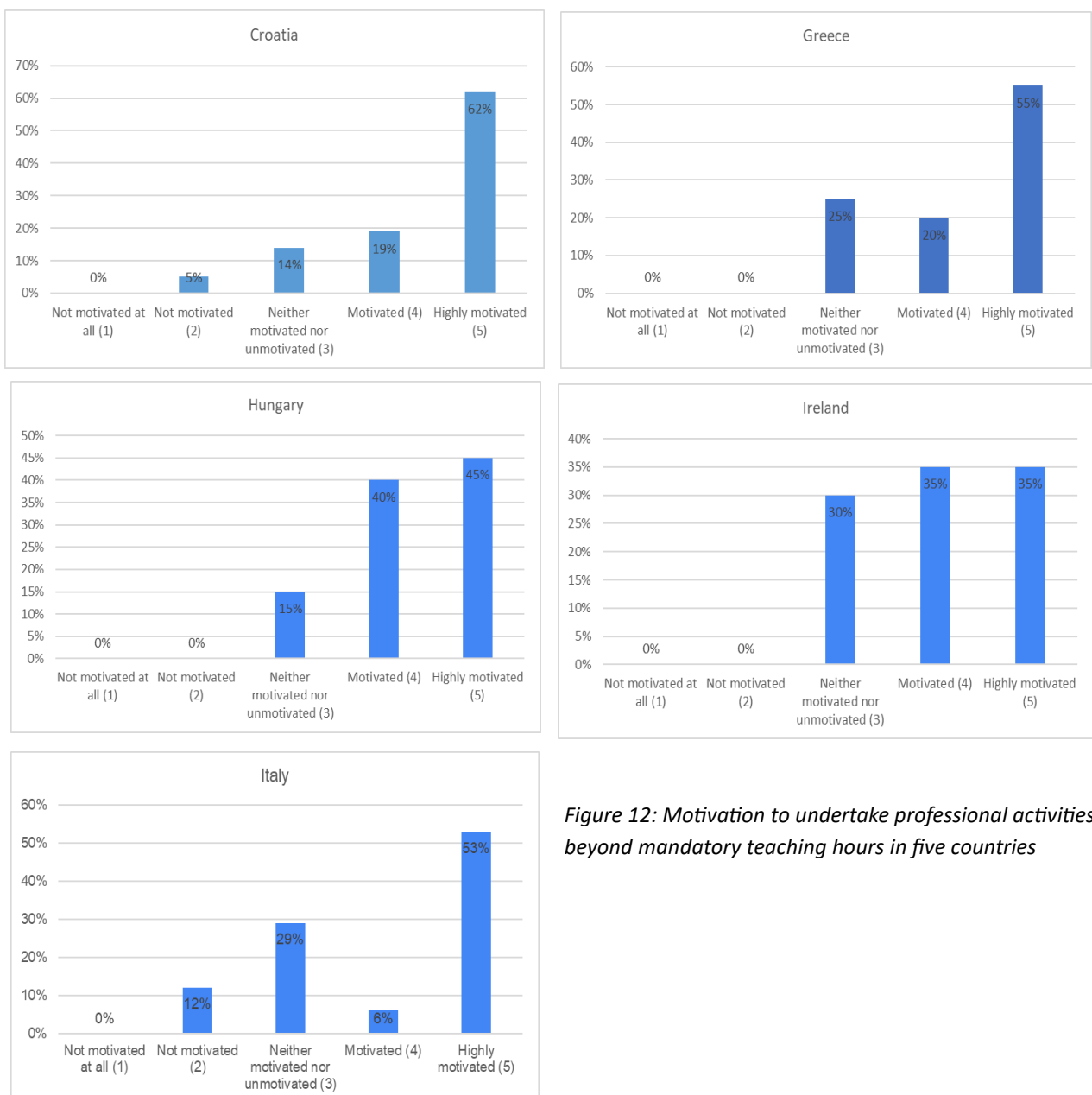


Figure 12: Motivation to undertake professional activities beyond mandatory teaching hours in five countries

2.2. Importance of recognition of professional extra-curricular activities by school or colleagues

❖ (from not important – 1 to extremely important - 5)

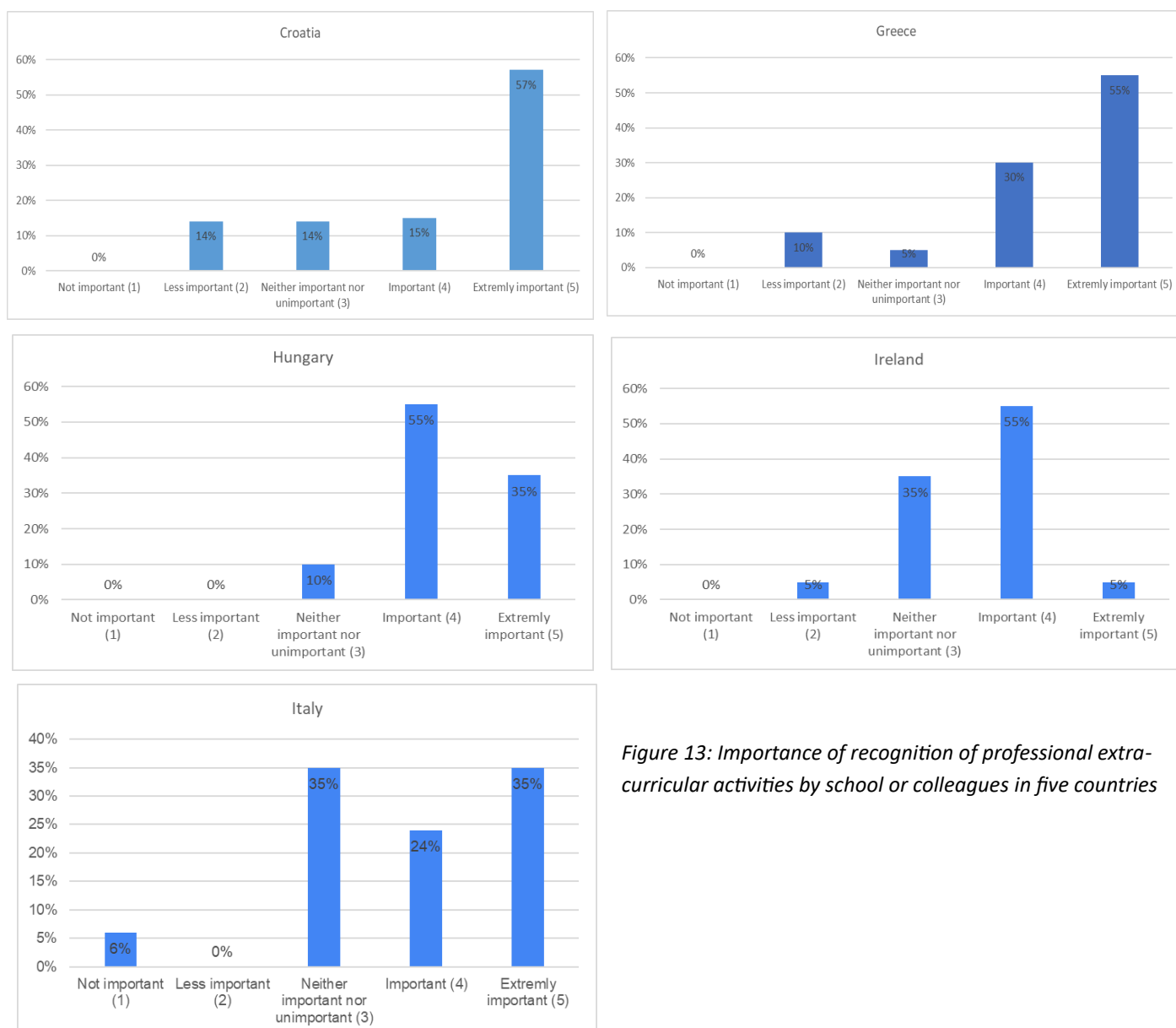


Figure 13: Importance of recognition of professional extra-curricular activities by school or colleagues in five countries

The collective data across Croatia, Greece, Hungary, Ireland, and Italy in Figure 13 reveals that teachers value external recognition for professional extra-curricular activities, though the intensity of this sentiment varies by country. While teachers in some countries care about this more than others, they all feel that having their hard work recognized matters a lot. A primary similarity is the high level of importance in Italy and specifically Croatia and Greece, where 57% and 55% of teachers respectively view such recognition as extremely important. Hungary and Ireland share a similar trend of positive valuation, though their responses peak at the "Important" level rather than the extreme, with both countries recording a 55% majority in that category. This indicates that while the specific

degree of necessity might differ, most teachers across these four countries believe that acknowledgement from their schools or colleagues is a significant factor in their professional lives.

Italy presents a slightly more fragmented perspective compared to its peers, as it is the only country where the largest share of teachers is split equally between feeling recognition is extremely important and feeling neutral about it, both at 35%. Furthermore, Italy and Ireland are notable for having a small segment of staff who view recognition as "Not important" or "Less important," whereas Hungary shows a total absence of negative sentiment in this area. Despite these minor variations in the "neutral" and "less important" brackets, an overarching commonality is the absence of any major opposition to the concept of recognition, as the "Not important" category remains at 6% or lower in every surveyed country.

Based on above-mentioned findings we can conclude that there is a clear international agreement that school-based recognition is a vital component of the professional ecosystem for teachers engaging in extra-curricular digital and methodological training. The data suggests that for most teachers, especially in Croatia, Greece, and Hungary, the visibility of their efforts among colleagues acts as a meaningful professional validator. Consequently, project implementations should consider formal recognition mechanisms—such as certificates, peer showcases, or institutional credits—to maintain long-term engagement and satisfy the high professional expectations documented across the partner regions.

2.3. Proacting in seeking out opportunities for professional development

❖ (from actively search – 5 to waiting instructions - 1)

The collective data across Croatia, Greece, Hungary, Ireland, and Italy in Figure 14 demonstrates a predominantly proactive attitude among teachers regarding the pursuit of professional development opportunities. A main similarity across all five countries is the high concentration of responses in the top two tiers of the proactivity scale, specifically "I actively search (5)" and the subsequent high-proactivity level (4). In Croatia, Greece, and Italy, most teachers identify with the highest level of initiative, reaching as high as 57% in Croatia and 53% in Italy. Hungary and Ireland show a slightly more moderate but still decisive trend, where the peak responses occur at level 4, representing 45% and 60% of their respective teaching populations. Another significant commonality is that there are nearly no passive attitudes. In Greece, Hungary, and Ireland, 0% of teachers reported waiting for instructions or occupying the lower tiers of the scale, suggesting an educational culture that values self-directed learning. Croatia and Italy show very marginal percentages of teachers who wait for instructions, at 5% and 6% respectively, but these remain exception compared to the vast proactive majority. This suggests that teachers do not merely accept professional development when offered but are actively scanning it for growth opportunities.

From the data analyzed we can conclude that the primary barrier is likely not a lack of teacher interest, but rather the availability and quality of the opportunities themselves. Because such a high percentage of teachers in every country are already in an "active search" mode, project initiatives should focus on providing high-level, accessible resources.



Figure 14: Proacting in seeking out opportunities for professional development in five countries

2.4. Observation of a colleague's lesson or being observed by a colleague

❖ (from completely comfortable – 5 to very uncomfortable - 1)

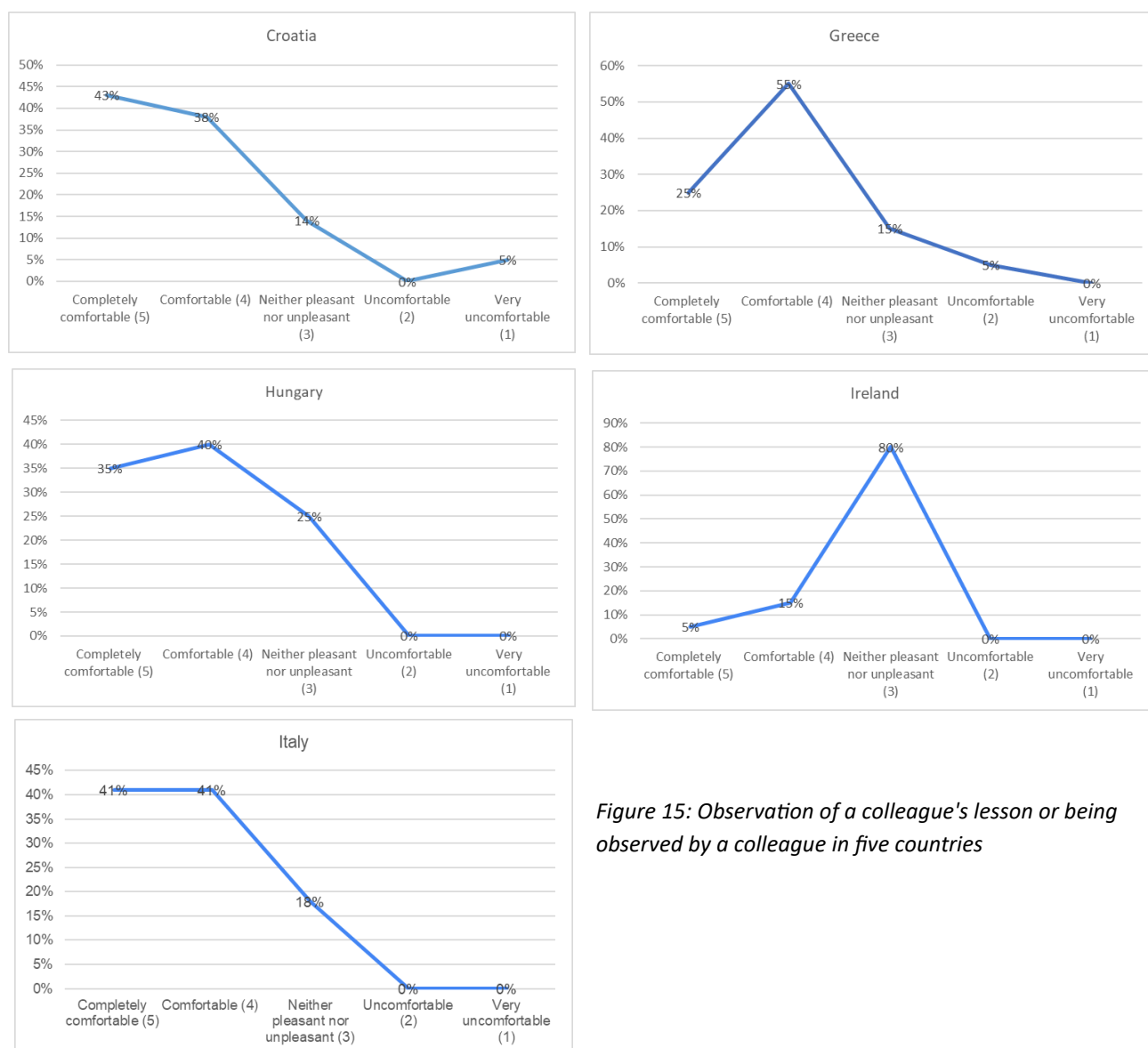


Figure 15: Observation of a colleague's lesson or being observed by a colleague in five countries

The data across the five partner countries in Figure 15 reveals a generally positive attitude toward peer observation, with teachers expressing high levels of comfort with both observing and being observed by their colleagues. A primary similarity is the concentration of responses in the "Completely comfortable" and "Comfortable" categories across most countries. Italy and Croatia lead this trend of openness, with Italy showing an equal split of 41% between the top two tiers and Croatia reporting a combined 81% in those categories. Greece and Hungary follow a similar pattern where the "Comfortable" (level 4) response is the most frequent, representing 55% and 40% of their respective teaching populations.

Ireland is the notable exception to this high-comfort trend, as most of its teachers (80%) occupy the neutral "Neither pleasant nor unpleasant" category. This suggests a professional culture where peer observation is perhaps viewed as a standard, impersonal requirement rather than an actively positive or negative experience. However, a significant commonality among all five countries is that there is nearly no significant discomfort. Levels of "Uncomfortable" or "Very uncomfortable" are at 0% in Italy, Hungary, and Ireland, with only marginal discomfort reported in Greece and Croatia. This indicates that while the degree of enthusiasm varies, there is no significant resistance to peer observation as a professional practice.

At the end we can conclude that the partnership is characterized by teachers that are professionally ready for collaborative learning and peer-to-peer feedback. The high levels of comfort in Italy, Greece, Croatia, and Hungary suggest that these countries are well-positioned for "lesson study" models and collaborative digital teaching experiments. Even in Ireland, where the attitude is more neutral, the lack of negative sentiment provides a safe baseline for introducing collaborative methodologies. This widespread psychological readiness is a critical asset for the project, as it ensures that teachers are likely to be receptive to the peer-learning activities necessary for improving digital pedagogical readiness.

2.5. Sharing of "best practices," lesson plans, or materials with other teachers

❖ (from regularly – 5 to never - 1)

The data regarding the sharing of best practices and lesson materials across the five partner countries in Figure 16 reveals that teachers are broadly committed to professional collaboration, though the frequency of this sharing varies by country. A primary similarity is the overwhelming rejection of a "siloe" teaching, as evidenced by the near zero percent of teachers who say they never share materials in Greece, Ireland, and Italy. Greece and Croatia exhibit the most proactive sharing, with 65% and 52% of their respective teachers reporting that they share "Regularly." Italy follows a similar, highly active trend where 42% share regularly and an additional 29% fall into the high-frequency category. In contrast, Ireland and Hungary demonstrate a more moderate but still highly collaborative approach. In Ireland, most teachers (75%) occupy the level four category, indicating that while sharing is a standard part of their professional life, it may be slightly less frequent or formalized than in Greece, Croatia and Italy. Hungary shows the most balanced distribution, with its largest group of 40% maintaining a neutral frequency of sharing, though the total positive sentiment still far outweighs the negative. A notable commonality across all countries is the absence of resistance to sharing, as the "Never" and low-frequency categories remain the smallest across every single graph.

From the data analyzed we can conclude that the partnership possesses a strong foundation of professional generosity and collaborative spirit. The widespread willingness to exchange lesson plans and best practices is a critical asset for any project aimed at digital readiness, as it ensures that new methodologies can be disseminated quickly through peer networks rather than relying solely on top-down training. The data suggests that teachers are not only comfortable with digital and pedagogical transparency but actively value the shared expertise of their colleagues. This collaborative climate provides an ideal environment for the creation of shared digital resource repositories and cross-border professional learning communities.

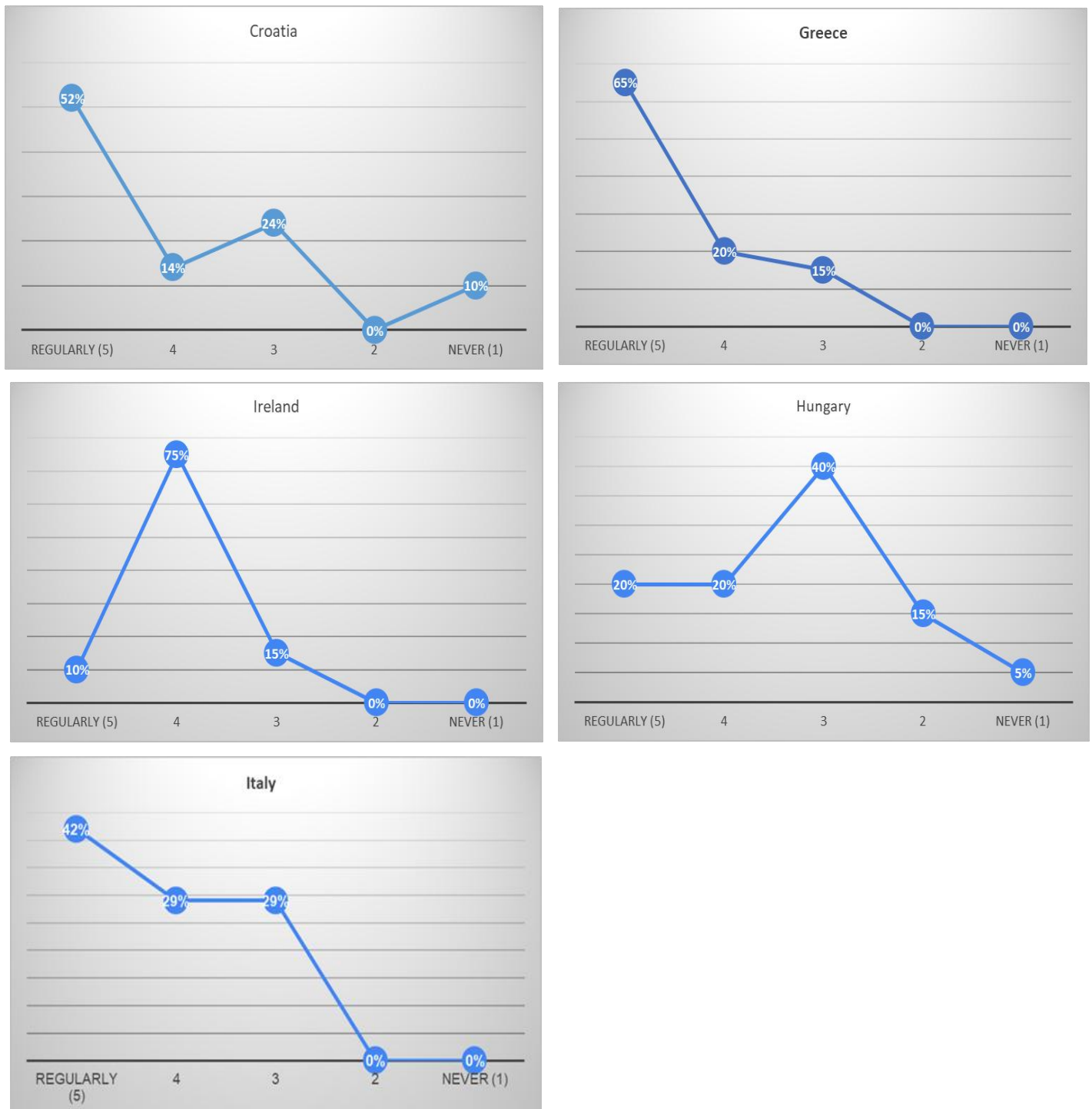


Figure 16: Sharing of "best practices," lesson plans, or materials with other teachers in five countries

2.6. Organization of knowledge-sharing events or workshops within school

❖ (from lead organizer – 5 to never - 1)

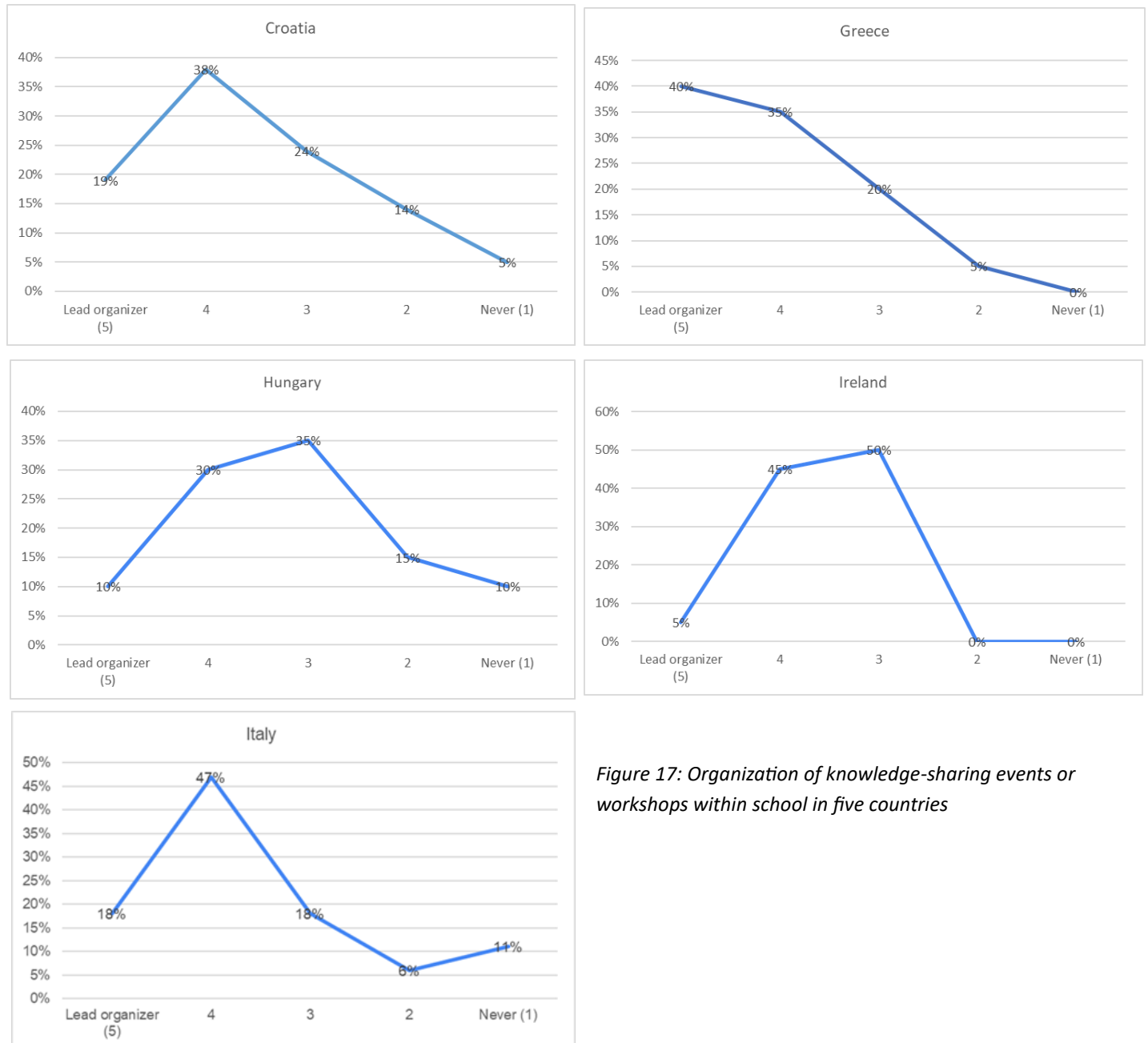


Figure 17: Organization of knowledge-sharing events or workshops within school in five countries

The data in Figure 17 reveals a strong inclination toward school-based knowledge sharing across all five countries, though the specific levels of engagement vary significantly. A primary similarity is that most teachers are actively involved in either leading or participating in these events, with very few selecting the "Never" category. This suggests a widespread professional culture where internal collaboration is valued and practiced.

In Croatia, Italy, and Ireland, the most common response is a high level of engagement, specifically at level 4 or 5. Croatia and Italy show a peak at level 4, while Ireland shows a very high concentration of teachers at levels 3 and 4, indicating a consistent middle-to-high frequency of involvement. Greece stands out as having the highest percentage of "Lead organizers," showing a downward trend where the more passive roles are less common. Hungary exhibits a more balanced bell-curve distribution, peaking at level 3, which indicates a moderate but steady level of participation compared to the more polarized or top-heavy distributions in the other nations. Another notable similarity is the sharp decline toward the lower end of the scale in almost every country. In Ireland and Greece, the percentage of teachers who "Never" participate or rank at level 2 is near zero or exceptionally low. Even in Hungary and Italy, where these numbers are slightly higher, they still represent a clear minority. This indicates that while not everyone is ready to be the lead organizer, the total absence of knowledge-sharing activity is rare.

From the data analyzed we can conclude that the overall attitude toward organizing and participating in knowledge-sharing events is overwhelmingly positive and active across all surveyed countries. Teachers are generally comfortable taking on significant roles in these workshops, with the bulk of teachers residing in the "active participant" to "lead organizer" range. The data underscores a collaborative educational environment where school-based professional development is a standard expectation rather than an occasional exception.

2.7. Confidence in managing complex, project-based learning activities

- ❖ (inter-school or interdisciplinary) (from very confident – 5 to not confident - 1)

The provided data in Figure 18 illustrates a generally positive yet varied level of confidence among teachers when managing complex, project-based learning activities across the five countries. A primary similarity is that the "Not confident" (1) category is consistently the least selected option in almost every country, with Croatia, Greece, Hungary, and Ireland all reporting 0% for this lowest level. This suggests that while teachers may feel varying degrees of uncertainty, they rarely feel completely incapable of managing these complex tasks.

Another shared characteristic is the concentration of responses in the positive half of the spectrum (levels 4 and 5) for Croatia, Greece, Italy, and Ireland. In Croatia, 80% of teachers identify as "Confident" or "Very confident," while Greece shows an even stronger lean toward the top with 50% feeling "Very confident." Ireland and Italy similarly peak in the "Confident" (4) range. This indicates baseline professional comfort with interdisciplinary or inter-school projects. Hungary serves as the notable outlier in this dataset, as most of its teachers (70%) fall into the "Neither confident nor unconfident" (3) category. This neutrality represents a distinct similarity in sentiment within that specific country but contrasts with the more decisive confidence seen elsewhere. Despite this, the lack of a strong "Not confident" presence in Hungary aligns it with the overall European trend of basic professional self-assurance.

We can conclude that the prevailing teacher's attitude toward managing complex project-based learning is one of moderate to high confidence. The data suggests that teachers in Greece, Italy, Croatia, Ireland feel more equipped or experienced in these roles than their Hungarian teachers, who maintain a neutral stance. Overall, the absence of significant "Not confident" ratings across all borders indicates that teachers generally feel they possess the foundational skills necessary for interdisciplinary collaboration.

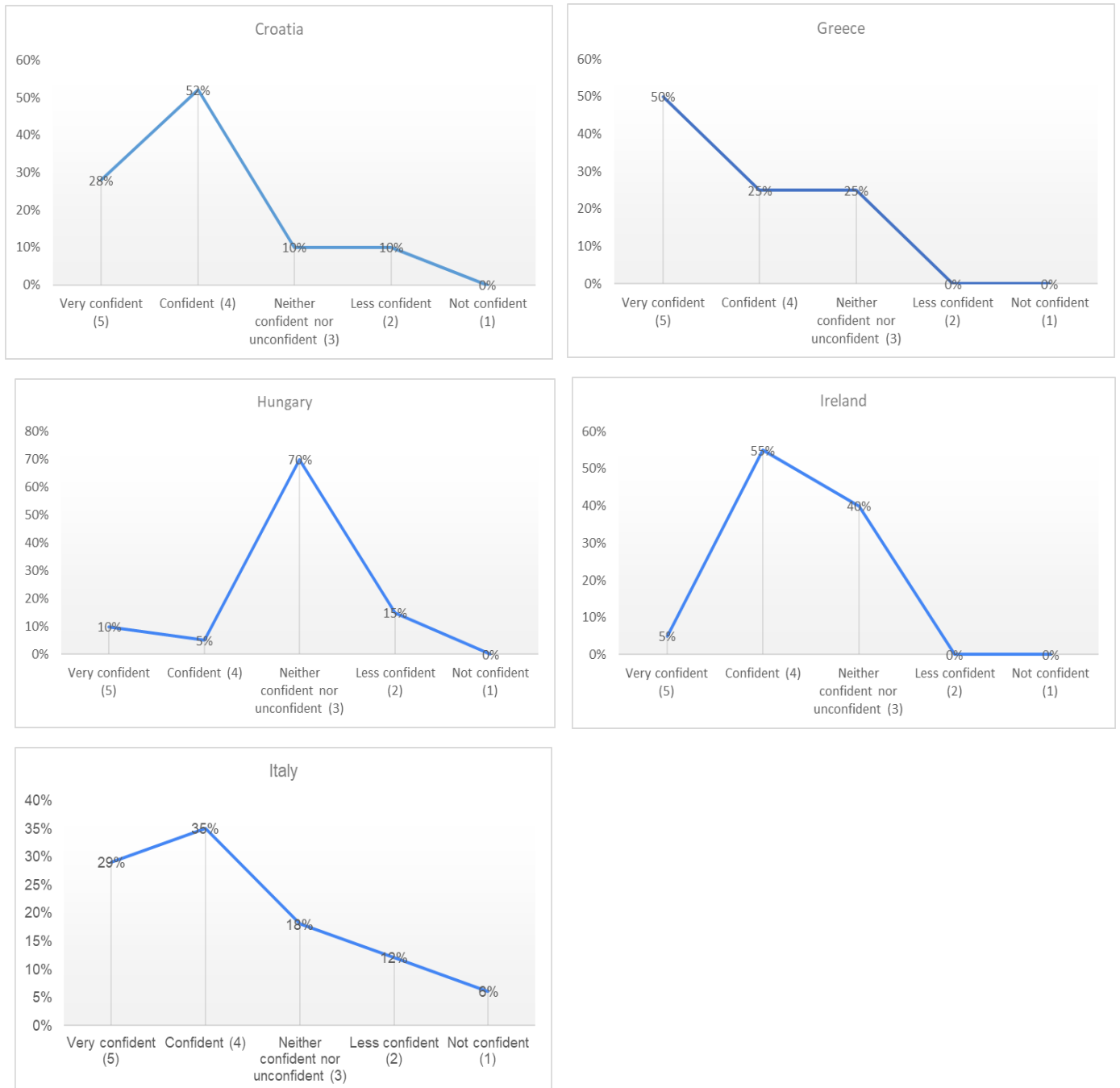


Figure 18: Confidence in managing complex, project-based learning activities in five countries

2.8. Integration of international elements or Erasmus+ related topics into daily lessons

❖ (from never – 1 to very often - 5)

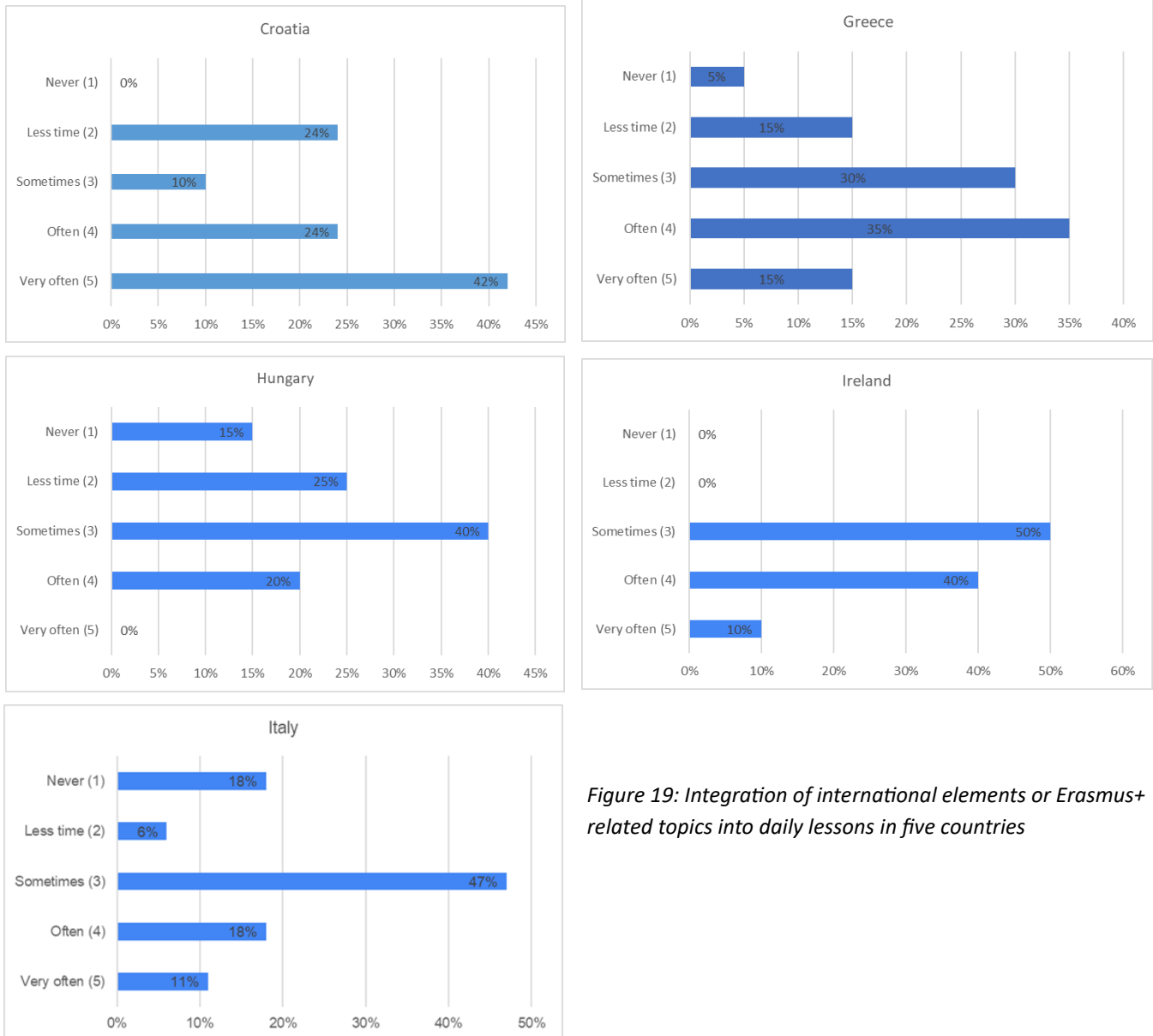


Figure 19: Integration of international elements or Erasmus+ related topics into daily lessons in five countries

The data across all five countries in Figure 19 indicates that teachers in all five countries are trying to integrate international or Erasmus+ elements into daily teaching practices. A primary similarity is that "Sometimes" (3) is the most frequent or second-most frequent response in almost every country, particularly in Ireland, Hungary, and Italy, where it represents between 40% and 50% of the responses. This suggests that for many teachers in Europe, bringing in global topics happens quite often, but it isn't part of their lessons every single day yet.

Croatia and Greece show the highest levels of consistent engagement, with Croatia reporting 42% at "Very often" and Greece showing 35% at "Often." This sets them apart from Hungary, which reports 0% for the "Very often"

category, suggesting that while teachers in Italy, Croatia and Greece might be more aggressively integrating these topics, Hungarian teachers in this sample are more cautious. Another notable similarity is the relatively low percentage of teachers who "Never" integrate these topics. In Croatia and Ireland, that figure is 0%, while Greece sits at 5%. Italy and Hungary show slightly higher resistance or difficulty at 18% and 15% respectively, but even there, most of the teachers is engaging with international content at some frequency. The data leans toward the positive side of the scale, indicating that internationalization is a recognized priority in the classroom.

We can conclude that the overall attitude toward integrating Erasmus+ and international elements into daily lessons is positive but characterized by "moderate frequency" rather than "constant immersion." While there is a clear geographic divide in the intensity of integration—with Croatia leading in high-frequency usage and Hungary showing a more reserved approach—the total absence of these topics is rare. This concludes that international elements have successfully entered the European classroom as a common supplemental tool, though they are not yet fully woven into the daily pedagogical fabric of every nation.

2.9. Involvement of students in competitions (online or in-person) to boost their engagement

❖ (from frequently – 5 to never - 1)

Analyzed data across the five countries in Figure 20 shows a strong commitment to involving students in competitions, with high engagement levels being the standard rather than the exception. A significant similarity is that nearly all countries report 0% or very low percentages for the "Never" (1) category, with Italy being the only outlier at 12%. This indicates that using competitions as a tool for student engagement is a universally accepted practice among these teachers.

In Croatia and Greece, the trend is heavily weighted toward the most active end of the scale. Croatia shows a sharp peak at "Frequently" (43%), while Greece follows a steady downward slope starting from its highest point at "Frequently" (35%). This suggests that in these regions, competitions are a primary and regular component of the pedagogical strategy. Ireland and Hungary show a more concentrated middle-to-high engagement, with Ireland peaking at level 4 (55%) and Hungary at levels 4 (30%) and 3 (25%). This points to a consistent, if slightly more measured, integration of competitions into the school year. Italy presents the most varied distribution, peaking at level 3 but maintaining a presence across all levels, including the "Never" category. Despite these slight regional variations, the "middle-of-the-road" to "very frequent" levels (3, 4, and 5) dominate the data in every single country. This shared high frequency suggests that teachers generally view competitions as an effective way to boost student motivation and participation.

The overall attitude toward student competitions is overwhelmingly positive across all countries. Teachers in Croatia and Greece lead the way in making competitions a frequent staple of student life, while those in Ireland, Hungary, and Italy maintain a steady, recurring involvement. The collective data confirms that competitions are no longer niche activities but are central to the modern European teacher's toolkit for driving student engagement.

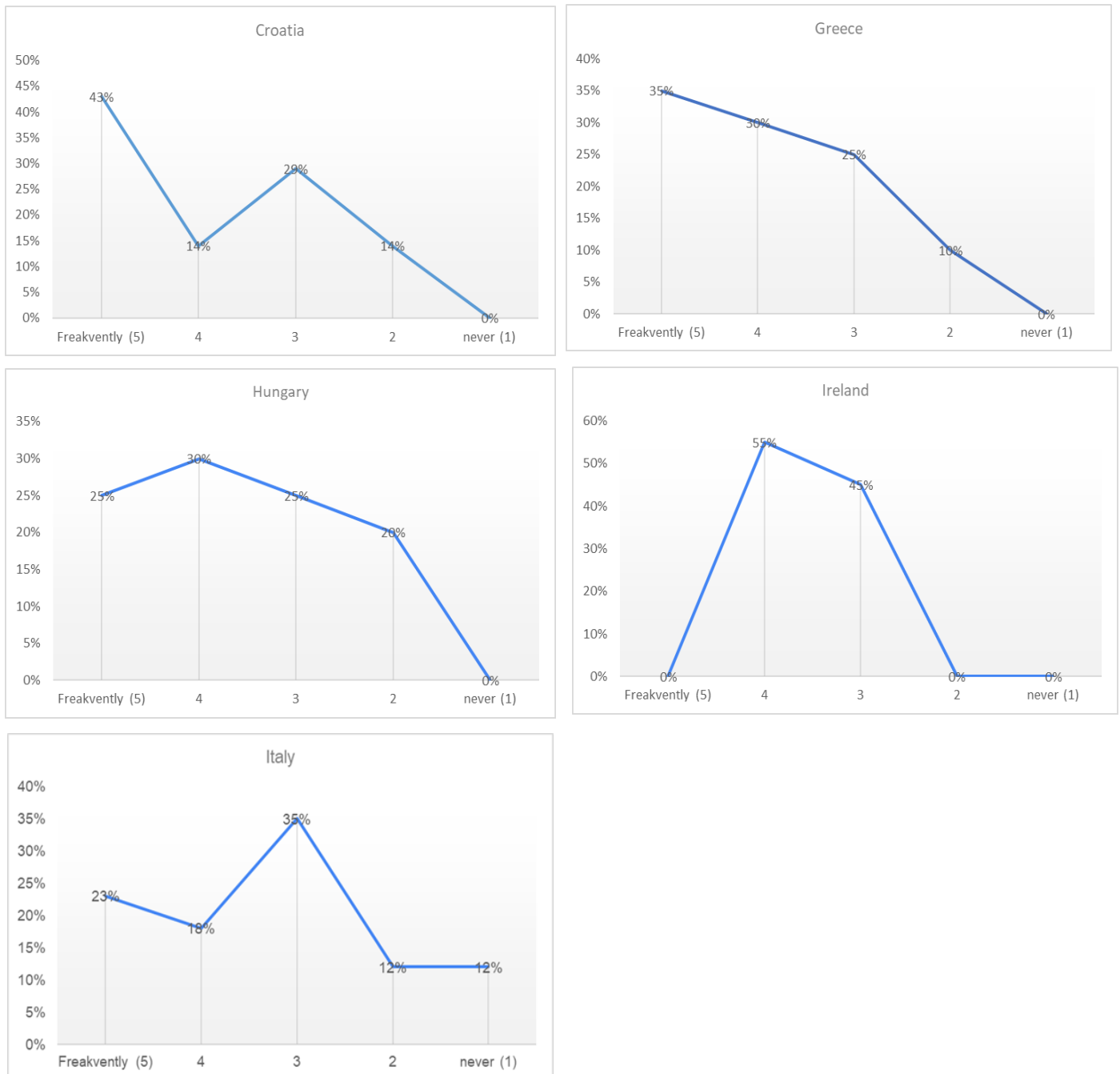


Figure 20: Involvement of students in competitions (online or in-person) to boost their engagement in five countries

2.10. Openness to taking on roles outside the classroom, such as accompanying students on trips

❖ (from eagerly volunteer – 5 to avoiding - 1)

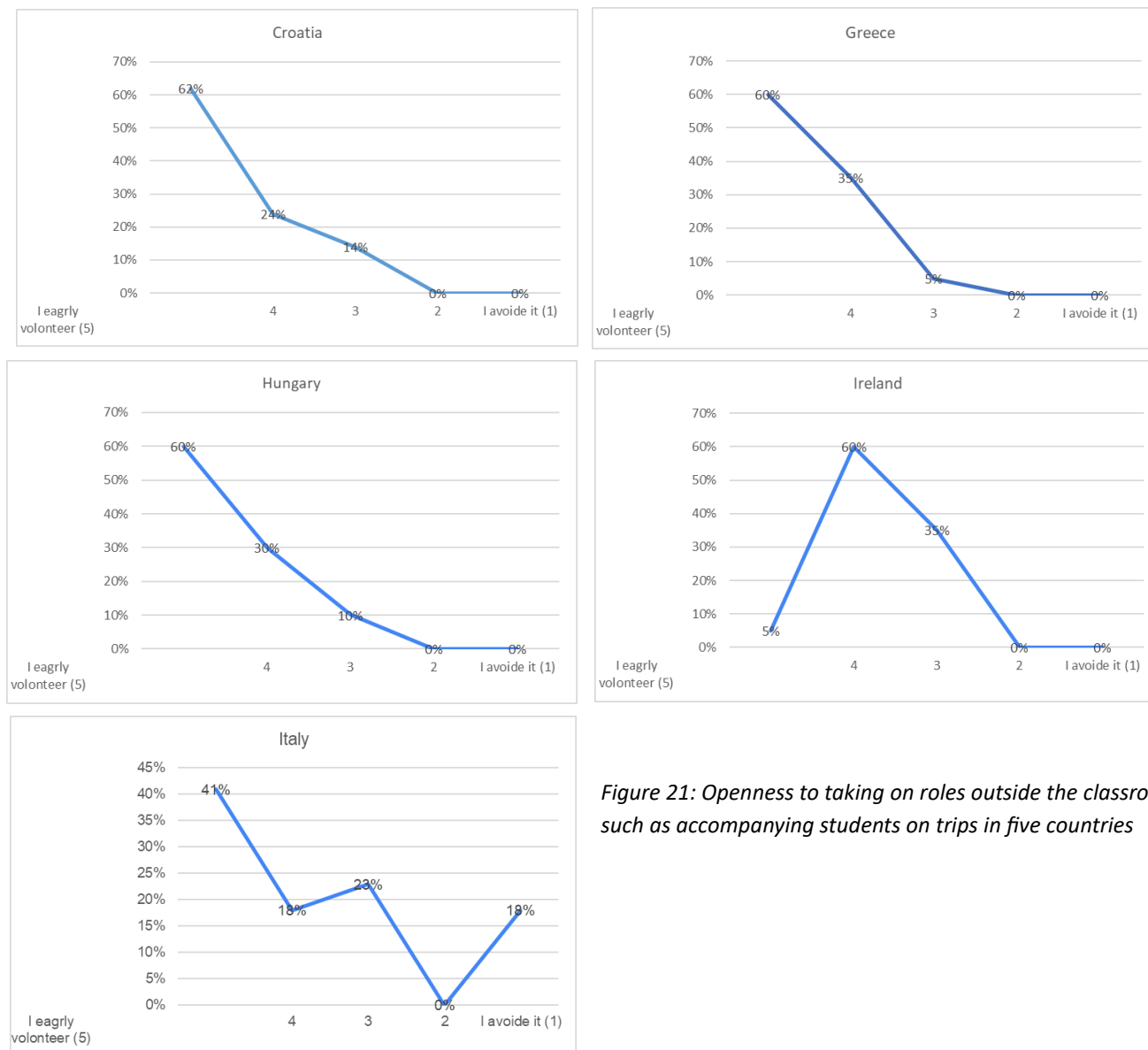


Figure 21: Openness to taking on roles outside the classroom, such as accompanying students on trips in five countries

The data across the five countries in Figure 21 reveals a high level of enthusiasm among teachers for taking on responsibilities outside the classroom, such as accompanying students on trips. A primary similarity is the heavy concentration of responses at the top of the scale, with Croatia, Greece, and Hungary all showing their highest percentages—ranging from 60% to 62%—in the "I eagerly volunteer" (5) category. This indicates that in these countries, most teachers view these extra-curricular roles as a positive and desirable part of their professional work.

Ireland and Italy also show strong openness, though their distributions peak slightly differently. In Ireland, the vast majority (60%) of teachers select level 4, while only 5% choose the highest "eagerly volunteer" level, suggesting a willing but perhaps more measured commitment compared to the other countries. Italy shows a strong peak at the highest level (41%), but it is the only country with a notable minority (18%) who admit to avoiding these roles altogether. Despite this small hesitation in Italy, the overall trend in all five nations is a sharp decline toward the lower end of the scale. Another striking similarity is the total absence of responses at level 2 across all countries and the near-zero presence at level 1 (except for Italy). This suggests that the "middle ground" of reluctance barely exists in this professional context. Teachers either fully embrace these opportunities or, in rare cases, avoid them, with very little neutral or slightly negative sentiment in between.

We can conclude that the prevailing attitude toward accompanying students on trips and taking roles outside the classroom is overwhelmingly proactive. Teachers across all surveyed countries demonstrate a high degree of professional volunteerism, with a significant majority falling into the top two tiers of openness. This conclusion points to a shared European teaching culture that values experiential learning and understands that the educator's role extends well beyond the physical walls of the classroom.

2. 11. Frequency of using gamification elements (e.g., points, badges, competitions) in teaching practice

❖ (from in almost every lesson – 5 to never - 1)

The data across the five countries in Figure 22 shows a strong adoption of gamification elements, with most teachers integrating these tools on a regular basis. A significant similarity is the peak at level 4 across four of the five countries (Greece, Hungary, Ireland, and Italy) indicating that a high frequency of usage is the most common professional standard. Ireland shows the most concentrated trend, with a striking 70% of teachers operating at level 4, while Italy and Hungary also show significant clusters at this level with 47% and 35% respectively.

Croatia presents a slightly different but still highly active profile, with its highest peak at level 5 ("In almost every lesson"), suggesting a very deep level of integration in that region. Another commonality is the near-total rejection of the "Never" (1) category; in Croatia, Greece, Ireland, and Italy, the percentage of teachers who never use gamification is 0%, with Hungary reporting only a marginal 5%. This indicates that gamification has moved past the experimental stage and is now a foundational part of the modern pedagogical toolkit across these diverse educational systems. Even where usage isn't "constant," the data leans heavily toward the positive end of the spectrum. Levels 3, 4, and 5 combined represent most of all teachers in every country. We can say that teachers find value in using points, badges, and competitions to drive student engagement, even if the exact frequency of implementation varies slightly by national context.

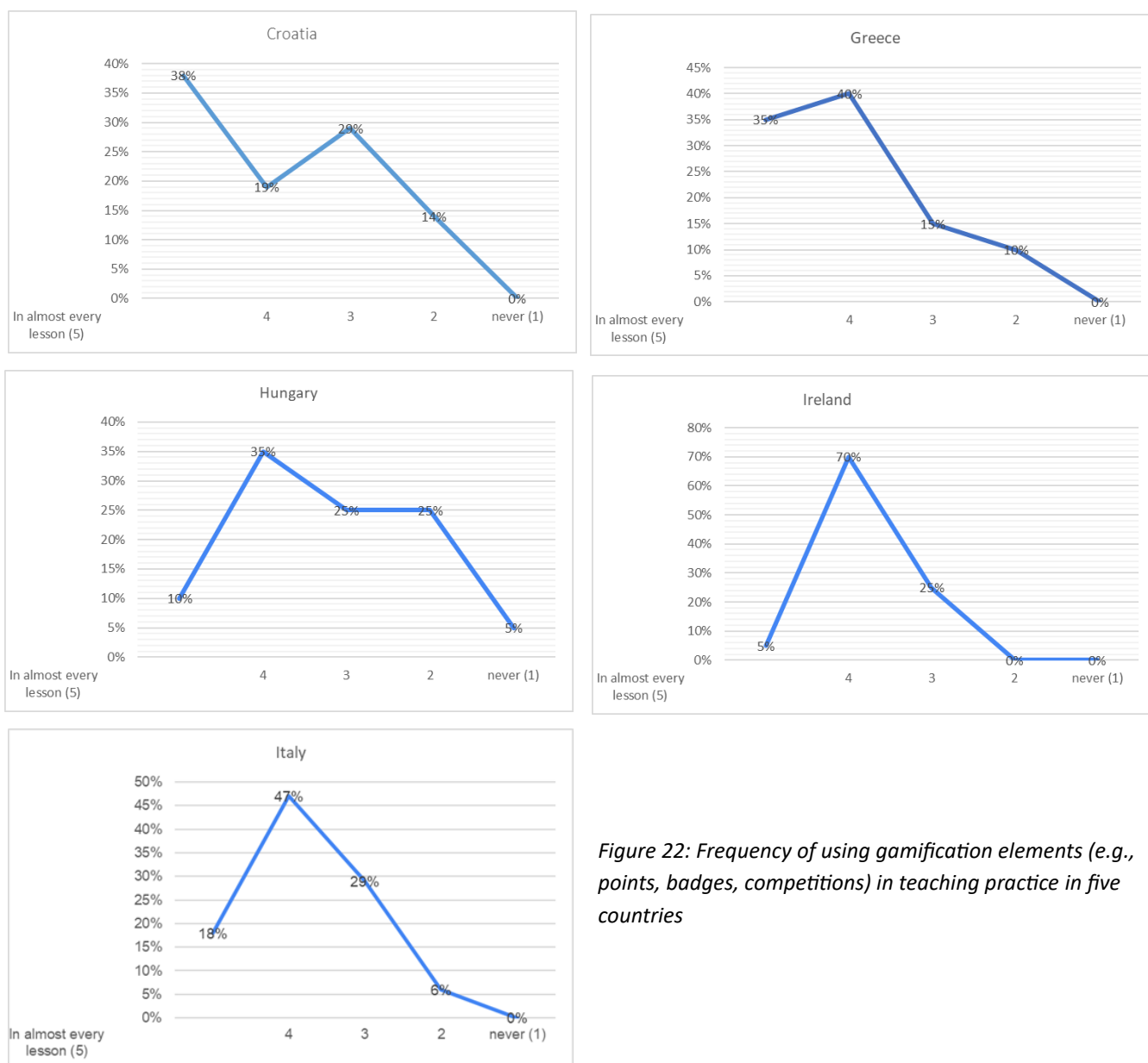


Figure 22: Frequency of using gamification elements (e.g., points, badges, competitions) in teaching practice in five countries

We can conclude that the overall attitude toward gamification is characterized by high levels of acceptance and frequent practical application. Gamification has become a standard method for enhancing the learning experience across all surveyed countries. The data concludes that while specific habits vary—with Croatia leading in intensity and Ireland leading in consistency—the move toward a more "playful" and incentive-based classroom environment is a shared European educational trend.

2.12. Implementation of non-traditional teaching methods (e.g., thematic days, project weeks)

❖ (from regularly – 5 to never - 1)

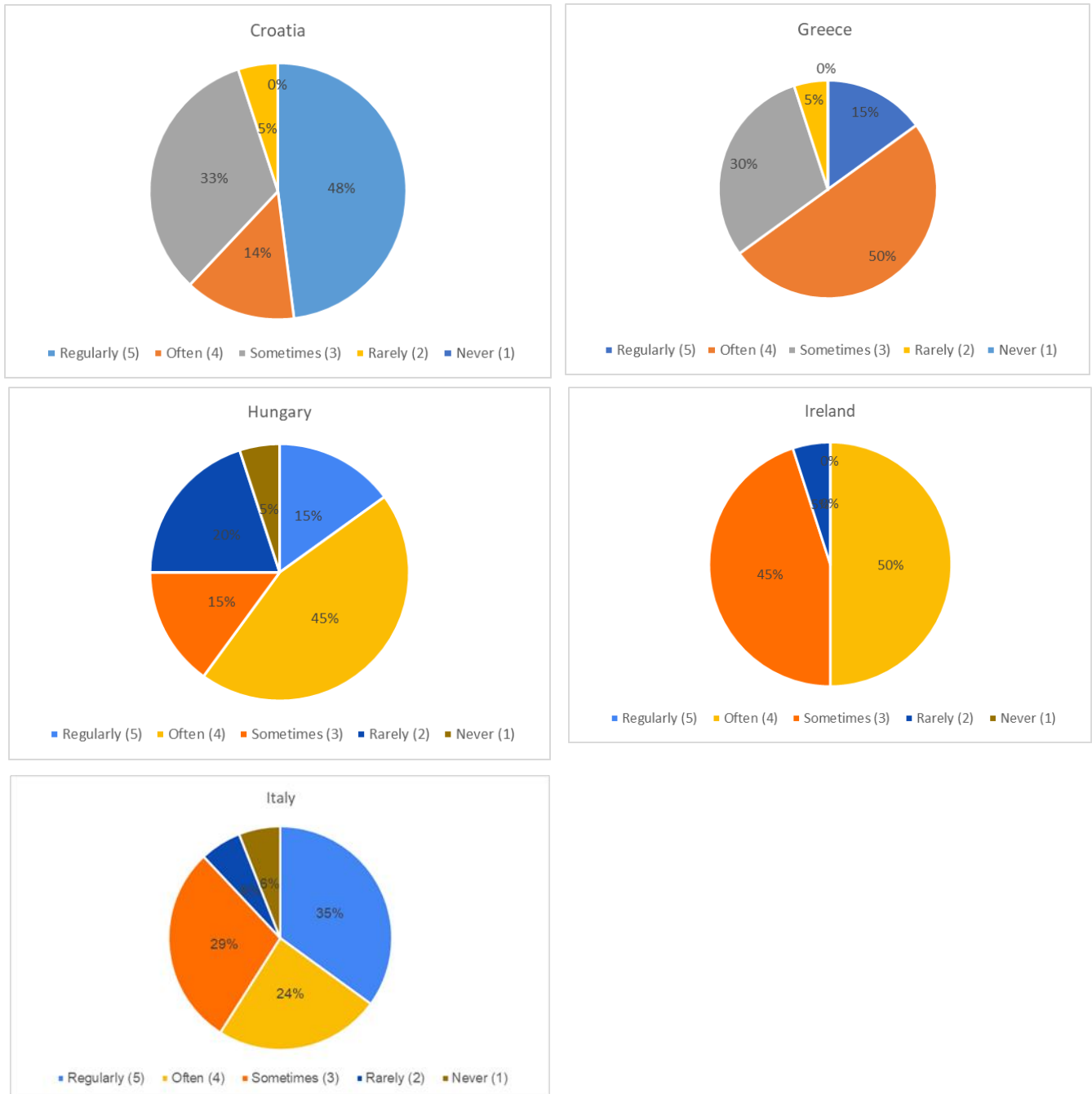


Figure 23: Implementation of non-traditional teaching methods (e.g., thematic days, project weeks) in five countries

The data across the five countries in Figure 23 highlights a strong general commitment to implementing non-traditional teaching methods, such as thematic days and project weeks, though the frequency of these activities varies by country. A primary similarity is that most teachers in every country engage in these methods at least "Sometimes" or more frequently. In Croatia, Greece, and Italy, the combined percentages for "Regularly," "Often," and "Sometimes" represent over 80% of the respondents, indicating that non-traditional approaches have become a mainstream component of their educational systems.

Croatia and Italy show the highest levels of consistent commitment, with 48% and 35% of teachers respectively reporting that they use these methods "Regularly." Greece is also very active, with 50% of teachers using these methods "Often." In contrast, Ireland and Hungary exhibit a slightly more moderate trend. While they still are more toward the positive end of the scale, their largest percentages are in the "Often" (50% in Ireland) or "Often" (45% in Hungary) categories, but with a more noticeable presence of lower-frequency responses compared to Croatia. Another shared characteristic is the relative rarity of the "Never" response. In Croatia and Greece, this category stands at 0%, and in Ireland, it is not even listed as a distinct percentage on the chart. While Hungary and Italy show a small percentage of teachers who never use these methods (5% and 6% respectively), they remain a very small minority. This suggests that moving away from traditional classroom structures is beneficial for student learning.

We can conclude that the overall attitude toward non-traditional teaching methods is highly favorable, with a clear trend toward regular or frequent implementation across countries. While teachers in Croatia, Italy, Greece appear to integrate these methods with slightly more intensity, the collective data confirms that thematic days and project weeks are widely accepted tools used to diversify the learning experience and break the monotony of traditional daily schedules.

2. 13. Utilization of digital tools and online platforms for educational purposes

❖ (from advance usage – 5 to minimal usage - 1)

The data across all five countries in Figure 24 indicates a very high level of digital literacy and a strong commitment to using online platforms for educational purposes. A primary similarity is that "Minimal usage" (1) is reported at 0% in every single country surveyed. This suggests that the use of digital tools is no longer optional but has become a fundamental requirement of the teaching profession across these countries. In Greece and Croatia, the trend leans most heavily toward the highest level of expertise, with Greece reporting a significant 50% of teachers in the "Advanced usage" category and Croatia following at 38%. Italy also shows a very strong digital presence, peaking at level 4 with 41% and maintaining 35% at the "Advanced" level. This demonstrates a high level of confidence and sophisticated integration of technology in those countries. Ireland and Hungary show a more concentrated distribution in the middle-to-high range. Ireland is particularly consistent, with 100% of its teachers split exactly between level 4 and level 3 (50% each), showing a solid, reliable standard of digital competence across the board. Hungary similarly peaks at level 4 with 50%. Across all countries, most teachers are positioned at level 3 or higher, highlighting that digital tools are being utilized frequently and effectively rather than just sporadically.

We can conclude that the overall attitude toward the utilization of digital tools is exceptionally positive and professionalized. Teachers have moved past basic adoption and are now largely operating at intermediate to advanced levels of digital integration. The data concludes that digital platforms are now an inseparable part of the modern educational landscape, with teachers consistently striving for high-level proficiency to meet the demands of 21st-century schooling.

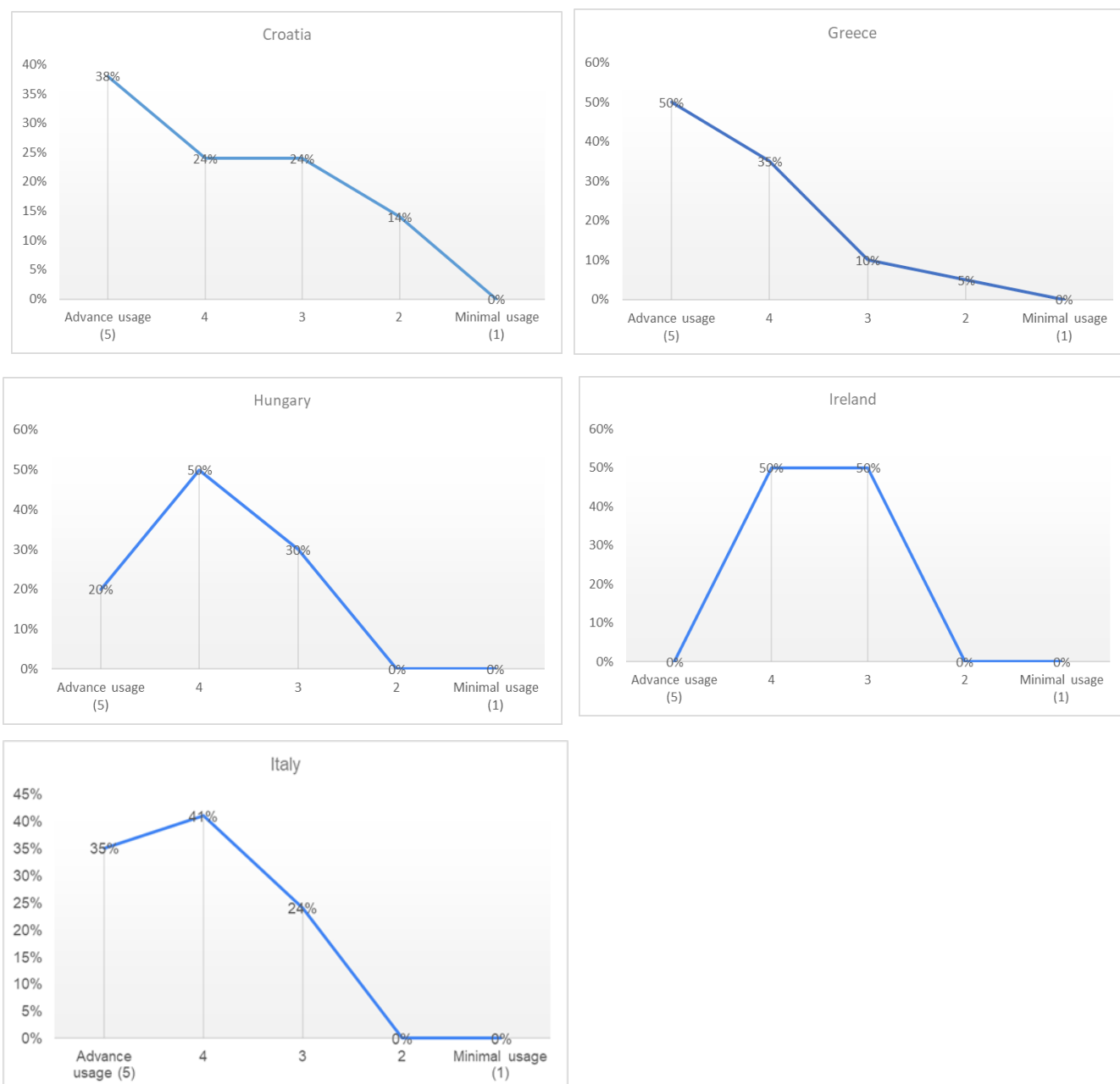


Figure 24: Utilization of digital tools and online platforms for educational purposes) in five countries

2. 14. Interest in writing professional articles or publication about teaching experiences

❖ (from very likely – 5 to very unlikely - 1)

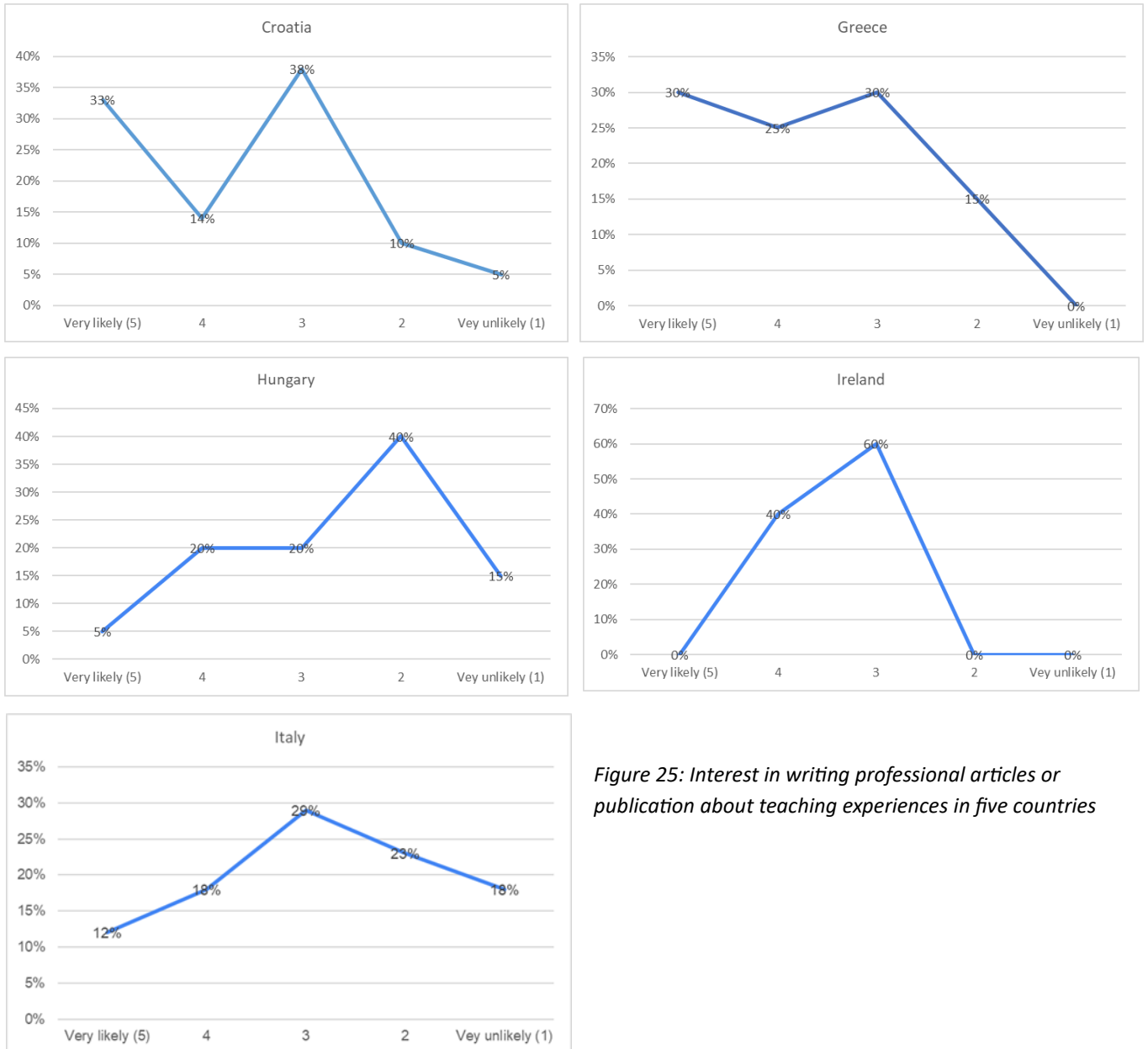


Figure 25: Interest in writing professional articles or publication about teaching experiences in five countries

The data across the five countries in Figure 25 suggests a moderate interest in professional writing, with a clear tendency for teachers to maintain a neutral or cautious stance regarding publication. A primary similarity is that the middle-of-the-road "Level 3" is a significant peak in four out of five countries—Croatia (38%), Greece (30%), Ireland (60%), and Italy (29%). This indicates that while many teachers do not rule out the idea of writing an article, they may lack the immediate motivation, time, or confidence to commit fully to the process. Croatia and Greece show the most diverse extremes in engagement with both countries reporting a strong 30-33% in the "Very likely" (5) category, suggesting a significant sub-group of teachers who are eager to share their experiences formally. In

contrast, Hungary and Ireland exhibits much lower enthusiasm for the top tier, with Hungary peaking instead at level 2 (40%) and Ireland concentrating its entire response pool in the neutral-to-likely range (levels 3 and 4). This shift reveals that professional publication is viewed as a less frequent or more daunting task. Another shared characteristic is the presence of a notable minority who are "Very unlikely" (1) to publish, particularly in Italy (18%) and Hungary (15%). Unlike previous datasets where the negative end of the scale was often 0%, this data shows that professional writing is perceived as more of a specialized or optional activity rather than a standard pedagogical tool. This creates a more varied landscape compared to the universal adoption seen in digital tool usage or student engagement strategies.

We can conclude that the overall attitude toward writing professional articles is one of "guarded interest." While there is a dedicated group of proactive writers—especially in Croatia and Greece—most European teachers in this sample remain in a neutral holding pattern. The conclusion can be drawn that while teachers value their experiences, there is a significant barrier (likely time or perceived difficulty) that prevents the transition from classroom practice to formal publication. This highlights a potential area for professional development and support to help educators document and share their pedagogical innovations.

2. 15. Activation in attending professional conferences (either as a lecturer or an attendee)

❖ (from multiple times a year – 5 to never attend - 1)

The data across the five countries in Figure 26 demonstrates a strong commitment to professional development through conferences, with most teachers attending these events at least once or several times a year. A primary similarity is that the "Never attend" (1) category is either non-existent or a very small minority in all countries, with Croatia, Greece, and Ireland reporting 0% and Hungary and Italy showing only 5% and 12% respectively. This suggests a professional culture where staying updated through formal gatherings is considered a standard part of the job.

Croatia and Greece show the highest levels of proactivity, with their largest groups—57% and 45% respectively—selecting the "Multiple times a year" (5) category. This indicates a high frequency of engagement in those countries. Ireland displays a more concentrated but still highly active trend, with 75% of teachers operating at level 4. In contrast, Italy and Hungary show a more divided distribution; while they still have significant groups at the top, they also have larger concentrations at level 2 (30% in Italy and 25% in Hungary), suggesting that while these teachers participate, they do so less frequently than their peers in other countries. Another shared characteristic is the preference for high-tier participation (levels 4 and 5) over the moderate middle ground (level 3) in most countries except Hungary. In Ireland, Croatia, and Greece, the combined top two levels account for most of the teachers. This collective push toward the high end of the scale confirms that professional conferences are not just an occasional requirement but a recurring priority for most teachers in this sample.

We can conclude that overall attitude toward attending professional conferences is one of high activation and regular involvement. While there are regional differences in the "intensity" of attendance—with Croatia leading in frequency and Ireland leading in consistency—the total absence of participation is remarkably rare across all borders. The data concludes that conferences serve as a vital pillar for European teachers to network and grow professionally, reflecting a shared dedication to lifelong learning and academic exchange.

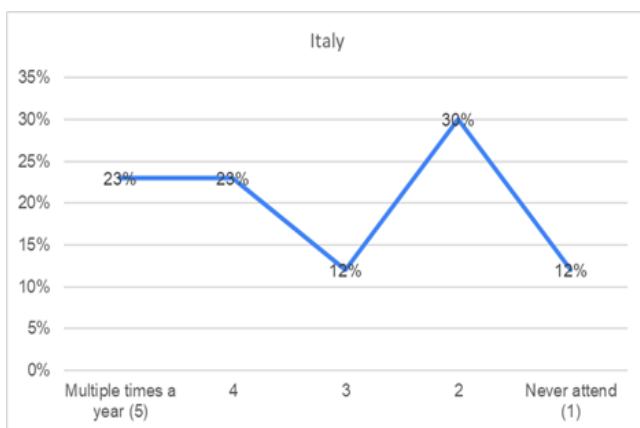
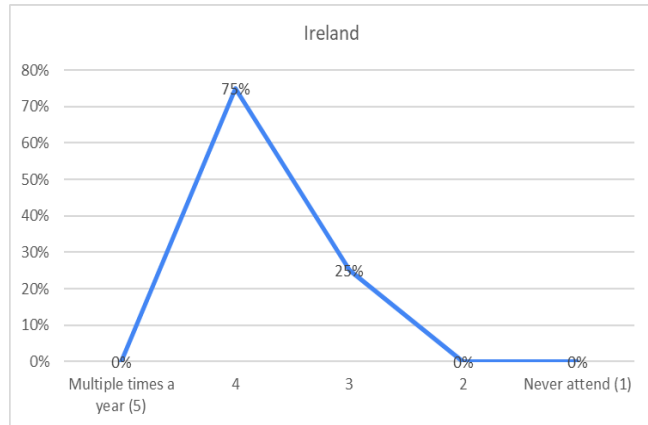
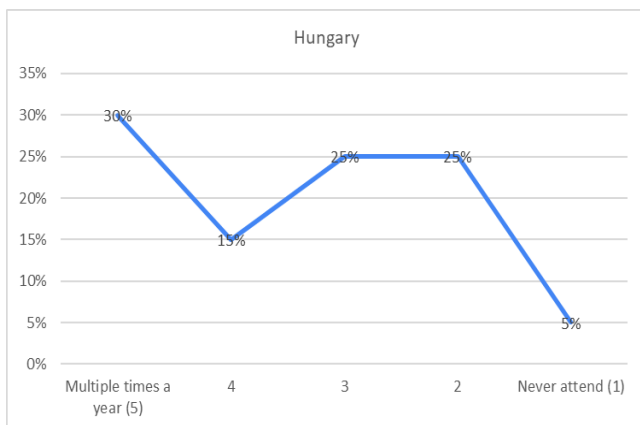
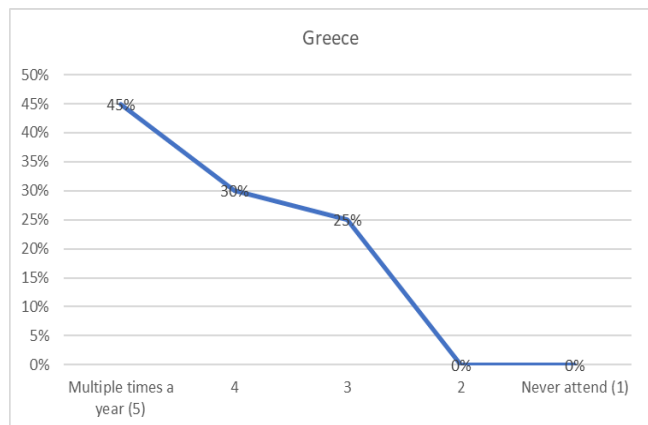
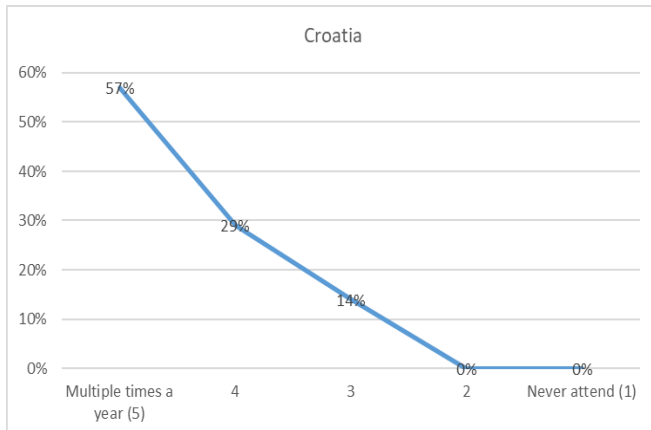


Figure 26: Activation in attending professional conferences (either as a lecturer or an attendee) in five countries

III. Conclusion

Teachers across all five nations express an overwhelming willingness to engage in professional activities beyond their mandatory hours, with top-tier motivation being the most frequent response. Croatia leads this enthusiastic trend with 62% of teachers identifying as highly motivated, followed closely by Greece and Italy. The near-total absence of negative attitudes suggests a deep, shared professional commitment that transcends national borders.

There is a strong belief that external recognition from schools and colleagues is a vital motivator for teachers participating in extra-curricular training. While Croatia and Greece view these recognition as extremely important, Hungarian and Irish teachers value it highly but with slightly less intensity. Consequently, the project must implement formal recognition mechanisms like certificates to satisfy these high professional expectations and maintain long-term engagement.

Teachers across the partnership demonstrate a predominantly proactive attitude, with most actively scanning for new professional growth opportunities rather than waiting for instructions. In countries like Greece, Hungary, and Ireland, there is a total absence of passive behavior, indicating a deeply ingrained culture of self-directed learning. This suggests that the project's primary focus should be on providing high-quality, accessible resources to meet this existing demand.

The data also reveals a generally positive attitude toward peer observation, with teachers in Italy and Croatia feeling particularly comfortable with collaborative classroom visits. Ireland remains a neutral exception, viewing the practice as a standard professional requirement rather than a social or emotional experience. Overall, the lack of significant discomfort across all borders confirms that the workforce is psychologically ready for collaborative "lesson study" models.

A collaborative spirit is deeply embedded in the partnership, as evidenced by the near zero percent of teachers who refuse to share lesson plans or materials. Greece and Croatia exhibit the most proactive sharing cultures, while Ireland and Hungary maintain a steady, albeit slightly less frequent, collaborative routine. This professional generosity provides an ideal foundation for creating shared digital resource repositories that can be disseminated quickly through peer networks.

There is also a widespread professional culture of internal collaboration, where most teachers are involved in either leading or participating in school-based workshops. While Greece stands out with the highest percentage of lead organizers, teachers in Croatia, Italy, and Ireland consistently show middle-to-high levels of engagement. This indicates that school-based professional development is a standard expectation and a practiced reality across all surveyed regions.

Teachers generally possess a moderate to high level of confidence in managing complex, interdisciplinary, or inter-school projects. Croatia and Greece report the highest levels of self-assurance, while Hungarian teachers maintain a more neutral, "neither confident nor unconfident" stance. Crucially, the "not confident" category was the least selected option in every country, confirming a solid baseline of professional self-efficacy for the project's goals.

The integration of Erasmus+ and international topics into daily lessons is a common but inconsistent practice, often occurring with "moderate frequency" rather than daily immersion. Croatia and Greece are the most aggressive in their integration efforts, while teachers in Hungary and Italy tend to be more cautious or occasional in their approach. Despite these variations, the total absence of international content is rare, proving that global topics are a recognized priority in the European classroom.

Using competitions as a tool to boost student engagement is a universally accepted practice, with almost all countries reporting very high levels of teacher involvement. In Croatia and Greece, competitions are a frequent staple of the curriculum, while Ireland and Hungary show a more measured but consistently positive integration. This collective commitment suggests that competitions are viewed as an effective and essential strategy for driving modern student motivation.

Teachers demonstrate a high degree of professional volunteerism, with an overwhelming majority eagerly willing to accompany students on trips or take on extra roles. Croatia, Greece, and Hungary show the highest enthusiasm, with over 60% of teachers in these countries identifying as eager volunteers. While a small minority in Italy expresses hesitation, the general European trend remains one where educators view their roles as extending far beyond the classroom walls.

Gamification has moved past the experimental stage and is now a standard pedagogical tool, with most teachers using points, badges, or contests on a regular basis. Ireland shows the most consistent integration at 70%, while Croatia leads in intensity with many teachers using these elements in almost every lesson. The near-total rejection of the "Never" category across the partnership confirms that a move toward incentive-based learning is a shared European trend.

Non-traditional teaching methods, such as thematic days and project weeks, have become mainstream components of the educational systems in all five countries. Croatia and Italy report the highest levels of regular implementation, while Greece, Ireland, and Hungary also show a strong preference for these diversified learning formats. The rarity of the "Never" response indicates a broad consensus that breaking traditional classroom structures is beneficial for the modern student experience.

Digital literacy is exceptionally high among the teachers surveyed, with "minimal usage" reported at 0% across the entire partnership. Greece and Italy show the most advanced levels of technical integration, while Ireland and Hungary maintain a solid, intermediate-to-high standard of competence. This data concludes that digital platforms are now an inseparable part of the pedagogical landscape, with teachers consistently striving for high-level proficiency.

There is a "guarded interest" in professional publication, with most teachers maintaining a neutral stance toward writing articles about their teaching experiences. While proactive sub-groups exist in Croatia and Greece, many teachers in Ireland and Hungary appear to view formal publication as a more daunting or optional task. This represents a clear opportunity for the project to provide support and frameworks that help educators document and share their pedagogical innovations.

Attendance at professional conferences is a recurring priority for most teachers, reflecting a shared dedication to lifelong learning. Croatia and Greece lead in frequency with multiple attendances per year, while Irish teachers show a very consistent, high-tier participation rate. Because the total absence of professional networking is remarkably rare, conferences remain a vital pillar for European teachers to network and grow their expertise.