

INTERNATIONAL RESEARCH ON TEACHERS' PERCEPTIONS AND ATTITUDES TOWARDS THE ERASMUS+ PROGRAMME

Research Results Report

Jelena Kovačević, EFL Teacher
teacher excellent advisor

Vedrana Prkić, M.Econ. and Univ. Spec. Econ.
teacher adviser

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ABSTRACT

The Erasmus+ Programme is one of the most significant initiatives of the European Union in the fields of education, training, youth, and sport. Established with the aim of fostering international cooperation, mobility, and lifelong learning, Erasmus+ enables students, teachers, and educational institutions to acquire new knowledge, competencies, and experiences through participation in international projects, professional development activities, and exchange programmes. The programme contributes to the development of a higher-quality, more inclusive, and modern education system while promoting European values such as tolerance, intercultural understanding, cooperation, and active citizenship.

Participation in the Erasmus+ Programme provides teachers with opportunities for both professional and personal development through training courses, job-shadowing activities, international seminars, and collaboration with colleagues from different European countries. Such experiences facilitate the exchange of good practices, the improvement of teaching methods, the development of digital and language competencies, and the enhancement of teachers' professional motivation and self-confidence. In addition to its professional benefits, Erasmus+ promotes openness towards diverse cultures, flexibility, and a willingness to embrace innovation in educational practice.

For students, Erasmus+ activities offer valuable opportunities to acquire new knowledge and skills, improve communication and language competencies, and develop social and intercultural abilities. Through participation in international projects, students strengthen their independence, responsibility, teamwork, and critical-thinking skills while gaining insight into different cultures, educational systems, and ways of life. These experiences often have a positive impact on their motivation for learning, self-confidence, and readiness to face future educational and professional challenges.

The benefits of the Erasmus+ Programme are also evident at the institutional level. By engaging in international projects, schools enhance their visibility and international cooperation, improve the quality of teaching, and encourage innovation and modernization within the educational process. Erasmus+ projects contribute to curriculum development, the implementation of contemporary teaching methods, the internationalization of schools, and the creation of a stimulating environment for both students and teachers. Furthermore, participation in Erasmus+ enables schools to establish new partnerships and create opportunities for future projects and collaborations.

Given the numerous educational, professional, and personal benefits offered by the Erasmus+ Programme, it is important to examine teachers' attitudes and perceptions regarding its role and significance within the education system. An analysis of teachers' perspectives can provide valuable insights into their experiences, motivations for participation, perceptions of the programme's benefits and challenges, and its impact on teaching quality and professional development. The findings of such research can contribute to a better understanding of the importance of international cooperation in education and support the further improvement of Erasmus+ implementation in the future.

Keywords: Erasmus+, international mobility, professional development, international cooperation, teacher professional development, intercultural competencies, lifelong learning, education, students, school

1. INTRODUCTION

An international survey on teachers' perceptions and attitudes towards the Erasmus+ programme was conducted between 31 March 2026 and 31 May 2026.

The purpose of the survey was to collect data on participants' experiences, attitudes, level of awareness, perceived barriers, benefits, institutional support, as well as the sustainability and implementation of Erasmus+ activities within educational institutions. The study also intended to examine how participation in Erasmus+ programmes contributes to teachers' professional development, the enhancement of teaching competences, international cooperation, and the overall quality of education.

The survey was initiated in response to the need for a deeper understanding of the experiences of teachers who have participated in, or are interested in participating in, Erasmus+ projects. The findings may serve as a basis for improving information and communication systems, strengthening institutional support, reducing barriers to participation, and shaping future initiatives and policies related to international mobility and cooperation in education.

To obtain a broad and representative picture of the participation, experiences, and challenges faced by education professionals, the survey included respondents from a wide range of European and non-European countries. The questionnaire was available in both Croatian and English, enabling teachers and other education professionals from diverse national and cultural backgrounds to take part.

Participation in the survey was voluntary and anonymous. All collected data were processed exclusively for statistical purposes, in accordance with the principles of confidentiality and personal data protection. The responses provided valuable insights into participants' experiences, attitudes, perceived barriers, benefits, sustainability, and level of awareness regarding the Erasmus+ programme.

The questionnaire consisted of 34 questions organised into several thematic sections covering respondents' demographic characteristics, experiences of participation in Erasmus+ programmes, perceptions of benefits and challenges, institutional support, awareness of Erasmus+ opportunities, and the application of acquired knowledge and experiences in everyday professional practice.

A total of 512 valid responses were collected from respondents in Croatia and other countries participating in the survey. The results were analysed quantitatively and are presented through charts and tables corresponding to individual survey questions.

The research was conducted by Jelena Kovačević, English Language Teacher at Ekonomska škola Požega, and Vedrana Prkić, M.Econ. and Univ. Spec. Econ. from Obrtničko-industrijska škola Županja. The study was undertaken with the aim of contributing to a better understanding of the role and significance of the Erasmus+ programme in teachers' professional development and in enhancing the quality of education.

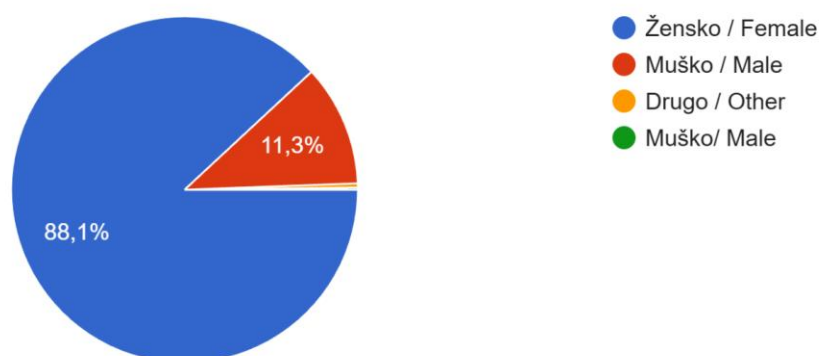
2. RESULTS

2.1. General information

3.1.3

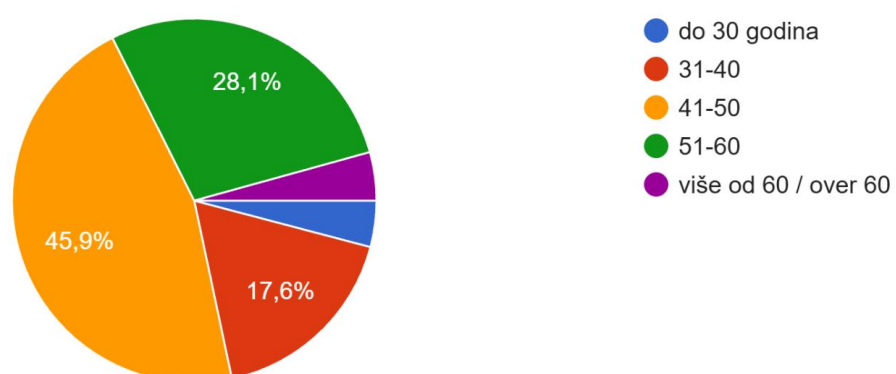
1. Spol / Gender

512 odgovora



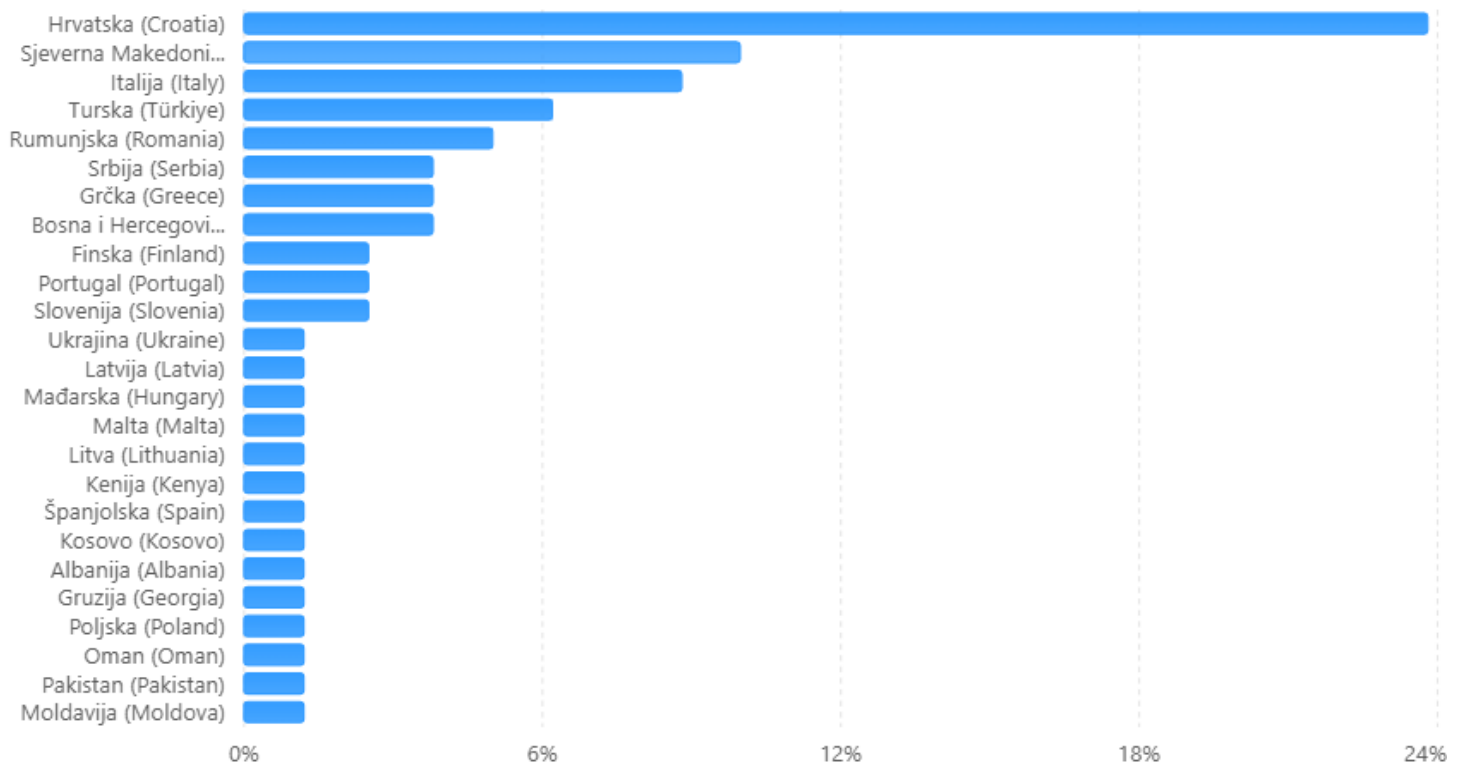
2. Dob / Age

512 odgovora



3. Country

Distribution of respondents by country of origin



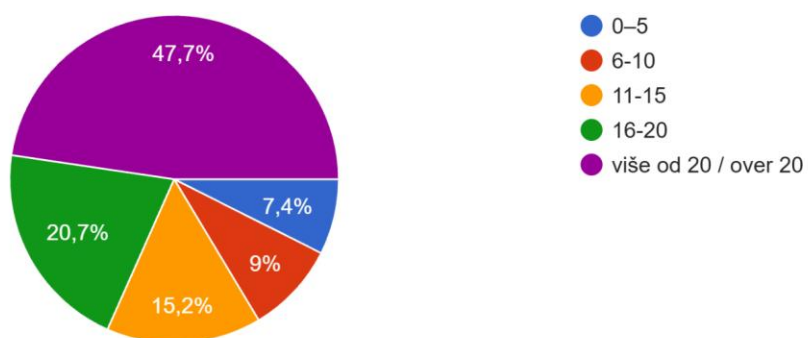
4. Vrsta ustanove / Type of institution

512 odgovora



5. Godine radnog iskustva / Years of teaching experience

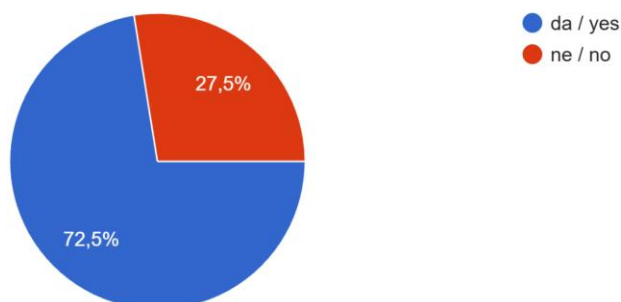
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2.2. Experience with the Erasmus+ Programme

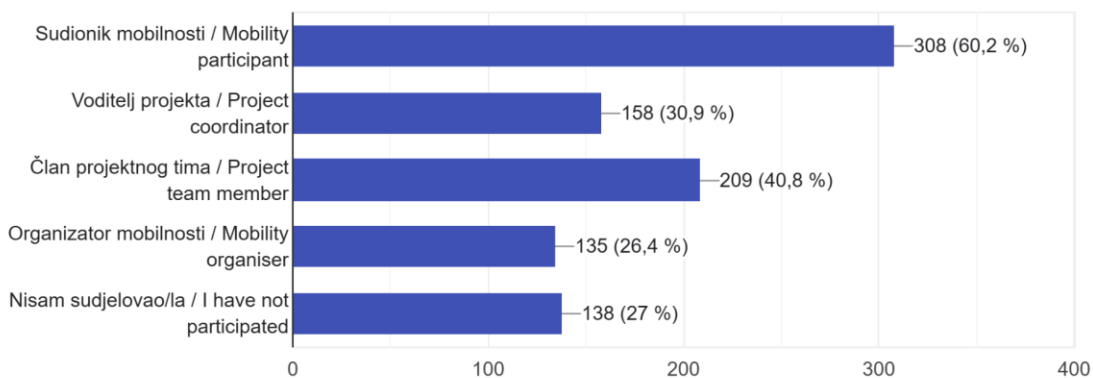
6. Jeste li sudjelovali u Erasmus+ programu? / Have you participated in the Erasmus+ programme?

512 odgovora



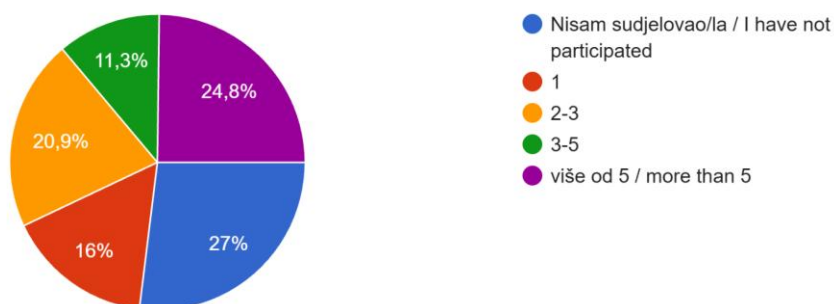
7. Ako da, u kojoj ulozi? (moguće više odgovora) / If yes, in which role? (multiple answers possible)

512 odgovora



8. Koliko puta ste sudjelovali? / How many times have you participated?

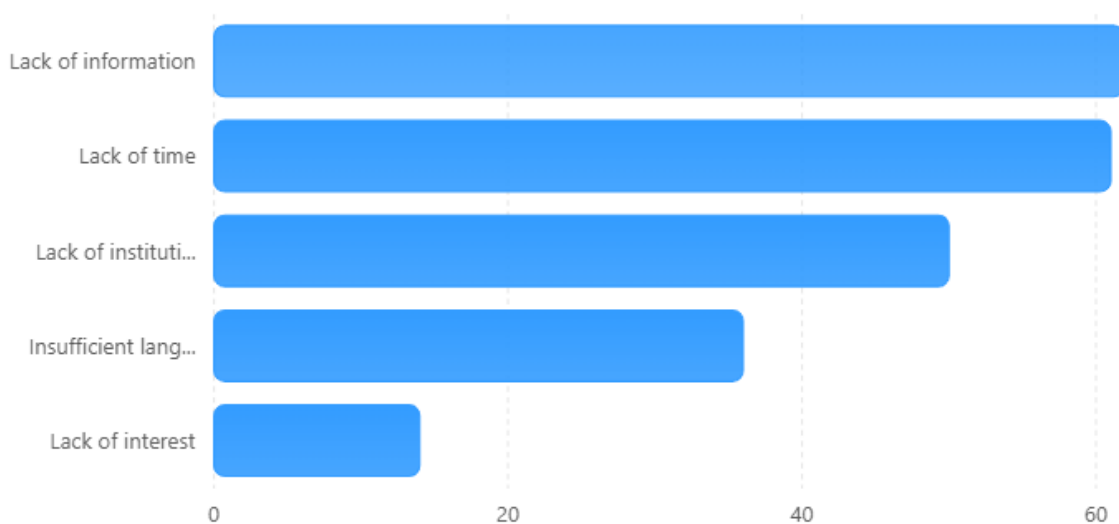
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2.3. No experience with the Erasmus+ Programme

Main Reasons for Not Participating in Erasmus+

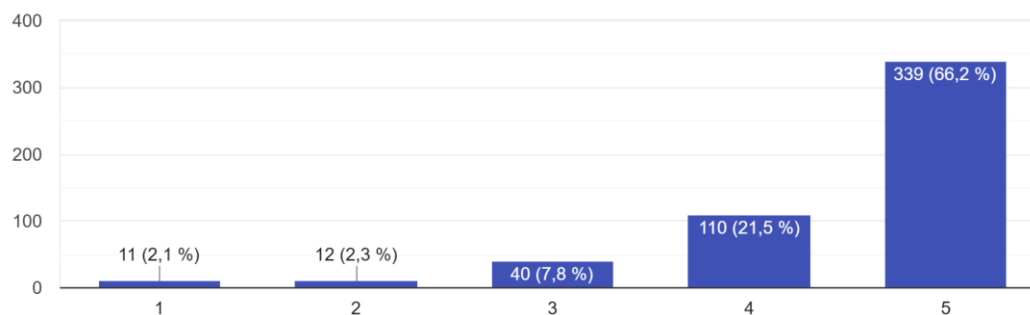
Frequency of reasons reported by respondents who had not participated in Erasmus+ activities.



2.4. Attitudes Toward the Erasmus+ Programme

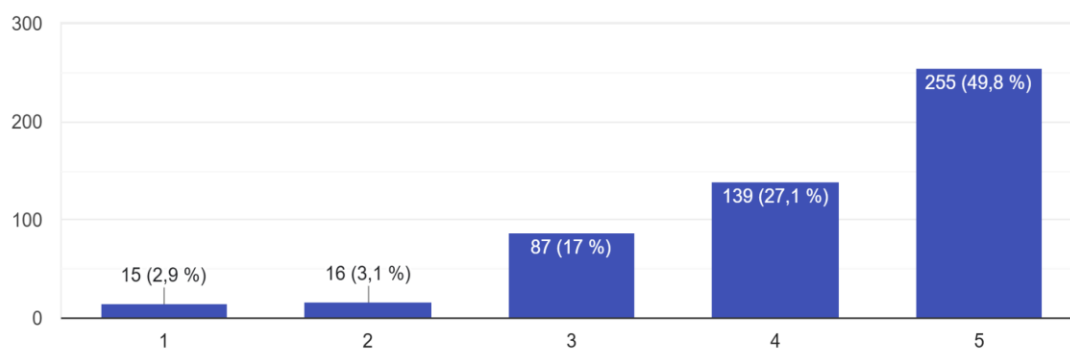
10. Erasmus+ doprinosi profesionalnom razvoju nastavnika. / Erasmus+ contributes to teachers' professional development.

512 odgovora



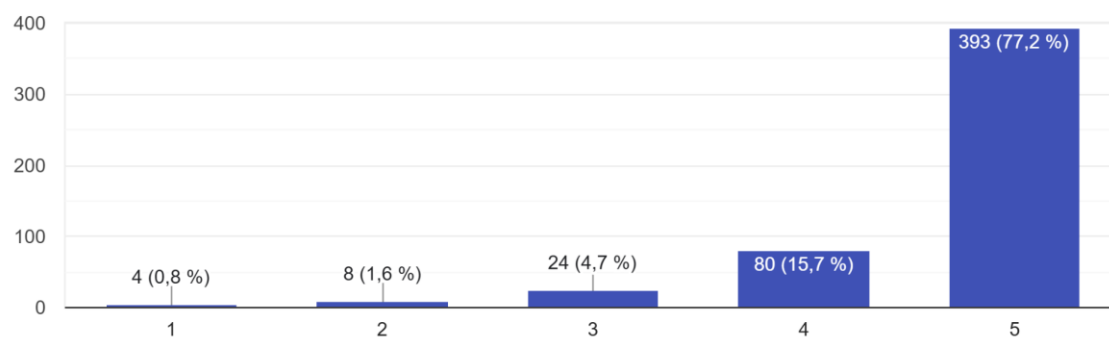
11. Erasmus+ poboljšava kvalitetu nastave. / Erasmus+ improves the quality of teaching.

512 odgovora



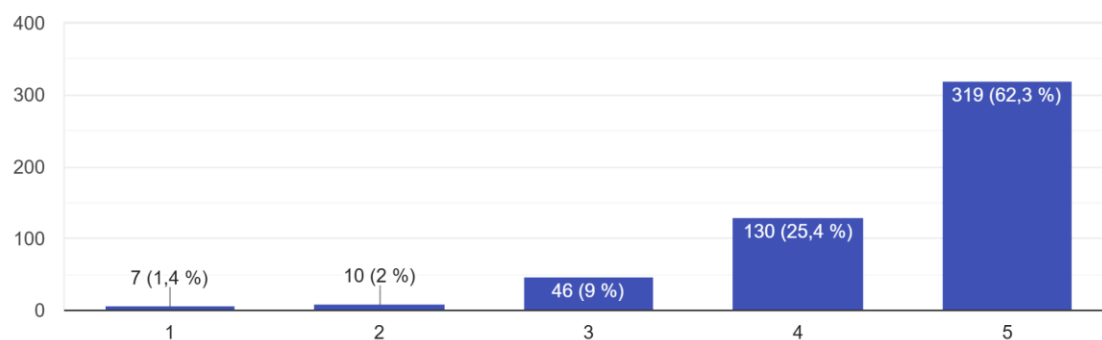
12. Erasmus+ povećava međunarodnu suradnju škola. / Erasmus+ strengthens international cooperation between schools.

509 odgovora



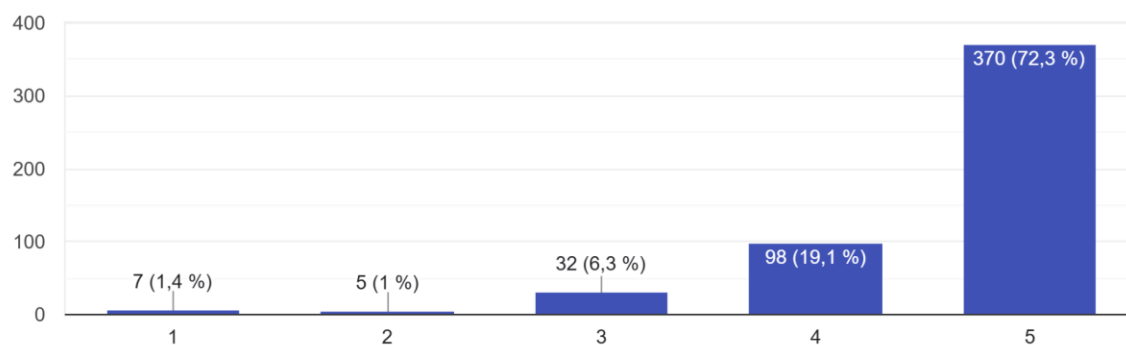
13. Sudjelovanje u Erasmus+ programu povećava motivaciju nastavnika. / Participation in Erasmus+ increases teachers' motivation.

512 odgovora



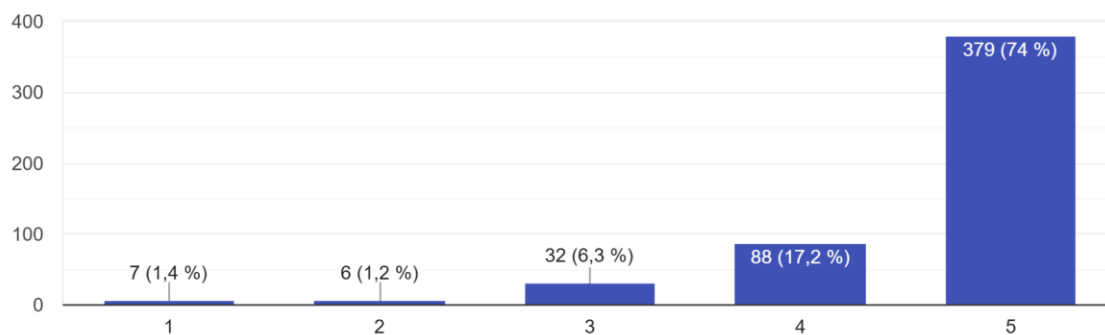
14. Erasmus+ pozitivno utječe na učenike/studente. / Erasmus+ has a positive impact on pupils/students.

512 odgovora



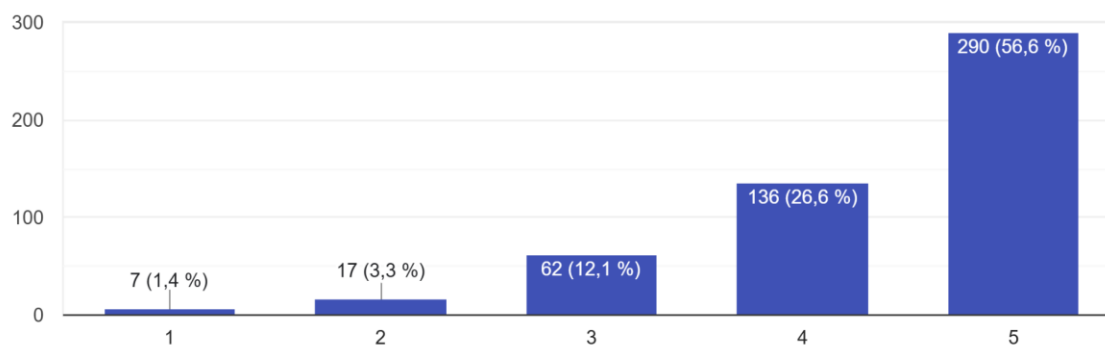
15. Erasmus+ razvija interkulturalne kompetencije nastavnika. / Erasmus+ develops teachers' intercultural competences.

512 odgovora



16. Erasmus+ doprinosi inovacijama u nastavi. / Erasmus+ contributes to innovation in teaching.

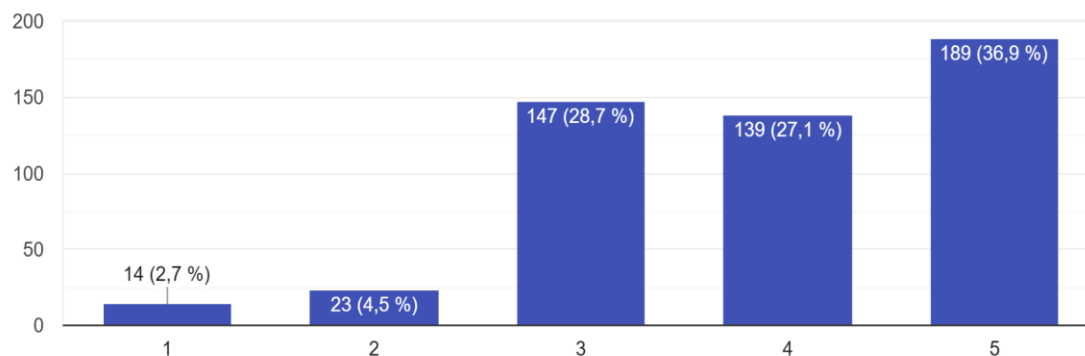
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2.5. Perceived Barriers

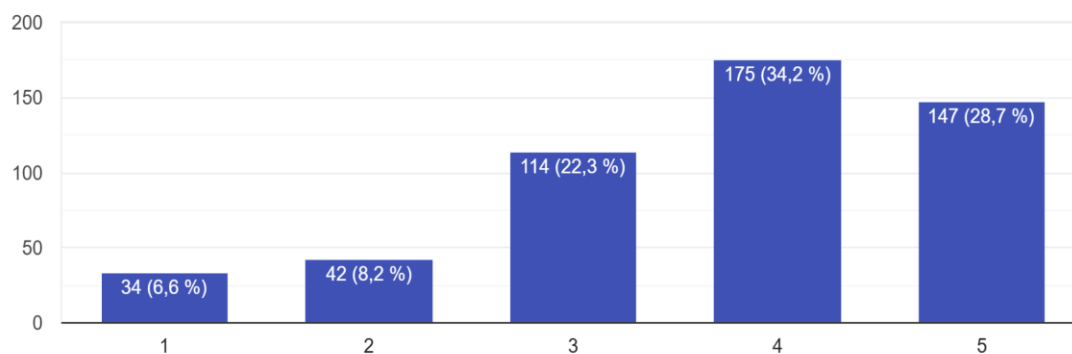
17. Administracija u Erasmus+ projektima je prezahtjevna. / Erasmus+ project administration is too demanding.

512 odgovora



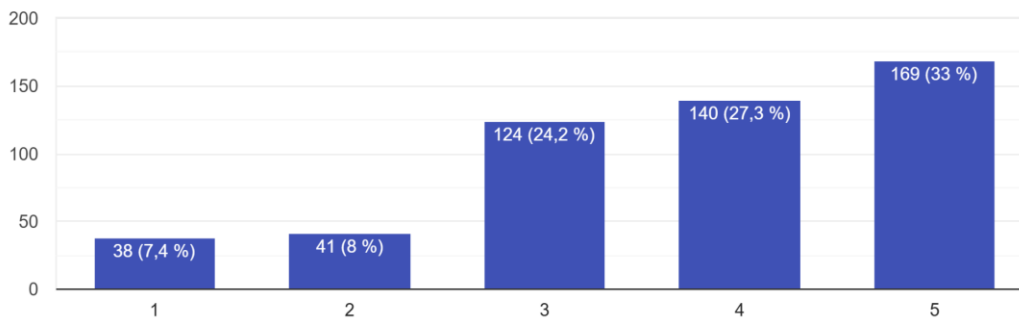
18. Nedostatak vremena otežava sudjelovanje. / Lack of time makes participation difficult.

512 odgovora



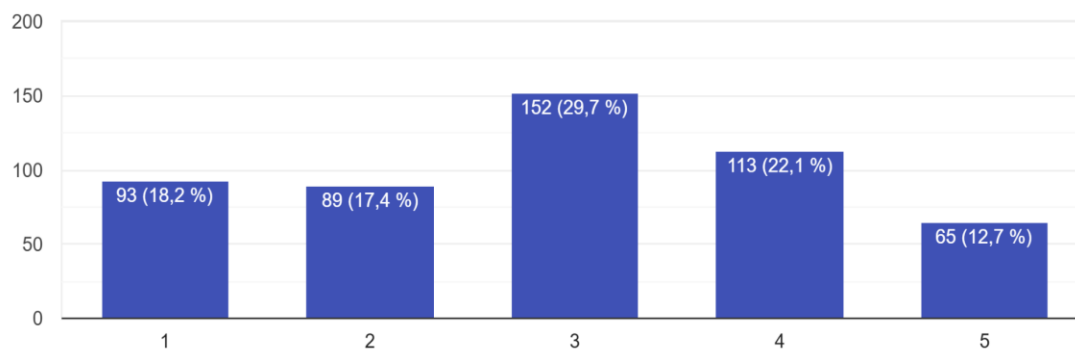
19. Nedostatak institucionalne podrške otežava sudjelovanje. / Lack of institutional support makes participation difficult.

512 odgovora



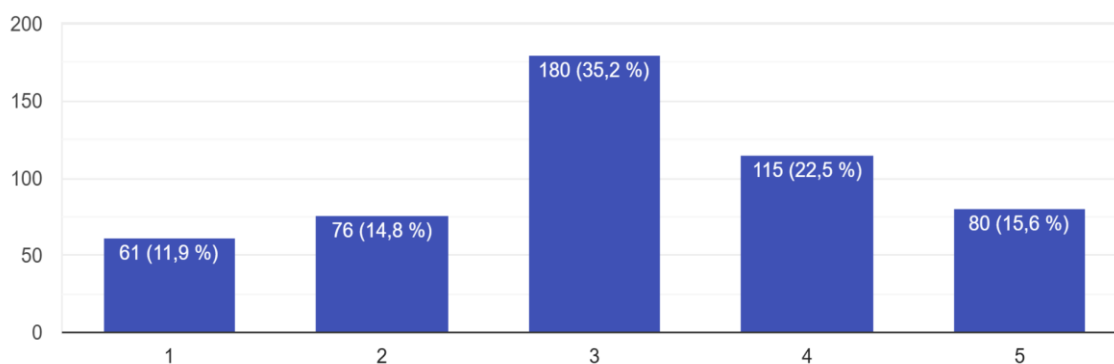
20. Jezične barijere otežavaju sudjelovanje. / Language barriers make participation difficult.

512 odgovora



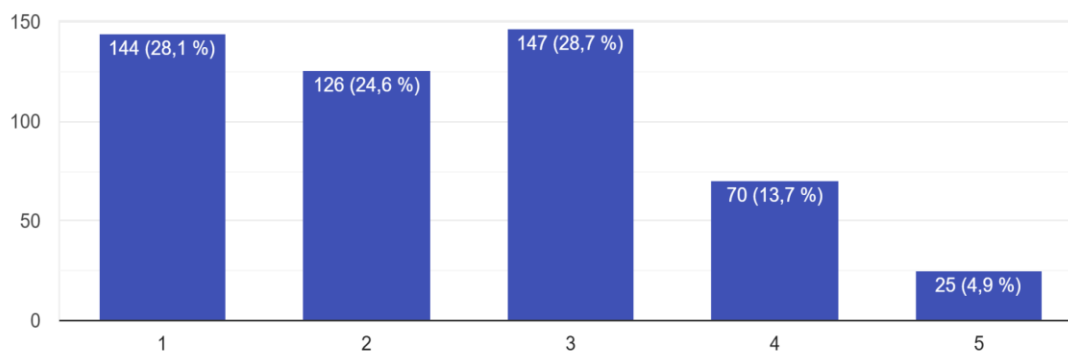
21. Financijska sredstva nisu dovoljna. / Financial support is insufficient.

512 odgovora



22. Učenici su nedovoljno zainteresirani, motivirani i angažirani. / Students' level of interest, motivation and engagement is low.

512 odgovora

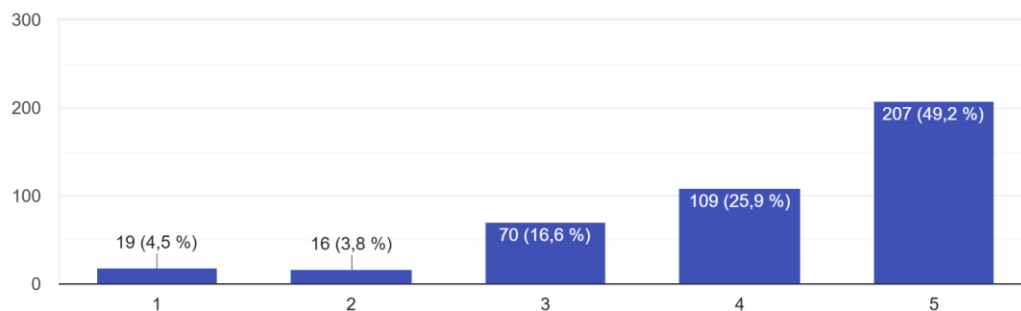


2.6. Perceived Benefits

23. Sudjelovanje u Erasmus+ programu poboljšalo je moje nastavničke kompetencije.

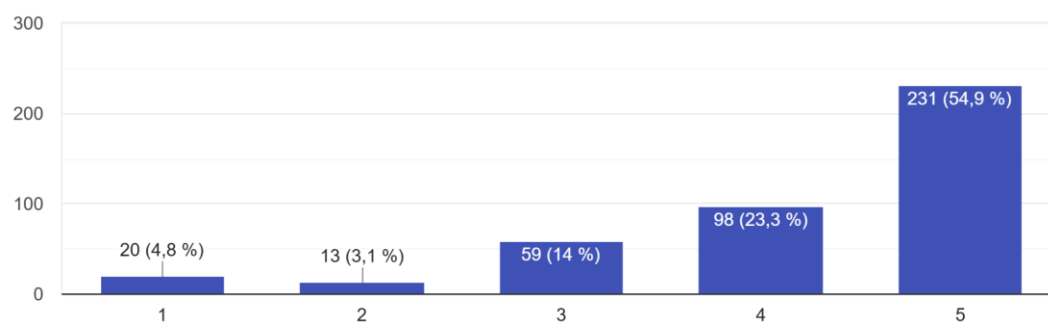
/Participation in Erasmus+ improved my teaching competences.

421 odgovor



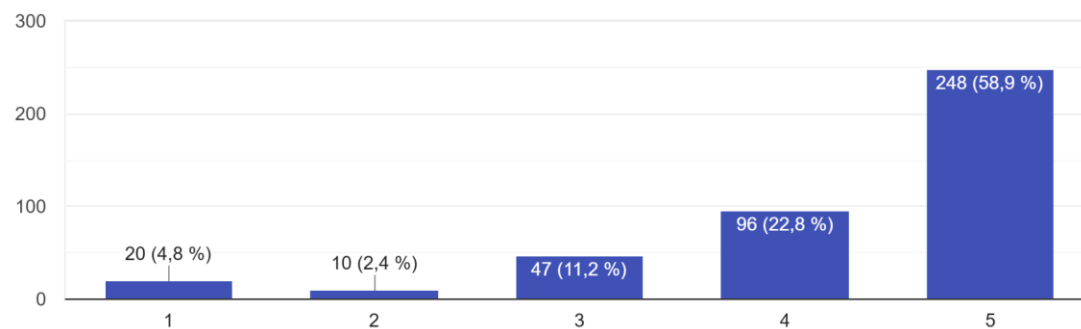
24. Erasmus+ je povećao moje samopouzdanje u radu. / Erasmus+ increased my professional confidence.

421 odgovor



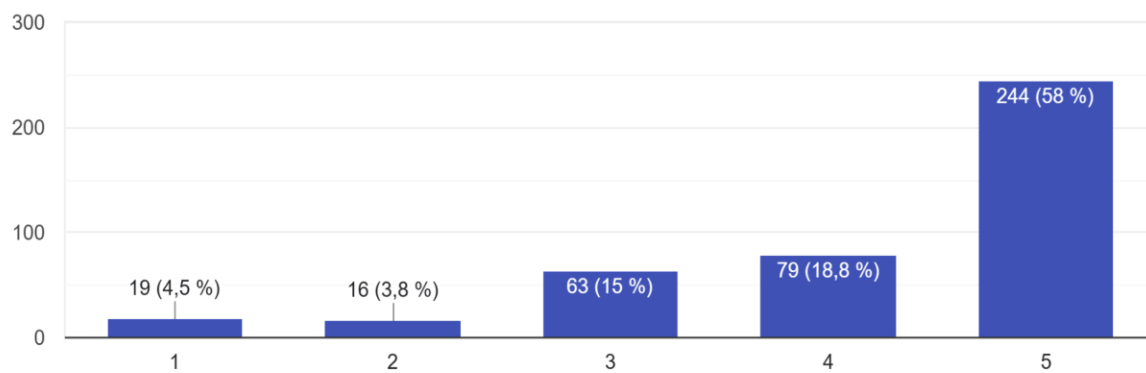
25. Erasmus+ je proširio moju profesionalnu mrežu. / Erasmus+ expanded my professional network.

421 odgovor



26. Erasmus+ je pozitivno utjecao na moju karijeru. / Erasmus+ had a positive impact on my career.

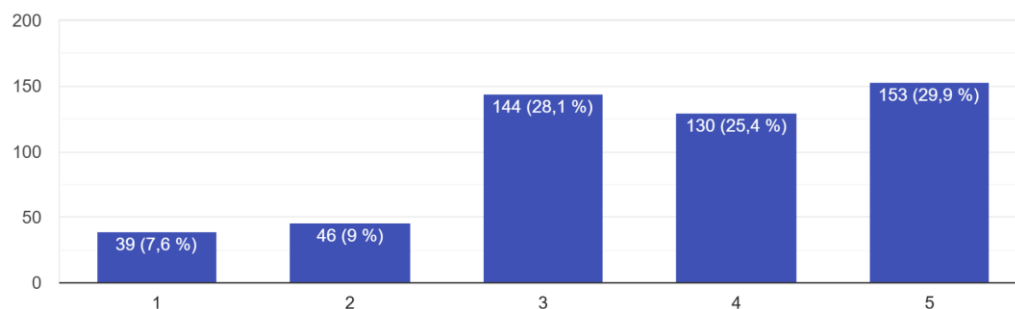
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2.7. Organisational Support and Access to Information

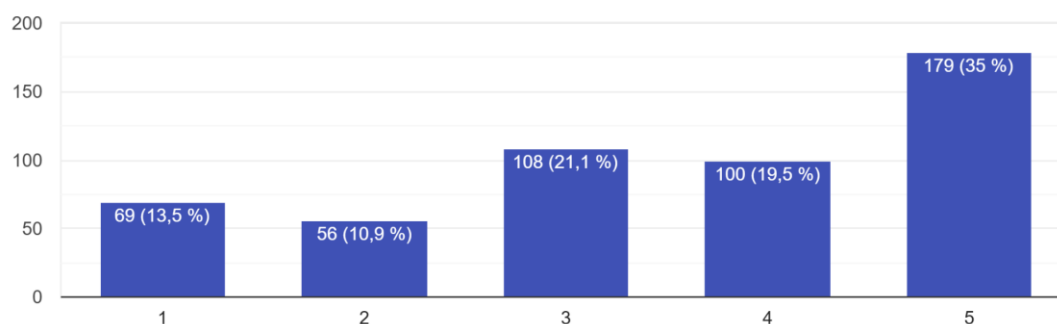
27. Smatram da sam dobro informiran/a o mogućnostima i postupku prijave za Erasmus+ projekte. / I feel well informed about Erasmus+ opportunities and application procedures.

512 odgovora



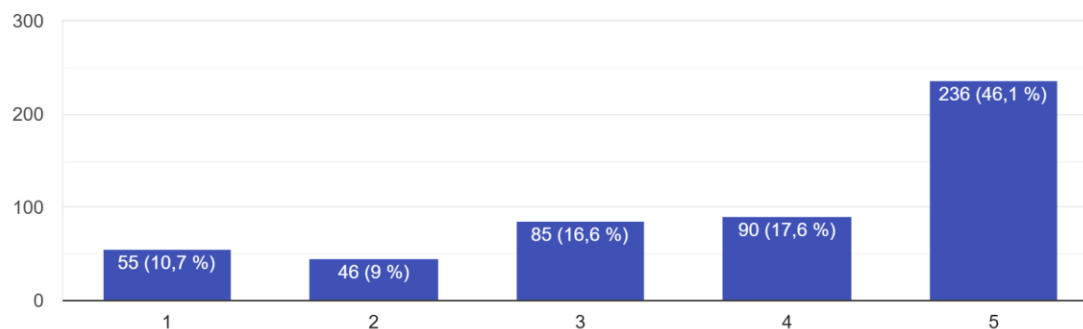
28. Informacije o Erasmus+ projektima jasno se komuniciraju unutar moje ustanove. / Information about Erasmus+ projects is clearly communicated within my institution.

512 odgovora



29. Moja ustanova aktivno potiče sudjelovanje u Erasmus+ programu. / My institution actively encourages participation in the Erasmus+ programme.

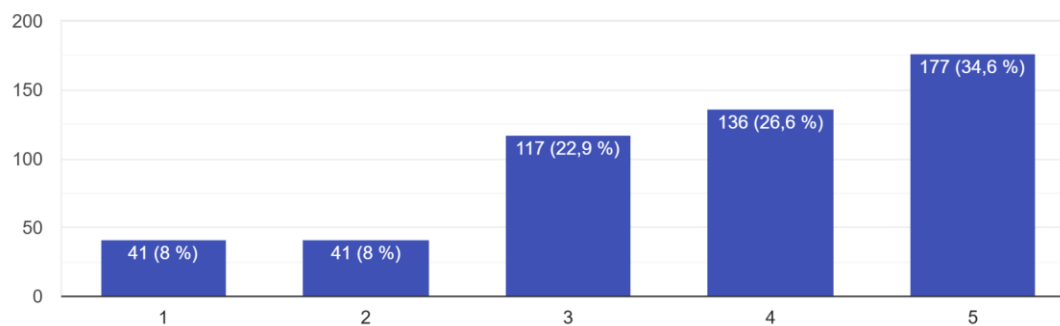
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2.8. Sustainability and Implementation

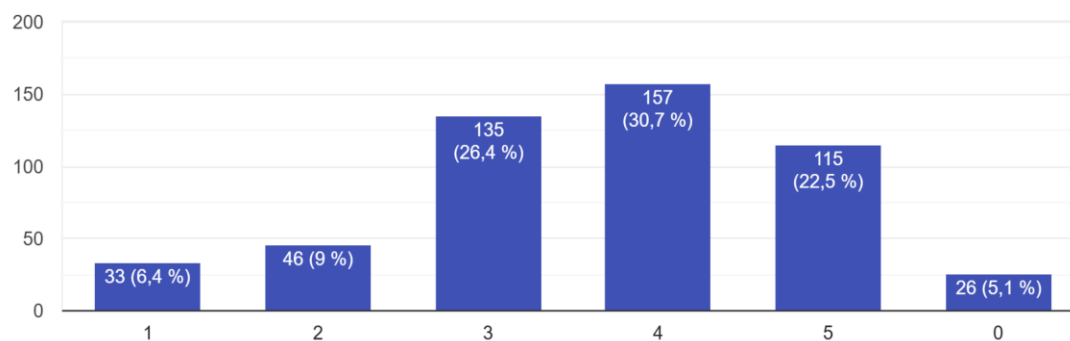
30. Znanja i vještine stečene kroz Erasmus+ sustavno se dijele s kolegama. / Knowledge and skills gained through Erasmus+ are systematically shared with colleagues.

512 odgovora



31. Rezultati Erasmus+ projekata uspješno se integriraju u svakodnevnu nastavnu praksu. / Results of Erasmus+ projects are successfully integrated into everyday teaching practice.

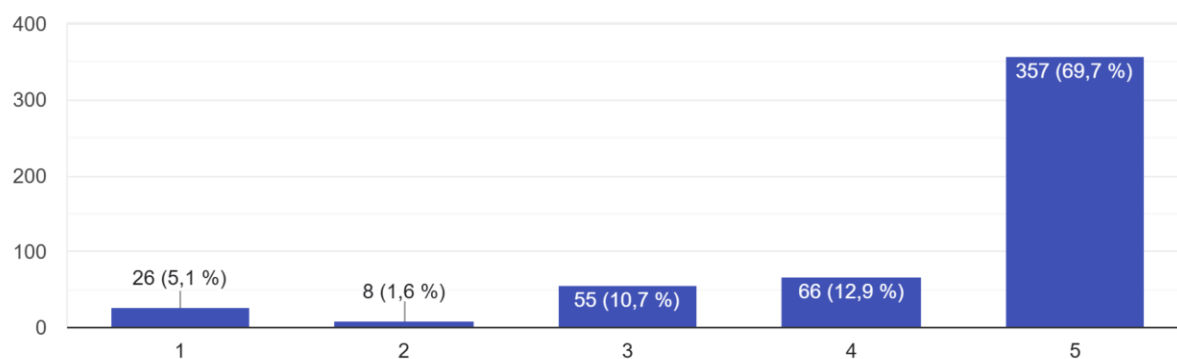
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2.9. Willingness to Participate

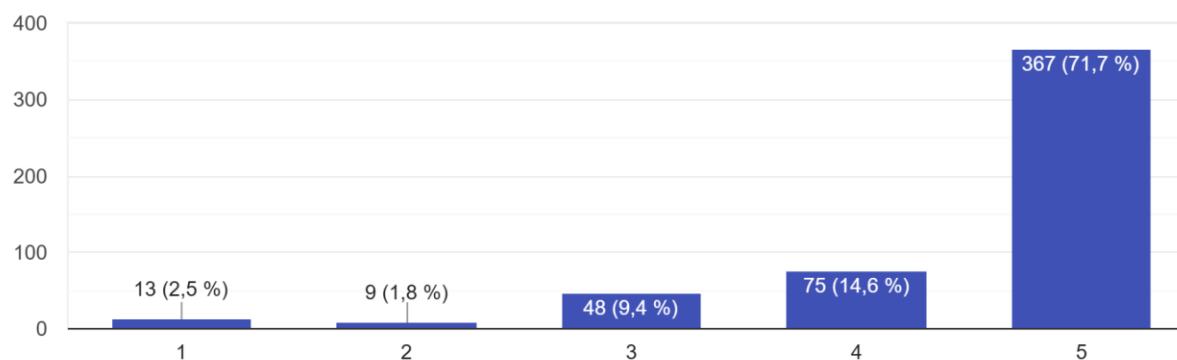
32. Želio/Željela bih (ponovno) sudjelovati u Erasmus+ programu. / I would like to participate in the Erasmus+ programme (again).

512 odgovora



33. Preporučio/Preporučila bih Erasmus+ program drugim nastavnicima. / I would recommend the Erasmus+ programme to other teachers.

512 odgovora



34. What changes could improve teachers' (and students') participation in Erasmus+ projects?

Manje papirologije
.
Podrška ravnatelja
Manje papirologije.
Motivation
Smanjenje papirologije
Not sure
Sve ok
Manje administrativnog opterećenja, uvođenje aktivnosti Erasmus+ koordinacije u satnicu (onima koji ih provode), podrška institucije u smislu organiziranja razmjene iskustva i prezentiranja mogućnosti.
Osloboditi koordinatora redovne nastave u danima intenzivnih priprema za odlaznu ili dolaznu mobilnost. U većem udjelu uračunati Erasmus u satnicu koordinatora (sada je 1 ili nijedan sat).
Ne mogu se sjetiti
Da ima više mogućnosti usavršavanja prilikom samog pisanja projekta koje je plaćeno od poslodavca.
Smanjenje administracije
Motivacija, dijeljenje inf
Uvažavanje činjenice da je to vrlo zahtjevan posao koji se treba nagraditi (financijski, slobodnim danima...)
Less paperwork when writing the projects
For my country actually erasmus projects are highly appreciated so most schools and teachers want to take part.
Jačati intrinzičnu motivaciju, nuditi još raznolikije sadržaje i teme kako bi se svatko mogao pronaći u njima i osjetiti interes za njih, jačati primjenjivost sadržaja u svakodnevnoj praksi.
Povećanje profesionalnog i osobnog rasta.
Jezične vještine
A follow up project that requires involved teachers and administrative to actively use the experience within the institution they work in.

Kvalitetnija podrška na razini škole
Satnica za Erasmus koordinatora
Rules and regulations more simplified and clean for all people
Free flow of information and opportunities.
Offer free or subsidized language courses (especially English) Create simple guides: "How to join Erasmus+ in 5 steps"
Promjena finacijske prirode. Povećati finacijske potpore projektima.
Simpler application process
Small scale projects
Dovoljno je otići i vidjeti kako to druge države rada
More support at the production of documentation and specifically on the beneficiary module!
Nulla
U NPP unjeti Erasmus+project.
Being able to choose
Transparentnija evaluacija projektnih prijedloga, veća zainteresiranost školskog managementa
keeping in touch / short session (approx. 15-25 minutes) of periodic communication (say once every 3-6 months)
Nastavnici uglavnom nisu zainteresirani za sudjelovanje u Erasmus+ projektima zbog velikog obima posla i odgovornosti koje dolaze s izvješćima. Ponekad ne mogu uskladiti rad u nastavi i rad na projektu. Veliki su problemi u organizaciji zamjena za nastavnike koji su na mobilnosti.
ne znam
U našoj školi razlog nemotivacije je taj što uvijek idu isti ljudi i onda se nitko drugi nema volje prijaviti.
Projekte uglavnom pišu i provode uvijek iste osobe iz škole a ostali se uključuju po potrebi ili vlastitoj želji. Više edukacija/radionica za pisanje i provedbu pomogli bi možda da se osnaže timovi u školama i motivira veći broj nastavnika da aktivno sudjeluju i u samoj prijavi (pisanju projekta) kao i provedbi (organizacija mobilnosti, administracija, diseminacija itd)
Možda manje papirologije, jednostavniji obrasci, i druge teme, npr više vezane uz jezike
Svi bi htjeli putovati ali rijetki su spremni na planiranja i dokumentaciju koju Erasmus zahtijeva. Roditelji učenika koji putuju na mobilnost ponekad nisu spremni biti domaćini, učenici trebaju biti aktivniji u aktivnostima. Puno znači podrška kolega i uprave...

škole umjesto da se odrade sati prebacuju na kolege unutar aktiva i time ih stvaraju potencijalnu preopterećenost. Ostali bi nastavnici (koji nisu dio Erasmus tima) trebali poticati učenike na sudjelovanje u projektima, a ne suprotno.

Jednostavnija administracija

Lakša prijava, više projekata

Lakše pronalaženje partnerskih škola. Nažalost škola u kojoj radim nije na obali ili u Zagrebu, pa je onda pronalazak partnera puno teži. Većina kad čuje RH, pomisli da je obala u pitanju, a kad čuje da to ipak nije tako, više se ne javljaju. Nekoliko puta smo to iskusili. S tim da smo na 1.5h od zračne luke i Zagreba.

Svakako bi više finansijskih sredstava unaprijedilo mogućnosti organizacije sudjelovanja nastavnika i učenika, ali i pojednostavnjena administracija.

More information

Molim vas više informacija kako sudjelovati jer još nikada nisam. mvacka@gmail.com

Priznavanje satnice koordinatorima u srednjim školama za projekte. Priznavanje stručnih zamjena kada su osobe odsutne i slično.

Veća jasnoća kod upita prema Ampeu u vezi nejasnoća (troškovi o raspodjela iatih, javne nabave i sl.) Edukacije računovođa i ravnatelja.

Uključivanje sati u redovnu satnicu tjednog zaduženja nastavnika. Vrlo teško dobiju voditelji projekta a kamo li ostali koji sudjeluju.

Trebam nekog tko bi mi sve pojasnio od 0 kao malom djetetu kako bih ušla u isto i to ljeti kad imam vremena

Koordinatorima i članovima tima dat sate zaduženja, novčana potpora voditeljima (uzasno puno slobodnog vremena potrošeno na Erasmus, jedina nagrada je putovanje, no ono je s djecom pa osim uživanja nosi i puno odgovornosti. Previše vremena...

Happy travelling around the world, cross-cultural exchange, language skills improvement, new acquaintances, new experience and knowledge.

Nemam odgovor.

Vidjeti razlike u nastavnom procesu u drugim zemljama i podijeliti svoja iskustva s drugima od važnosti je cuti kako je je organizirana nastavu.

Edukacija o izradi projekata. Sustavno poticanje i podrška za izradu i provedbu projekata od strane ravnatelja škole.

Не треба промени во овој вид. Се што било порано метод е добро. Треба децата да сфатат дека треба да научат ако сакаат успех. Читањето книги е неизбежно и здравото учење. А наставникот да си ги држи часовите и добро да поучува. Со вакви проекти се губи наставата, и не се реализира наставната програма од предметите

Rasterećenje od nastave (staviti u normu vođenje/aktivno sudjelovanje ako traje cijelu godinu), bolja podrška vodstva škole i kolega, uključivanje više kolega u provedbu projekata, ne suditi nešto što nisi i sam probao učiniti.

Pomoć pojedincima koji žele ići

Inovativnija nastava i poučavanje.

Xcxcx

Vrednovanje sudjelovanja na Erasmus projektima/aktivnostima u službenoj satnici/plaći

Financijska naknada ili konkretnija smanjena satnica za koordinate. Ja sam odustala od Erasmusa, unatoč sjajnim iskustvima. Shvatila sam da sam jeftina radna snaga na kojoj počiva uspjeh Erasmusa. Tu ne mislim samo na moju instituciju nego i na krovnu, europsku. To je rudarski posao, a radiš ga besplatno. Tko voli, nek izvoli, ja više neću. Sudjelovanje i angažman učenika također ovisi o našem radu i znanju. Treba platiti učitelje!

Korištenje aparata za simultarno prevođenje jer mislim da je jezik jedan od većih razloga što se kolege ne odlučuju na Erasmus. I manje papirologije bi trebalo biti.

Da se više ističu njegove pozitivne strane.

Manje "nepotizma" u projektnim timovima. Ljudi/Koordinatori (barem neki) trebali bi shvatiti da Erasmusu nije svrha putovati (za to služe turističke agencije), i to sa svojim prijateljima/kolegama, nego graditi profesionalne fair-play odnose i misliti na dobrobit škole - svih učenika i djelatnika - ispred osobnih benefita.

Snažniji poticaj sustava kroz različite mehanizme.

Više podrške od strane institucije i kolega.

Dostupnije mobilnosti. Poznajem mnogo učitelja koji bi voljeli sudjelovati, ali njihova škola nije u Erasmusu ili nemaju podršku da se Erasmus pokrene

Edukacije vezane uz pisanje Erasmus projekata

Personal development and perspectives

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Manje administracije

Više informacija za sve profesore.

Novčana kompenzacija učiteljima koji sudjeluju u Erasmus projektima.

Smanjenje administrativnog opterećenja, veća informiranost i edukacija i institucionalna podrška

Ravnomjerna raspodjela obveza unutar projektnog tima

Vođenje projekata treba više vrednovati. Uključiti u redovnu satnicu.

Podrška ustanove

Nisam sudjelovala, pa ne znam što bih preporučila.

More financial support, writing less reports, easy application and high acceptance rate.

Pomoc oko administracije, cesce mobilnosti

Manje administracije, manja satnica nastavnika prije odlaska (radi lakše pripreme za odlazak)..

No comment

...

Sudjelovanje u aktivnostima, nažalost često puta mi se čini da je Erasmus nekima samo putovanje i izbjivanje s nastave. To dosta negativno utječe na cjelokupnu sliku o projektu koji bi trebao biti odličan.

Više prikaza (reklamiranja) programa, da nastavnici mogu odabrati primjerene za sebe.

Less documentation, more help from the school leadership

Bolja informiranost i mogućnost većeg odabira na kojim programima sudjelovati

The analysis of respondents' answers revealed that teachers and education professionals view the Erasmus+ programme as a valuable opportunity for professional development, international cooperation, the acquisition of new knowledge, and the development of intercultural competences. However, they also identified a number of challenges and proposed measures that could increase the participation of teachers and students in Erasmus+ projects.

The most frequently mentioned need concerns the reduction of administrative workload. Participants believe that application forms, reports, and other documentation are overly complex and time-consuming. Many respondents suggested simplifying application and reporting procedures, providing clearer guidelines, and improving the usability of digital platforms associated with the Erasmus+ programme.

The second most important area relates to the recognition and valuation of the work carried out by project coordinators and team members. A large number of respondents emphasised that managing Erasmus+ projects requires considerable additional effort, which is often undertaken outside regular working hours and without adequate compensation. Suggested measures include recognising Erasmus+ project work as part of teachers' official workload, increasing the number of hours allocated to coordinators, providing financial incentives, and formally acknowledging such work through career advancement opportunities.

Respondents also highlighted the importance of stronger institutional support. This includes support from school leaders, administrative staff, accounting departments, and colleagues, as well as better arrangements for substitute teachers during mobility activities. Many participants believe that schools should recognise Erasmus+ projects as a strategically important component of institutional development rather than as an additional activity carried out by a small number of individuals.

Greater awareness and training were also identified as important factors. Participants suggested organising more workshops, seminars, and mentoring programmes for novice teachers, developing practical guides for project application and implementation, and systematically promoting examples

of good practice. Particular emphasis was placed on the need for training opportunities for school leaders, accountants, and other staff involved in project implementation.

Many respondents believe that increased financial resources would contribute to the more effective implementation of Erasmus+ activities. Suggestions included higher mobility grants, additional funding for host institutions, financial support for substitute teachers, and funding for participants' language preparation.

Language barriers were frequently identified as obstacles to participation. Respondents therefore proposed the provision of free or subsidised foreign language courses, as well as greater multilingual support throughout the application and project implementation process.

Some respondents pointed to the need for greater transparency and fairness in the selection of participants, noting that in certain institutions the same individuals are repeatedly involved in Erasmus+ projects. They suggested introducing clearer selection criteria, more transparent application procedures, and providing opportunities for a wider range of teachers and students to participate in mobility activities.

The importance of strengthening motivation and promoting the Erasmus+ programme was also emphasised. Respondents recommended highlighting the benefits of participation, encouraging the exchange of participants' experiences, increasing the visibility of project outcomes, and systematically motivating both teachers and students to become involved.

Overall, the responses indicate that increased participation of teachers and students in Erasmus+ projects could be achieved primarily through reducing bureaucracy, providing better recognition of the work of project teams, strengthening institutional and financial support, improving information and training opportunities, and ensuring more transparent and accessible participation opportunities for all interested stakeholders. Such measures would further enhance the sustainability of the programme and increase its positive impact on educational institutions, teachers, and students.

3. CONCLUSION

A total of 512 respondents from several European and non-European countries participated in the international survey on teachers' perceptions and attitudes towards the Erasmus+ programme. The analysis of demographic characteristics revealed that female respondents predominated, accounting for almost 90% of the sample. The largest proportion of respondents belonged to the 41–50 age group (45.9%), indicating a strong representation of teachers with substantial professional experience and well-developed competences for assessing the impact of the Erasmus+ programme.

In terms of country of origin, the largest number of participants came from Croatia (23.8%), while 10% were from North Macedonia. The remaining participants represented numerous other countries, giving the study an international dimension and enabling the comparison of experiences across different educational systems. The majority of respondents were employed in primary schools (over 40%), while almost half of the participants (approximately 50%) had more than 20 years of experience in education.

The results indicate that most respondents had direct experience of participating in the Erasmus+ programme. Around 60% had participated as mobility participants, approximately 40% as project team members, and about 30% as project coordinators. Furthermore, more than one-third of respondents (around 35%) had taken part in Erasmus+ activities more than five times, demonstrating a high level of engagement and continuous participation in the programme.

With regard to perceptions of the programme's impact, the findings reveal highly positive attitudes among respondents. Approximately 67% believe that Erasmus+ makes a significant contribution to teachers' professional development, while about half of the respondents highlight its contribution to improving the quality of teaching. International cooperation was particularly highly valued, with around 80% of respondents stating that Erasmus+ significantly enhances cooperation among schools at the international level. In addition, approximately 60% of respondents strongly agreed that the programme increases teachers' motivation for professional work and development.

The positive impact of Erasmus+ on students was also highly rated. Around 70% of respondents believe that Erasmus+ has a positive effect on students, while the same proportion highlighted its contribution to the development of teachers' intercultural competences. More than half of the respondents considered Erasmus+ to be a driver of innovation in teaching and a contributor to the modernisation of educational processes.

When considering barriers to participation, respondents most frequently identified administrative workload and lack of time. Around 65% of participants considered the administration associated with Erasmus+ projects to be excessively demanding, while nearly 70% cited lack of time as a significant obstacle to participation. In addition, approximately 60% of respondents believed that insufficient institutional support hinders teachers' involvement in Erasmus+ activities. Language barriers were perceived as an obstacle by around 30% of respondents, while a similar proportion expressed a neutral opinion on this issue. On the other hand, financial resources were generally not regarded as a major concern, as fewer than 30% of respondents considered the available funding to

be insufficient. The findings also indicate that student motivation is not viewed as a significant barrier to the implementation of Erasmus+ activities. Only around 5% of respondents strongly agreed that students lack motivation to participate, while approximately 14% partially agreed with this statement. In contrast, around half of the respondents partially or completely disagreed with such a view.

Regarding the perceived benefits of the Erasmus+ programme, the findings further confirm its value for teachers' professional development. Approximately 50% of respondents reported that participation had significantly enhanced their professional competences, while more than half highlighted increased confidence in their professional practice. Nearly 60% stated that Erasmus+ had expanded their professional network, and a similar proportion believed that participation had had a positive impact on their professional development and career progression.

The results relating to institutional support show that more than 40% of respondents believe that their institutions actively encourage participation in Erasmus+ programmes. At the same time, around 35% of participants felt that information about Erasmus+ opportunities is communicated clearly and in a timely manner within their institutions.

In terms of the sustainability and application of Erasmus+ project outcomes, approximately 35% of respondents strongly agreed that the knowledge and skills acquired through the programme are systematically shared with colleagues, while an additional 25% partially agreed with this statement. Nevertheless, the results suggest that there is room for improvement in integrating project outcomes into everyday educational practice. Only around 23% of respondents strongly agreed that Erasmus+ project results are successfully integrated into regular teaching practice.

Overall satisfaction with the Erasmus+ programme was very high. Nearly 70% of respondents expressed a willingness to participate in Erasmus+ activities again, while a similar proportion stated that they would recommend participation in the programme to their colleagues. These findings confirm that Erasmus+ is a valuable instrument for teachers' professional development, international cooperation, and the enhancement of educational quality, despite challenges related to administrative requirements, time management, and institutional support.

4. REFERENCES

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