



Study of the impact of Comenius In-Service Training activities

- Full report -

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1 Introduction

1.1 Context of the Study

The improvement of education and training as critical factors for the development of the EU's long-term potential for competitiveness as well as for social cohesion is high on the agenda of both the European Commission and the European Council. While member states are responsible for the organisation and content of education and training systems, it is the role of the European Union to support them through the implementation of Community programmes. The new Lifelong Learning Programme (LLP), the Action Programme of the European Communities in the field of education, was decided on by the Council and the European Parliament (Council Decision 1720/2006/EC) in November 2006 for a phase of seven years (from 1 January 2007 to 31 December 2013). The LLP consists of four sectoral programmes, one transversal programme, and the Jean Monnet programme. One of the sectoral sub-programmes, the Comenius programme, is intended to "address the teaching and learning needs of all those in pre-school and school education up to the level of the end of upper secondary education, and the institutions and organisations providing such education"¹. The Comenius programme is composed of a variety of actions providing support for School Partnerships, eTwinning, In-Service Training of school education staff, Assistantships for student teachers, Multilateral Projects and Networks.

In order to assess the impact of one of the actions of the Comenius programme, i.e. the Comenius In-Service Training (IST) of school education staff, the Gesellschaft für Empirische Studien (GES) in cooperation with the Zentrum für Schul- und Bildungsforschung (ZSB) at the Martin-Luther University in Wittenberg has conducted a study on behalf of the European Commission.

1.2 Comenius In-Service Training of School Education Staff: Objectives and Activities Supported

The environments in which teachers work, and the demands placed upon them by society are increasingly complex. Teachers are expected to equip pupils with a wide range of skills that they will require to take their place in a world that is in constant evolution. For this background it has to be considered, that even initial teacher education of the highest quality cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching. Thus, the education and professional development of teachers and other educational staff has to be seen as a lifelong task.

¹ See Council Decision 1720/2006/EC. Article 3.

A comparative study on professional teacher development in Europe² based on the OECD's TALIS-survey (Teaching and Learning International Survey) points out, that about 90 % of the teachers are participating in some activity for professional development and that 50 % even would like to take part more often in in-service professional development activities which would fit better to their immediate professional needs. Professional development thus is already a solidly established part of the professional reality of teachers and in addition promises a high potential for quality development in education.

Within the Comenius programme a special action is devoted to contribute to the professional development of teachers and educational staff: Comenius In-Service Training. The objective of this action is the improvement of the European dimension of teacher training as well as the quality of pedagogical approaches and school management by enabling teachers and other school education staff to undertake training of up to six weeks in a country other than that in which the participant normally works. Eligible to apply for a grant from the action are teachers or other school education staff who are nationals or permanent residents in one of the countries participating in the Lifelong Learning Programme. The training can take the form of a structured course for school education staff with a strong European focus in terms of subject matter and profile of trainers and participants, participation in European conferences and seminars or job-shadowing in a school or in another relevant organisation involved in school education.

The management of the action is within the responsibility of National Agencies in each of the participating countries which decide on the eligibility of applications and the provision of financial support. Each year approximately 10,000 teachers and other educational staff members take part in Comenius In-Service Training activities. When compared to the 6.25 million teachers currently employed in the European Union it becomes clear that Comenius In-Service Training overall can only make a small contribution to equipping teachers with up-to-date knowledge and skills and that national continuing professional development schemes need to shoulder the main responsibility for this. The added value of Comenius IST activities however, includes facilitating contacts among educational staff in Europe, which result in further international co-operation activities, and the 'cascade' effect of staff who disseminate their new skills amongst their colleagues

² This report presents a secondary analysis and an enlarged interpretation of the results on teachers' professional development from the OECD's Teaching and Learning International Survey (TALIS). TALIS is the first international survey to focus on the working conditions of teachers and the learning environment in schools. Its aim is to help countries to review and develop policies that foster the conditions for effective schooling.

2 Objectives and Design of the Study

2.1 Objectives of the Study

The study is one of the means of the European Commission to judge the impact of Comenius on school education in Europe and to identify opportunities to increase the effectiveness of the programme. More in detail, the study intends to

- a) assess the impact of Comenius In-Service Training on the professional development of its participants and their home institution and
- b) outline the most successful and effective individual approaches to use Comenius In-Service Training grants.

2.2 The Panel Design of the Study

In order to be able to collect the most valid data about the original expectations and reasons for participation in Comenius In-Service Training, ways and areas of preparation, difficulties faced at the application stage, etc. it was decided to employ a panel survey design, i.e. that beneficiaries were asked to respond to a first questionnaire prior and to a second after the training has taken place. The advantages of this design in comparison to a single-time survey are firstly, that information can be collected with only a short distance of time at which the matters of concern took place. Secondly, responses to the first survey are not shaped by positive or negative experiences during the training period abroad.

Beneficiaries in Comenius In-Service Training, who applied for training grants in autumn 2008 and winter 2009 (submission deadlines 30 September 2008 and January 2009) and whose training activities took place between January and July 2009 were addressed by the surveys. As Table 2.1 shows, the first cohort of successful applicants comprised slightly more than 800 teachers and other educational staff while the second cohort had a size of 3,828 individuals. The first survey was carried out in several waves in the time between mid January and end of June 2009 and the second survey in September 2009.

Table 2.1
Basic information about the timing of applications and the size of cohorts addressed by the survey

	Cohort 1	Cohort 2
Deadline for submission of applications:	30.9.2008	31.1.2009
Start of training usually:	1.1.2009 – 31.3.2009	1.4.2009 – 30.6.2009
Number of beneficiaries addressed by the survey *	806	3828

* Only beneficiaries taking part in training activities starting not earlier than 31 January 2009 and ending not later than 31 July 2009 whose email addresses and names were made available by National Agencies at the time of selection.

Both surveys made use of web based questionnaires and communication with beneficiaries was done solely by email.

2.3 Return rate and representativeness of responses

During the field phase, all 4,634 beneficiaries for whom contact information was made available by the European Commission were contacted via email and invited to take part in the study. In the course of this exercise the original list of target persons in the sample had to be reduced because email addresses were outdated (263 cases), addressees stated that they did not attend the training measure (73 cases), and in some exceptional cases, the same persons were counted twice (9 cases). The net sample size of the study, i.e. persons who could be reached by email and with a high probability of having taken part in the Comenius In-Service Training, was therefore finally estimated at 4,289 cases.

Altogether, the participation rate in the study was extremely high. Calculated on the basis of the net sample, it amounts to 81.2 percent:

- 57.2 percent of the addressees took part in both surveys, i.e. prior and after the training event
- 16.9 percent only took part in the first survey, among them 44 applicants who stated in the second survey that the training was cancelled or that personal reasons had not allowed them to participate, and
- 7.0 percent only took part in the second survey.

As Table 2.2 shows, the return rate is in all countries above 50 percent and in most countries above 80 percent. In Germany and Spain, the two countries with the highest numbers of participants, about 90 percent of the beneficiaries supported the study and responded at least to one of the surveys. On the other hand, the lowest return rates could be observed in the Netherlands (52.2%) and in the United Kingdom (55.6%).

As a consequence of the fact that not all participants responded to both surveys, it has to be taken into account that the size of the samples for the statistical analysis of issues covered by the first and second questionnaire differs. Fortunately, the composition of respondents according to some major criteria such as home country, host country or type of IST-training is very similar in the various samples. Thus, the likelihood that the results from both surveys are representative for all beneficiaries is very high.

Table 2.2
Participation in IST-surveys prior and after the training event - by home country

	Net sample	Participants first survey		Participants second survey		Participants overall	
		(n)	%	(n)	%	(n)	%
AT - Austria	97	78	80.4	72	74.2	82	84.5
BE - Belgium	57	41	71.9	37	64.9	45	78.9
BG - Bulgaria	45	36	80.0	35	77.8	39	86.7
CY - Cyprus	20	13	65.0	13	65.0	16	80.0
CZ - Czech Republic	136	124	91.2	101	74.3	124	91.2
DE - Germany	568	489	86.1	414	72.9	513	90.3
DK - Denmark	85	49	57.6	25	29.4	55	64.7
EE - Estonia	34	30	88.2	25	73.5	31	91.2
ES - Spain	692	598	86.4	515	74.4	629	90.9
FI - Finland	141	96	68.1	78	55.3	111	78.7
FR - France	464	323	69.6	323	69.6	384	82.8
GR - Greece	38	29	76.3	24	63.2	31	81.6
HU - Hungary	107	83	77.6	65	60.7	89	83.2
IE - Ireland	37	29	78.4	22	59.5	30	81.1
IS - Iceland	2	1	50.0	-	-	1	50.0
IT - Italy	308	241	78.2	228	74.0	259	84.1
LI - Liechtenstein	7	6	85.7	4	57.1	7	100.0
LT - Lithuania	42	37	88.1	27	64.3	37	88.1
LU - Luxembourg	5	5	100.0	3	60.0	5	100.0
LV - Latvia	61	40	65.6	40	65.6	47	77.0
NL - Netherlands	138	64	46.4	44	31.9	72	52.2
NO - Norway	36	21	58.3	14	38.9	24	66.7
PL - Poland	258	184	71.3	186	72.1	213	82.6
PT - Portugal	70	57	81.4	44	62.9	59	84.3
RO - Romania	177	130	73.4	116	65.5	147	83.1
SE - Sweden	164	114	69.5	91	55.5	125	76.2
SK - Slovak Republic	36	30	83.3	26	72.2	32	88.9
TR - Turkey	110	72	65.5	52	47.3	78	70.9
UK - United Kingdom	354	160	45.2	134	37.9	197	55.6
Total	4,289	3,180	74.1	2,757	64.3	3,481	81.2

Source: GES

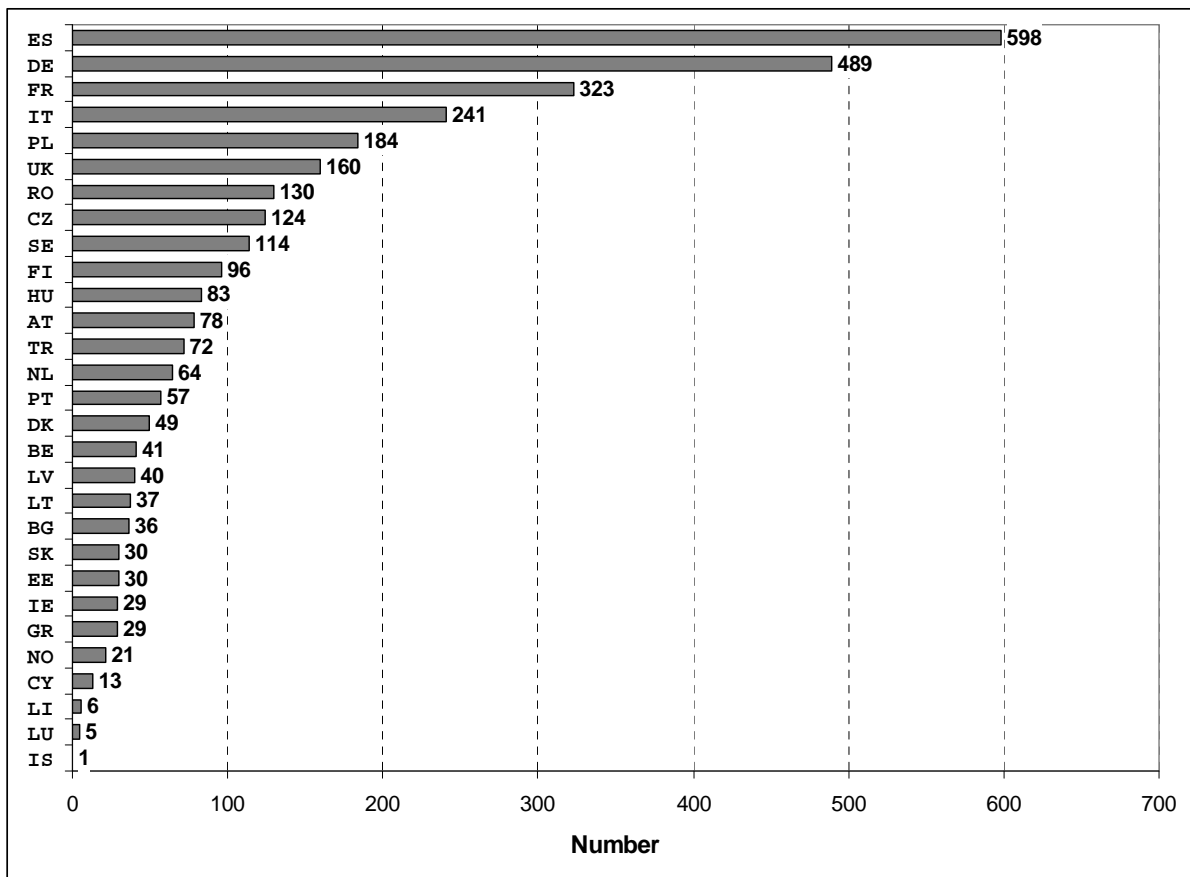
3 Personal and Institutional Background of Respondents

3.1 Personal Background

Home country

Overall, 3,180 teachers and educational staff members, who had successfully applied for a Comenius In-Service Training (IST) in the time from January until July 2009, responded to the first survey which was conducted prior to the start of the training. The number of respondents from individual countries ranged from only one in the case of Iceland to around 600 in the case of Spain (see Chart 3.1). About half of the participants in the survey came from only four countries: Spain (18.8%), Germany (15.4%), France (10.2%) and Italy (7.6%). As already reported in Chapter 2, the distribution of respondents by home country is very close to the respective distribution of all successful applicants addressed by the study.

Chart 3.1
Number of respondents – by home country



Source: GES

Gender, age and professional experiences

About four out of five IST-participants 2009 were female (82%). The high proportion of females corresponds to the dominance of women among teachers throughout Europe. Especially in (pre-) primary schools, male teachers are rather an exception (see Table 3.1). On the other hand, the male proportion within the group of head teachers is nearly twice as high as on average which might to a certain extent reflect the prevailing gender discrimination in higher positions within the educational system. However, it has to be taken into account that the study was not undertaken to measure gender discrimination and participants in Comenius In-Service Training might not be representative of all teachers and educational staff in the eligible countries.

Table 3.1
Gender of respondents - by type of organisation (Percentages)

	Type of organisation					Total
	Institution for teacher education	(Pre-) Primary school	General secondary school	Vocational/ technical secondary school	Other	
Female	73	87	80	80	80	82
Male	27	13	20	20	20	18
Total	100	100	100	100	100	100
Count (n)	(66)	(1043)	(1508)	(326)	(208)	(3151)

Source: Survey prior to the Comenius In-Service Training
Question 1.1: Gender:

Participants in Comenius In-Service Training were on average 41.8 years old. About 30 percent each were younger than 35, between 35-45 or between 46-55 years old. Only 8 percent were already older than 55 years. Comenius beneficiaries from Turkey were significantly younger than those from other countries (30.8 years). This might be due to the fact that the Turkish Ministry recruited many new teachers in recent years.

On average, the participants in Comenius In-Service Training activities look back on 16.6 years of professional experience and of that time they have been working for 14.8 years in the educational/training field. It is in the logic of most career systems, especially in the public sector, that the position within the hierarchy of the organisation becomes higher with the years of employment. Thus, it is not surprising that head teachers are the IST-participants with the longest professional experience: On average 7 years more than the total sample.

Highest educational degree and years of professional experiences

The vast majority of teachers and educational staff stated graduation from a university as their highest educational degree (92%). A doctoral degree was held by three percent and a

post-doctoral degree by only a very small number. IST-participants with a qualification less than a university degree were also an exception (4%).

3.2 Institutional Background

Type, status, geographical scope and size of the organisation

Half of the respondents teach at a general secondary school, one third at a primary school and one tenth at a vocational or technical secondary school. Thus the action disseminates its effects in large parts directly into schools. All other types of schools, educational organisations or relevant bodies eligible to participate in the Comenius programme were represented by a total of only 11 percent of successful applicants. Some country specific focuses might be noteworthy:

- The proportion of teachers from general secondary schools was especially high among participants from Lithuania (78%), Norway (76%), Estonia (70%) and the Netherlands (65%).
- Teachers from primary schools were clearly above average in the case of the United Kingdom (76%), France (57%) and Turkey (50%).
- Vocational or technical secondary schools were strongest represented among teachers from the Czech Republic (31%), Romania (24%), Ireland (21%), Hungary (20%), the Slovak Republic (20%) Austria (19%).
- The proportion of staff members from institution for in-service teacher education was highest among participants from Belgium (17%) and Denmark (10%).

Most of the participants of Comenius In-Service Training activities were working for public organisations or institutions (91%). The remaining 9 percent were employed by religious or confessional institutions (4%), private institutions (3%) and charitable or non profit organisations or institutions (2%). It might be interesting to note that not only the vast majority of schools were allocated to the public sector but also those institutions for teacher training and the other relevant bodies represented by IST-participants.

The majority of respondents classified the geographical focus of their home institutions as locally oriented (58%). A further 27 percent considered a regional and 12 a national focus. Activities with a European or international scope were mentioned by only two percent each. While teachers from primary schools predominantly work at a local level (73%), their colleagues from general secondary or from vocational schools more often reported a regional focus of their school (31% and 51%). As Table 3.2 shows, a national or international orientation in the scope of work was most frequently mentioned by the few staff members from institutions for teacher training (30%).

Table 3.2
Geographical scope of activities of the organisation - by type of organisation (Percentages)

	Type of organisation					Total
	Institution for teacher education	(Pre-) Primary school	General secondary school	Vocational/ technical secondary school	Other	
Local	14	73	57	33	44	58
Regional	53	9	31	51	39	27
National	27	15	9	13	12	12
European	0	1	2	3	1	2
International	6	2	2	1	4	2
Total	100	100	100	100	100	100
Count (n)	(66)	(1041)	(1502)	(324)	(210)	(3143)

Source: Survey prior to the Comenius In-Service Training
Question 2.4: What is the geographical scope of activities of your organisation?

IST-participants working as teachers were asked to state the size of their school in numbers of pupils. Only three percent of the teachers worked at small schools with at most 50 pupils, 22 percent at schools with 51-250 pupils, 30 percent at schools with 251-500 pupils and the remaining 45 percent at larger schools. Teachers at (pre-) primary schools most often considered the size by 51-250 pupils while the majority of teachers at general secondary education schools and at vocational secondary schools worked at schools with more than 500 pupils.

Category of staff

The vast majority of participants in Comenius In-Service Training activities 2009 were teachers (85%). A further 6 percent were head teachers or directors. The remaining 9 percent belonged to other categories of staff in the educational system, e.g. staff working with pupils with special educational needs, counsellor or career advisor, etc. With the exception that personnel at institutions for teacher training considered themselves more often as trainers rather than teachers, the differences in the allocation of participants to staff categories by types of schools and organisations is negligible.

Subjects of teaching

Teachers stated on average three subjects which they are obliged to teach at their schools. About three quarters were teachers of foreign languages (71%) and one quarter taught the mother tongue of pupils (27%). All other subjects were mentioned clearly less frequently and often in combination with languages. Thus, 44 percent of IST-participants were pure language teachers, 36 percent taught languages plus another subject and 20 percent solely

other subjects. A considerable high proportion of female participants were pure language teachers (48%) while a substantial proportion of male teachers taught only other subjects (see Table 3.3).

Table 3.3
Subjects of teaching - by gender of respondents (Percentages, multiple replies possible)

	Gender		Total
	Female	Male	
Only language(s)	48	23	44
Languages plus other subjects	38	38	38
Only other subjects	14	39	18
Total	100	100	100
Count (n)	(2435)	(507)	(2942)

Source: Survey prior to the Comenius In-Service Training
 Question 2.7: If you are a teacher/trainer please indicate which of the following subject(s) you teach?

The outstanding foreign language taught by participants in the survey was English (77%). With a large distance French (16%), German (7%) and Spanish (5%) followed. Other foreign languages were stated each by less than one percent of the teachers. With the exception of countries in which English is the domestic language, i.e. the United Kingdom, Ireland and Malta, and a few countries with strong foreign language tradition such as Romania with French, language teachers in most other countries were mainly concerned with the teaching of English. Only a small number of five IST-participants taught a minority or migrant language.

Type of employment and duration of contract

Each eighth IST-participant reported part-time employment with an average workload of two thirds of a full-time employment. Female respondents worked slightly more often in a part-time position as their male colleagues (14% as compared to 6%). It might also be interesting to note that the proportion of part-time employees increased with age: From 10 percent in the age group up to 35 years to 19 percent of participants over 55 years.

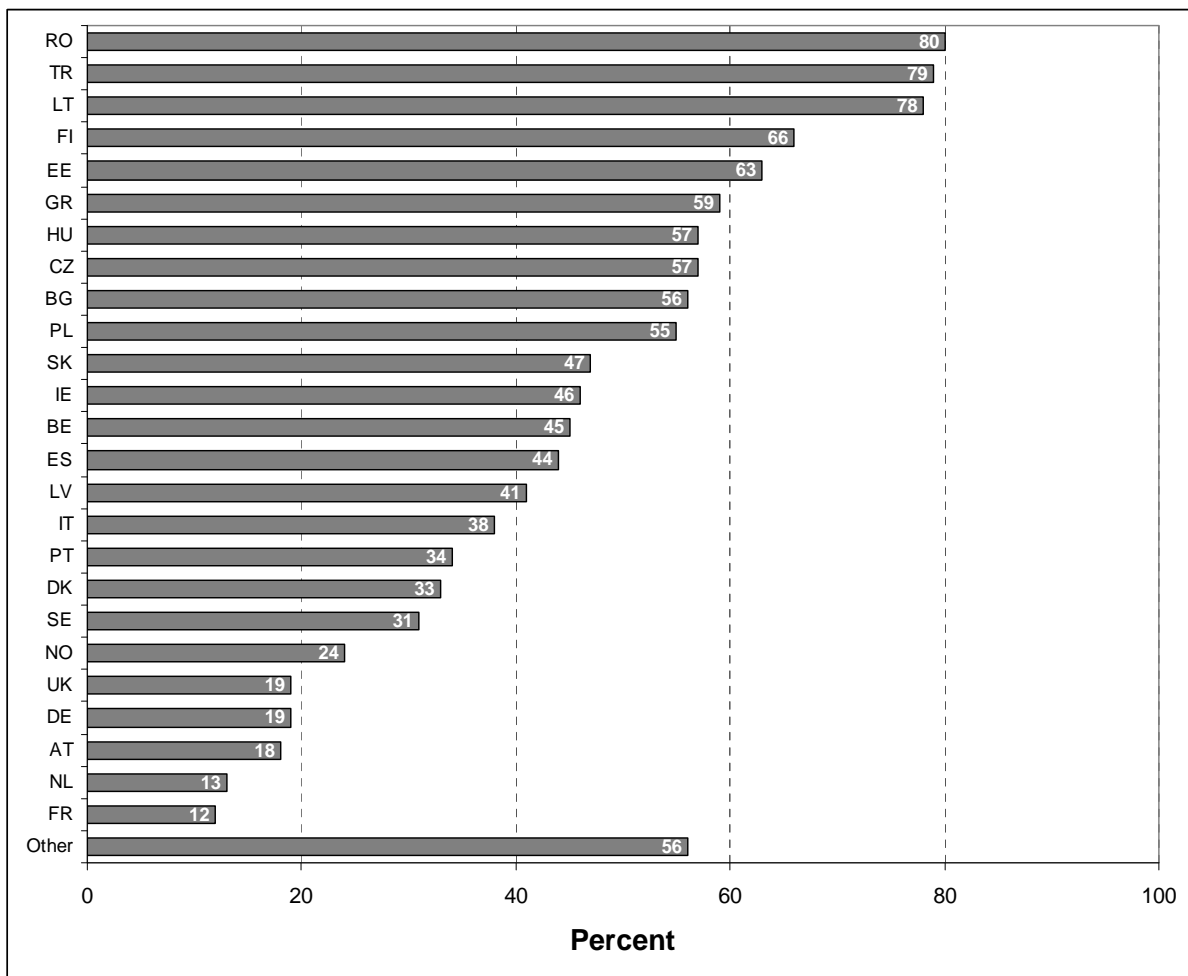
In contradiction, the proportion of IST-participants without a permanent work contract decreased with age: From 19 percent in the age group up to 35 years to 3 percent in the age group over 55 years.

4 Application for Comenius In-Service Training

4.1 Channels of information about Comenius In-Service Training and prior Comenius experiences

The most important channel of (first) information about Comenius In-Service Training (IST) are colleagues from their own or other schools and organisations in the home country. About two thirds of the IST-participants 2009 learned about Comenius in this more informal way. Internet sites, leaflets, etc. of the National Agencies for the Lifelong Learning Programme/Comenius were surprisingly less often mentioned as a source of information (39%) and only a very small group of respondents had visited the internet site of the European Commission (7%). Because of the decentralised nature of IST, i.e. the responsibility for the implementation of the action is in the hand of National Agencies, the latter was to be expected.

Chart 4.1
Role of internet sites, leaflets etc. of National Agencies as source of information about Comenius In-Service Training - by home country (Percentages)



Source: Survey prior to the Comenius In-Service Training
 Question 3.1: How did you learn about Comenius In-Service Training?

With regard to the use of information material and Internet sites of the National Agencies, large differences could be observed by home country. While two thirds or more of participants from Romania (80%), Turkey (79%), Lithuania (78%) and Finland (66%) made use of it, the respective proportion in some of the large European countries, i.e. Germany, France and the United Kingdom as well as in Austria and the Netherlands, was below 20 percent (see Chart 4.1). Overall, the information offered by National Agencies was more frequently used in Eastern European countries than in the former EU-15 member states. One possible reason for these differences could lie in the longer participation of the latter in the educational programmes of the European Union which might have led to a broader knowledge about Comenius actions at schools and other organisations. In this case the National Agencies had simply lost part of their function as information agent. However, one can also argue that National Agencies in Western European countries have developed better strategies and networks for the distribution of information. If this is the case, the contact between interested teachers and National Agencies arises mainly after a positive decision to apply for a Comenius grant.

Table 4.1
Prior experiences in Comenius supported activities - by age of respondents (Percentages, multiple replies possible)

	Age				Total
	Up to 35 years	36-45 years	46-55 years	56-65 years	
None	76	62	57	49	64
Comenius School Partnership	8	16	18	28	15
Comenius Assistantship	3	3	2	3	3
Comenius Network	1	1	1	2	1
Comenius Multilateral Project	3	8	10	13	8
Comenius accompanying measures	0	0	1	0	0
Comenius Preparatory visits	3	7	11	10	7
Comenius In-Service Training	12	21	26	29	21
Total	106	119	126	134	118
Count (n)	(947)	(997)	(952)	(249)	(3145)

Source: Survey prior to the Comenius In-Service Training
Question 3.5: Prior to your current application, did/do you take part in other Comenius supported activities?

Slightly more than one third of respondents to the first survey reported about prior experience with the Comenius programme:

- 21 percent had already attended a Comenius supported In-service training,
- 15 percent took part in a Comenius School Partnership,
- 8 percent in a Comenius Multilateral Project,
- 7 percent in a Comenius Preparatory visit,
- 3 percent in a Comenius Assistantship and
- 1 percent in a Comenius Network.

The older the IST-participants were the more often prior Comenius activities had taken place. While the respective proportion was only about one fourth in the age group up to 35 years it was more than half in the group of persons older than 55 years. Obviously, the probability is high that first experience with the Comenius programme leads to further activities and continuous use of the possibilities offered to students and staff members in the educational sector. Older respondents had not only more often participated in Comenius In-Service Training but also were more frequently engaged in Comenius School Partnerships and in Multilateral Projects (see Table 4.1).

A comparison by home country shows that half or more of successful IST-applicants from Romania (64%), Ireland (61%), Hungary (60%), Lithuania (59%), Finland (52%) and Italy (50%) were experienced Comenius participants while the respective proportion was only about one quarter or less in the Netherlands (25%), Sweden (22%), the United Kingdom (19%) and France (14%).

4.2 Type and Profile of Comenius In-Service Training applied for

Type of training

According to the description in the Lifelong Learning Programme the European Commission supports three different types of Comenius In-Service Training: Training courses, European conferences or seminars and job-shadowing/work placements. The vast majority of 89 percent of respondents to the first survey applied successfully for a training course and only about five percent of each took part in a seminar or carried out a period of job-shadowing at a school or organisation in another country. Differences in the type of training by home country are in most cases negligible. However, it might be noteworthy that job-shadowing was much more common among successful applicants from the United Kingdom (24%) and European conferences and seminars among participants from Denmark (33%) and Norway (24%).

Table 4.2
Type of the Comenius In-Service Training - by staff category of applicant (Percentages)

	Staff category			Total
	Teacher/ trainer	Head teacher	Other	
Training course	91	79	80	89
Job-shadowing and work placements	5	9	9	5
European conference or seminar	5	12	11	6
Total	100	100	100	100
Count (n)	(2726)	(179)	(255)	(3160)

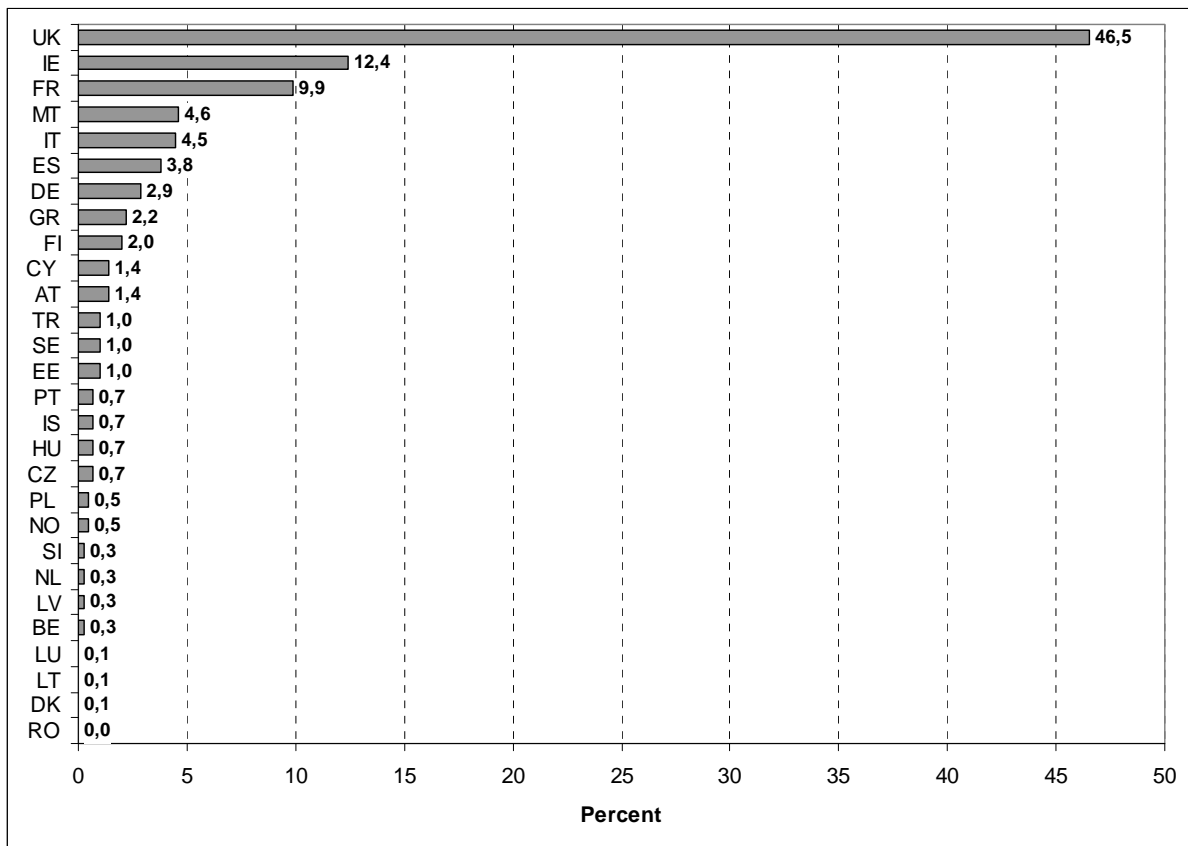
Source: Survey prior to the Comenius In-Service Training
Question 3.8: Please indicate the type of Comenius In-Service Training you have applied for:

A slight correlation between the occupational background and the type of Comenius In-Service Training could also be observed. As Table 4.2 shows, teachers and trainers more often choose training courses while a higher proportion of head teachers and staff members in other positions, e.g. education managers, inspectors, advisors etc., had applied for a job-shadowing or a European seminar.

Host country

Two thirds of applicants decided to attend a training activity in an English speaking country: 45.5 percent went to the United Kingdom, 12.4 percent to Ireland and 4.6 percent to Malta. The remaining third mostly chose France (9.9%), Italy (4.5%) and Spain (3.8%) as host country. All other countries played only a marginal role (see Chart 4.2). It is astonishing that Germany as the largest country within the LLP area and behind Spain the country with the second highest number of successful applicants hosted only 2.9 percent of the IST-participants 2009. However, the obvious imbalance in the country flows is a natural consequence of the large number of English language teachers among the applicants (see chapter 2).

Chart 4.2
Host countries of Comenius In-Service Training successfully applied for (Percentages)



Source: Survey prior to the Comenius In-Service Training
 Question 4.11: Please state the country in which the training course/conference/seminar will take place.

The distribution by host country differs to a certain extent by type of training. Participants in training courses most often chose English language speaking countries (64%). The respective proportion is also high among applicants for a job-shadowing (45%) but a substantial number from this group also decided to spend a period in France (21%). European conferences and seminars are the type of training with the largest spread of participants by host country. As Table 4.3 shows, only 15 percent went to the United Kingdom and a remarkable proportion of the seminars took place in one of the Eastern European countries (16%).

Table 4.3
Host country - by type of Comenius In-Service Training (Percentages)

	Type of in-service training			Total
	Training course	European conference/ seminar	Job-shadowing	
ES	4	5	4	4
FR	10	3	21	10
IE	14	3	1	12
IT	4	10	5	4
MT	5	6	1	5
UK	49	15	43	46
Other North (DK, FI, IS, NO, SE)	3	14	9	4
Other South (CY, GR, PT)	4	12	2	4
Other East (CZ, EE, HU, LT, LU, LV, PL, RO, SI, TR)	4	16	7	5
Other Centre (AT, BE, DE, LI, LU, NL)	4	16	8	5
Total	100	100	100	100
Count (n)	(2811)	(178)	(168)	(3157)

Source: Survey prior to the Comenius In-Service Training
Question 4.11: Please state the country in which the training course/conference/seminar will take place.

Duration and timing of the training

The duration of the Comenius In-Service Training activities was on average 11 days in the case of training courses, 12 days for job-shadowings and 7 days in the case of European seminars or conferences. As Table 4.4 shows, the majority of participants in seminars had applied for a training period of at most seven days, about each second course participant for 8-12 days and the same amount in job-shadowings intended to stay for more than 12 days at the host school or organisation.

The duration of courses varied to a certain extent by country of provider. While it was 10 days or even longer on average in the larger Western European countries like Germany, France, Spain and the United Kingdom, it was only about one week in smaller countries and in the new EU-member states.

Table 4.4
Duration of training event - by type of Comenius In-Service Training (Percentages and mean)

	Type of in-service training			Total
	Training course	Job-shadowing	European conference/ seminar	
Up to 7 days	24	29	72	27
8-12 days	52	25	19	49
13 days and more	24	46	9	24
Total	100	100	100	100
Count (n)	(2833)	(169)	(178)	(3180)
Average duration (days)	10.9	12.1	7.4	10.8

Source: Data provided by the European Commission

Table 4.5
Timing of the Comenius In-Service Training - by type of Comenius In-Service Training (Percentages)

	Type of in-service training			Total
	Training course	Job-shadowing	European conference/ seminar	
Teaching period	29	58	55	32
Holidays	66	15	41	62
Overlaps teaching period and holidays	5	27	3	6
Total	100	100	100	100
Count (n)	(2820)	(168)	(176)	(3164)

Source: Survey prior to the Comenius In-Service Training
Question 3.7: When will the Comenius In-Service Training take place:

In most cases the training event took place during the holidays (62%) or overlapped the teaching period and the holidays (6%). While training courses usually were undertaken in the holidays (71%) it is in the nature of the type of training that job-shadowing has to be carried out during the teaching period (see Table 4.5). However, due to different time frames for holidays throughout Europe, a substantial proportion of trainees were able to use their own holidays to observe colleagues in other countries at work. More than half of the participants in European conferences and seminars attended the event during the teaching period.

Content of training courses and seminars

Slightly less than two third of respondents to the first survey indicated foreign language teaching and learning as at least one of the topics of the course/conference/seminar they had applied for (62.1%). A further 16 percent intended to learn more about pedagogic and didactics in general, 15 percent about methods to increase the motivation of pupils and 10 percent about intercultural education. In response to the respective question which allows a selection of at most three items from a list of 43 topics, a few other issues were mentioned by at least five percent of successful applicants: New technologies and ICT (8.1%), comparing educational systems (7.1%), European citizenship and European dimension (6.7%) and cultural heritage (5.9%). As Table 4.6 shows, the concentration of foreign language teaching and learning and only a few other topics is extremely high among participants in training courses, while it is somewhat more balanced in European seminars and conferences.

It is in the nature of in-service training that the motivation of participants is driven by the expectation to learn something which is useful and could be applied in day to day work. Thus, it is not surprising that the topics of courses and seminars are closely linked to the content of work and the role of applicants within their schools and organisations. More than three quarters of pure language teachers and more than two thirds of teachers with a combination of language and other subjects attended courses concerned with foreign language teaching. However, a substantial proportion of teachers teaching solely other subjects also made use of the Comenius In-Service Training to improve their foreign language skills (see Table 4.7).

Since part of the applicants chose courses and seminars in which the issue of foreign language teaching and learning is linked with other topics, e.g. pedagogy and didactics, methods to increase pupil motivation or intercultural education, the real number of language focused trainings is higher than the number of respondents who had explicitly mentioned it as one of the topics. The answers to another question show that, overall, 71 percent of participants in courses and seminars had applied for training in the field of language learning: 61 percent for a course/seminar in the methodology or pedagogy of foreign language teaching and 10 percent for pure language training.

As Table 4.8 shows, pure language training was mentioned most often by teachers not primarily concerned with language teaching at their schools. Two out of five of these teachers were already in charge of teaching another subject through the medium of a foreign language (19%) or were aiming to prepare themselves for this task (22%). A further third teach (or will be required to teach) foreign languages at a primary or pre-primary school. The remaining were school teachers taking part in a retraining in order to become foreign language teachers (8%), requesting training in a less widely used or less taught language (8%) or school staff participating in a Comenius Partnership and requesting training in a language used in the partnership (12%)

Table 4.6
Topic of the course/conference/seminar applied for - by type of Comenius In-Service Training (Percentages, multiple replies possible)

	Type of in-service training		Total
	Training course	European conference/seminar	
Foreign language teaching and learning	64.4	24.9	62.1
Pedagogy and didactics	16.1	13.0	16.0
Methods to increase pupil motivation	15.5	6.8	15.0
Intercultural education	9.2	18.1	9.7
New technologies, ICT	8.1	9.0	8.1
Comparing educational systems	7.0	9.0	7.1
European citizenship and European dimension	6.1	16.4	6.7
Cultural heritage	5.8	7.9	5.9
Basic skills	4.8	2.3	4.7
Raising pupil achievement	3.2	1.7	3.2
Artistic education	2.6	4.5	2.7
Media and communication	2.7	1.7	2.6
History and social science	2.3	6.8	2.5
Combating failure in education	1.7	2.8	1.8
Environment / sustainable development	1.5	3.4	1.6
Natural sciences	1.7	0.6	1.6
Active citizenship	1.4	2.8	1.5
Pedagogy of special needs education	1.3	2.8	1.4
School management, school autonomy	1.0	6.8	1.4
European project management	1.2	2.3	1.3
Pedagogy of sciences and technology	1.2	2.3	1.3
Fight against racism and xenophobia	0.8	6.2	1.1
Mathematics	1.1	0.0	1.1
Inclusive approaches	0.7	6.2	1.0
Quality and evaluation of education	1.0	1.7	1.0
Addressing target groups with special needs	0.8	2.3	0.9
Career guidance & counselling	0.9	1.7	0.9
Pedagogy of less widely taught or less used languages	0.9	1.1	0.9
Pedagogy of Environmental education	0.8	0.6	0.8
Social integration/ exclusion	0.6	1.1	0.7
Education of specific target groups (migrants, etc.)	0.5	2.3	0.6
Ethics, religions, philosophy	0.5	1.1	0.6
Health education	0.5	1.7	0.6
Economics, business, industry and commerce	0.5	1.1	0.6
Geography	0.6	0.6	0.6
Physical education and sport	0.4	2.3	0.5
Violence in school - peace education	0.4	1.1	0.5
Quality assurance strategies/ indicators and benchmarking	0.3	0.6	0.3
School co-operation with the local community	0.3	0.0	0.3
Reinforcing links between education and working life	0.3	0.6	0.3
Consumer education	0.1	0.0	0.1
Gender issues, equal opportunities	0.1	0.0	0.1
Other	5.8	12.4	6.2
Total	176.9	190.4	177.7
Count (n)	(2805)	(177)	(2982)

Source: Survey prior to the Comenius In-Service Training
 Question 4.1: Please indicate the topic of the course/conference/seminar, you have applied for:

Table 4.7
Topic of the course/conference/seminar applied for by teachers at schools - by subject(s) of teaching (Percentages, multiple replies possible)

	Subject(s) of teaching			Total
	Only languages	Languages plus other subjects	Only other subjects	
Foreign language teaching and learning	76.5	69.3	32.2	64.9
Pedagogy and didactics	16.6	16.7	12.4	15.8
Methods to increase pupil motivation	20.7	12.3	9.2	15.4
Intercultural education	9.1	11.3	7.1	9.5
New technologies, ICT	7.6	5.7	14.1	8.2
Comparing educational systems	5.5	8.9	6.7	6.9
European citizenship and European dimension	5.5	6.7	8.7	6.6
Cultural heritage	5.6	5.7	7.6	6.0
Basic skills	3.7	4.5	6.9	4.6
Raising pupil achievement	3.6	3.3	1.9	3.1
Artistic education	1.0	2.4	7.4	2.8
Media and communication	2.3	2.1	4.8	2.7
History and social science	0.9	1.5	8.3	2.6
Natural sciences	0.0	0.4	7.6	1.7
Combating failure in education	1.5	1.5	1.8	1.6
Environment / sustainable development	0.4	1.1	4.9	1.6
Active citizenship	0.6	1.4	3.2	1.4
Pedagogy of sciences and technology	0.2	0.1	6.0	1.4
European project management	1.1	1.1	2.1	1.3
Mathematics	0.0	0.0	5.7	1.2
Fight against racism and xenophobia	0.7	1.5	0.9	1.0
Pedagogy of less widely taught or less used languages	0.9	1.2	0.5	0.9
Pedagogy of special needs education	0.5	1.3	1.2	0.9
School management, school autonomy	0.6	0.8	1.9	0.9
Addressing target groups with special needs	0.4	1.4	0.5	0.8
Career guidance & counselling	0.8	0.2	1.8	0.8
Pedagogy of environmental education	0.2	0.6	2.3	0.8
Quality and evaluation of education	0.9	0.5	1.1	0.8
Geography	0.2	0.8	1.2	0.7
Education of specific target groups (migrants, etc.)	0.6	0.6	0.7	0.6
Ethics, religions, philosophy	0.3	0.5	1.2	0.6
Economics, business, industry and commerce	0.1	0.5	1.9	0.6
Health education	0.2	0.8	0.7	0.5
Inclusive approaches	0.4	0.5	0.7	0.5
Physical education and sport	0.1	0.2	2.1	0.5
Social integration/ exclusion	0.4	0.6	0.7	0.5
Quality assurance strategies/ indicators and benchmarking	0.2	0.4	0.4	0.3
Violence in school - peace education	0.2	0.2	0.7	0.3
Reinforcing links between education and working life	0.1	0.4	0.7	0.3
School co-operation with the local community	0.1	0.2	0.4	0.2
Consumer education	0.1	0.1	0.0	0.1
Gender issues, equal opportunities	0.2	0.2	0.0	0.1
Other	3.5	4.9	11.0	5.5
Total	173,9	174,9	191,2	177,8
Count (n)	(1230)	(970)	(566)	(2766)

Source: Survey prior to the Comenius In-Service Training
 Question 4.1: Please indicate the topic of the course/conference/seminar, you have applied for:

Table 4.8
Application in the field of language training - by subject(s) of teaching (Percentages)

	Subject(s) of teaching			Total
	Only languages	Languages plus other subjects	Only other subjects	
No	20	24	60	29
Methodology or pedagogy of foreign language teaching	76	65	18	61
Foreign language training in pure language skills	4	11	22	10
Total	100	100	100	100
Count (n)	(1221)	(968)	(565)	(2754)

Source: Survey prior to the Comenius In-Service Training
 Question 4.9: Did you apply for a training activity in the field of language learning?

4.3 Ways of finding a suitable in-service training

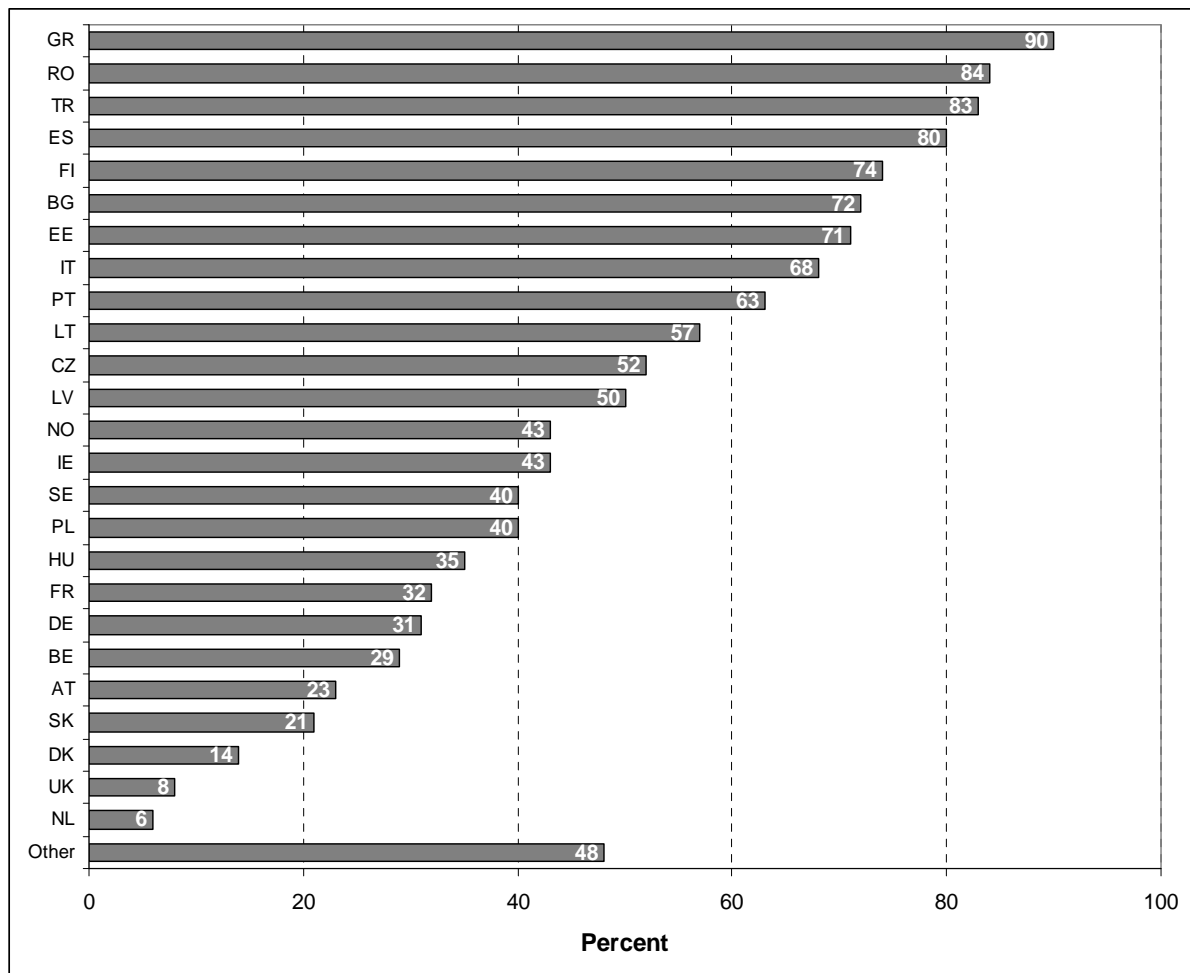
4.3.1 Courses and seminars

Relevance and quality of the "Comenius-Grundtvig In-Service Training Database"

The "Comenius-Grundtvig In-Service Training Database" is one of the central instruments of the European Commission to support potential applicants in the search for a suitable course. Its importance is demonstrated by the fact, that about half of successful applicants for a training courses or seminars made use of the database. The respective proportion ranged from less than one fifth in Denmark, the Netherlands and the United Kingdom to more than three quarters in Greece, Romania, Spain and Turkey (see Chart 4.3).

Chart 4.3

Use of the "Comenius-Grundtvig In-Service Training Database" - by home country (Percentages*)



Source: Survey prior to the Comenius In-Service Training
 Question 4.2: In order to find a suitable training activity, did you use the "Comenius-Grundtvig In-Service Training Database"?

* Only respondents who had successfully applied for a training course.

The majority of users of the database stated that a large number of courses fitted their needs (59%) while most of the remaining found at least a few suitable training opportunities (39%). Thus, it is not surprising that finally nine out of ten users decided in favour of a course from the database.

Table 4.9
Satisfaction with the user-friendliness of the "Comenius-Grundtvig In-service Training Database" and the information on the individual training activities - by home country (Percentages*)

	Home country										Total
	DE	ES	FR	IT	PL	Other North	Other South	Other East	Other West	Other Centre	
Assessment of user-friendliness											
Instructions for use of the database	64	76	61	79	94	69	91	95	90	66	80
User-friendliness of the database search form	60	72	45	77	90	59	85	91	76	63	74
Assessment of course description											
Information about the course provider	69	76	68	78	90	69	94	90	80	76	79
Description of the content and learning outcomes of the training activity	76	76	67	74	91	74	93	91	90	83	80
Description of teaching and learning methods/ didactics	64	69	56	71	88	67	81	86	85	60	73
Target group for which the training activity is tailored	82	82	64	82	97	73	87	93	85	82	84
Count (n)	(144)	(460)	(85)	(155)	(69)	(127)	(68)	(345)	(21)	(35)	(1509)

Source: Survey prior to the Comenius In-Service Training

Question 4.3: Overall, how satisfied are you with the user-friendliness of the database and the information on the individual training activities?

* Points 4 and 5 on a scale from 5 = "very satisfied" to 1 = "not at all satisfied"

By and large the vast majority of users were not only satisfied with the user-friendliness of the database but also with the information on the individual training activities. With regard to the user-friendliness 80 percent praised the use-instructions of the database and 74 percent the user-friendliness of the search form. Concerning the course related issues

- 84 percent were satisfied with the information about the target group for which the training activity is tailored,
- 80 percent with the description of the content and learning outcomes of the training activity,
- 79 percent with the information about the course provider and
- 73 percent with the description of teaching and learning methods/ didactics.

Although there is no immediate explanation for this finding it might be worth noting that the assessment of the user-friendliness as well as the information about courses differs to a substantial extent by home country. The highest degree of satisfaction with both issues expressed participants from most of the Southern, Eastern and Western European countries (see Table 4.9). On the other hand the lowest degree of satisfaction could be observed in the

majority of Northern countries, in France, Germany and other countries in the centre of Europe.

Other ways of finding a suitable training course

Almost half of the participants in courses and seminars did not use the "Comenius-Grundtvig In-service Training Database" or finally did not choose an offer from this catalogue. Most of them found a training activity with the help of a colleague or a staff member within or outside their own institution and country (63%). However, the receipt of relevant information or suggestions from colleagues abroad was rather an exception (7%). Solely or in addition to other activities each third participant successfully used the internet to search for a suitable training measure. Only a few respondents found their course through advertisements from course providers (15%), discussion forums for educational staff (6%) or in the teachers' press (2%).

Table 4.10
Source of information in the cases where the training activity was not chosen from the "Comenius-Grundtvig In-service Training Database" - by type of organisation (Percentages, multiple replies possible)

	Type of organisation					Total
	Institution for teacher education	(Pre-) Primary school	General secondary school	Vocational/ technical secondary school	Other	
The training activity was suggested by a colleague/ staff member, i.e.	70	72	58	52	67	63
head teacher, director, head of stream/ organisation	0	14	7	3	13	9
colleagues/ staff members from their own school/ institution	35	32	27	30	34	30
colleagues/ staff members from a Comenius partner school	2	3	3	2	4	3
colleagues/ staff members from another country	14	3	5	3	6	4
others	21	22	17	12	14	18
Found the course/ conference/ seminar on their own	28	22	36	47	29	31
Advertisements from course providers	9	10	18	18	14	15
Discussion forums for teachers / school education staff	7	6	6	5	0	5
Teachers' press	0	2	2	3	1	2
Other ways	5	5	4	5	5	5
Total	191	192	183	181	186	186
Count (n)	(43)	(543)	(709)	(155)	(125)	(1575)

Source: Survey prior to the Comenius In-Service Training
 Question 4.6: If you did not choose an offer from the "Comenius-Grundtvig In-Service Training Database", how did you find your training activity?

As Table 4.10 shows, teachers from primary schools and from institutions for teacher education more often applied for a course suggested by a colleague or another person while a

higher proportion of teachers from general secondary and vocational secondary schools found the course on their own or with the help of advertisements from course providers.

4.3.2 Job-shadowing/work placements

Each second successful applicant for a job-shadowing found a suitable host school with the help of colleagues and staff members from their own or from another school or organisation. Each fifth reported that the host institution was a Comenius partner school and each tenth that it was a general partner of their own school. Special internet databases, e.g. twin finder, implemented to support potential LLP-participants in their search for partners played no significant role. Only 5 percent of the respondents found the host school with the help of these instruments.

Prior contact to the person to be shadowed was not very common: 13 percent of successful applicants stated that they had some limited contact and only 9 percent reported close contact. Joint activities in Comenius projects were most often the occasion for prior experiences: 54 percent from this group of respondents mentioned Comenius School Partnerships or Comenius Multilateral Projects and 9 percent joint participation in a former Comenius In-Service Training activity.

Table 4.11
Extent of involvement in the development of the activity plan for the shadowing period abroad - by staff category (Percentages)

	Staff category			Total
	Teacher/ trainer	Head teacher	Other	
More or less determined by the host institution/ colleague	54	29	36	49
Developed in close cooperation	37	47	50	40
More or less suggested by the trainee	9	24	14	11
Total	100	100	100	100
Count (n)	(122)	(17)	(22)	(161)

Source: Survey prior to the Comenius In-Service Training
Question 4b.5: To what extent were you involved in the development of the activity plan for your shadowing period at the host institution?

Half of the participants in job-shadowings stated that the host school or the person to be shadowed determined the activity plan without any involvement of themselves. In most of the remaining cases, the plan was the result of close cooperation and joint agreements (38%) and in a few cases, it was by the participant to define the activity plan (10%). As Table 4.11 shows, participation in the development of the activity plan depends to a certain extent on the position within the home organisation. While only a minority of ordinary teachers reported the

opportunity to influence the agenda for the job-shadowing, the respective proportion is about two thirds among head teachers.

4.4 Strategic use of Comenius In-Service Training by the management of the schools/organisations

About half of the successful IST-applicants stated that their home institution has a strategy to increase its international or European activities. In this context, the opportunities for the Comenius programme in general and Comenius In-Service Training in particular plays an important role. While 84 percent of respondents from schools and organisations with an international strategy reported the use of IST as an instrument for internationalisation or for staff development, the respective proportion is less than half at institutions without any strategic approach. Overall, two thirds of the applicants considered a strategic use of IST by their home institution:

- 20 percent for both internationalisation and staff development,
- 32 percent for staff development only and
- 16 percent for the internationalisation of the school/organisation only.

Statements about the international orientation of schools and the role of Comenius as a possible accelerator did not differ substantially by type of organisation or other institutional or personal characteristics. However, some country related peculiarities might be noteworthy. As Chart 4.4 shows, the proportion of respondents stating a strategic use of IST by their home institution ranged from 38 percent in the case of Greece to 88 percent in Romania. The last ten countries in the list are all from the EFTA or former EU-15 member states.

The vast majority of participants in the study attested to the management of their school or organisation as having a very positive (68%) or positive (20%) attitude towards participation of educational staff in Comenius In-Service Training. Only a few considered the attitude as neutral (10%) or negative (1%). It might not come as a surprise that schools and organisations which use IST in a strategic way are more in favour of the participation of their staff members than other institutions. As Table 4.12 shows, about three quarter of applicants from strategic oriented organisations considered the attitude of the management as very positive while the respective proportion is about a half among staff from less strategic institutions. Again, only small differences could be observed between organisations of different type and size or by personal or employment characteristics of respondents.

Chart 4.4
Strategic use of Comenius In-Service Training for the internationalisation of the school/organisation and staff development – by home country (Percentages)

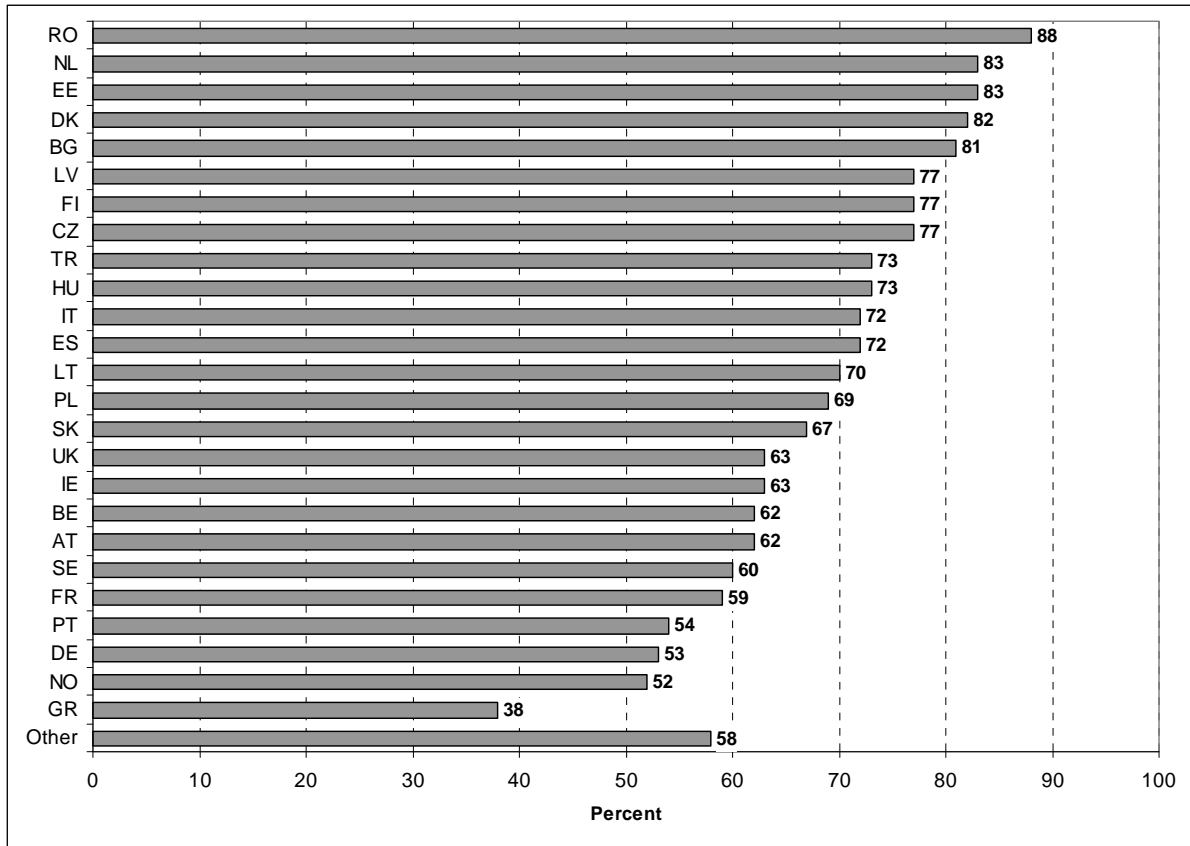


Table 4.12
Attitude of the management in the school/organisation towards participation of educational staff in Comenius In-Service Training - by strategic use of Comenius In-Service Training (Percentages)

	Strategic use of IST				Total
	For internationalisation and staff development	Only for internationalisation	Only for staff development	No strategic use	
Very positive	84	71	72	54	68
Positive	13	20	20	23	20
Neutral	2	8	7	22	11
Negative	0	0	0	1	1
Very negative	0	0	0	0	0
Total	100	100	100	100	100
Count (n)	(617)	(483)	(987)	(1016)	(3103)

Source: Survey prior to the Comenius In-Service Training
 Question 3.2: What is the attitude of the management of your school/institution towards participation of educational staff in Comenius In-Service Training?

4.5 Obstacles for participation in Comenius In-Service Training

By and large, the participation in a Comenius supported training activity seems to be possible without significant problems. As far as difficulties were encountered, the reasons lie as often as not in the private sphere of participants rather than in the conditions of employment or the Comenius programme. In response to a respective question the following significant problems occurred:

- 15 percent stated the interruption of personal obligations, e.g. childcare,
- 8 percent, the workload through the preparation of the training activity,
- 8 percent, the level of financial support by the Comenius programme,
- 7 percent, the finding of a replacement during the training period,
- 4 percent, the communication with the course provider/ conference organiser/ host institution and
- 3 percent, gaining approval from their school/ organisation.

Further 5 percent of successful applicants made use of an open question to state other types of difficulties, e.g. the workload for the completion of the application, late decision by the National Agency, late payment of Comenius grant, lack of recognition of IST as regular work-time, loss of part of the holidays, etc.

5 Preparation for the Comenius In-Service Training

5.1 Introduction

The degree of preparation for the Comenius In-Service Training might play an important role for an active and professional participation and finally for the outcomes and impacts of the training period abroad. Thus, the study intended to gain some insights into the ways and areas of successful applicants of preparing themselves for the Comenius In-Service Training. In order to become not too narrow by focusing only on the content and the objectives of the training, the concept of preparation was widened to include the following aspects:

- prior experience of participants in the host country and links of prior stays to EU education programmes,
- ways and areas of preparation directly linked to the Comenius In-Service Training
- receipt of information material from the training provider/host school
- self-assessment of the quality of preparation with respect to the content of the training, the language of instruction and practical matters of the stay abroad.

5.2 Prior experiences in the host country

Prior to the start of the Comenius In-Service Training, a substantial proportion of more than half of the participants (57%) had already spent some time in the host country. It might be trivial but older respondents show a higher degree of international experience and more often know the host country from prior visits than their younger colleagues: 70 percent from the age group 55 and over stated respective visits in comparison to 49 percent of the group up to 35 years.

However, the proportion of prior visits differed to a significant extent by host country. The countries most well known through personal visits were the large Western EU Member States, i.e. France (86% of respondents having successfully applied for a Comenius In-Service Training in this country), Spain (73%), Italy (71%), the United Kingdom (70%) and Germany (69%). On the other hand, some of the smaller countries were a new experience for two thirds or more of the participants: Ireland (only 29% stated a prior visit), Sweden (19%), Estonia (18%), Cyprus (16%), Finland (15%) and Malta (9%).

Almost half of the former visits to the host country (47%) were linked to activities supported by an EU education programme. In the context of this study, it is especially interesting that 20 percent of IST-participants 2009 had already attended a Comenius In-Service Training in previous years. A further 6 per cent had taken part in a Comenius School Partnership and 5 percent had studied abroad with the help of an Erasmus grant.

Former participation in Comenius In-Service Training differed by home country. Highest proportions could be observed among respondents from Turkey (50%) and from some of the new EU Member States: Romania (50%), Hungary (49%), Bulgaria (46%), Slovak Republic (40%), Lithuania (33%) and Czech Republic (32%).

It is also interesting to note that the more Comenius In-Service Training is strategically used for school development, the more prior visits are connected to Comenius School Partnerships (see Table 5.1). The rate is twice as high in comparison to the average and four times higher in comparison to the institutions with no strategic use. Obviously, the Comenius School Partnerships have a catalyst function for the internalisation of schools and for the participation at Comenius In-Service Trainings as well.

Table 5.1
Link of prior stay(s) in the host country to activities supported by an EU education programme - by strategic use of Comenius In-Service Training (Percentages, multiple replies possible)

	Strategic use of IST				Total
	For internationalisation and staff development	Only for internationalisation	Only for staff development	No strategic use	
No	60	56	60	69	62
Comenius School Partnership	12	8	4	3	6
Comenius Assistantship	1	2	1	1	1
Comenius Network	1	1	1	0	1
Comenius Multilateral Project	5	4	3	1	3
Comenius accompanying measures	0	0	0	0	0
Comenius Preparatory visits	5	3	1	1	2
Comenius In-Service Training	22	20	26	15	20
Erasmus Student Exchange	3	6	4	7	5
Other	9	12	9	8	9
Total	119	114	108	105	110
Count (n)	(317)	(271)	(538)	(579)	(1705)

Source: Survey prior to the Comenius In-Service Training
Question 5.2: Were prior stay(s) in the host country linked to an activity supported by an EU education programme?

The same effect can be found at the level of individuals. Prior stays of head teachers in the host country, for example, are more often linked to activities supported by the EU. In comparison to staff members in other positions, e.g. regular teachers, the proportion of prior stays connected with school partnerships is three times higher (see Table 5.2). Thus participation in school partnerships may also contribute to the interest of head teachers in Comenius In-Service Training.

Table 5.2
Link of prior stay(s) in the host country to activities supported by an EU education programme - by staff category (Percentages, multiple replies possible)

	Staff category			Total
	Teacher/ trainer	Head teacher	Other	
No	63	47	73	62
Comenius School Partnership	5	17	6	6
Comenius Assistantship	1	2	1	1
Comenius Network	1	2	2	1
Comenius Multilateral Project	3	4	2	3
Comenius accompanying measures	0	1	0	0
Comenius Preparatory visits	2	5	2	2
Comenius In-Service Training	21	25	10	20
Erasmus Student Exchange	5	4	4	5
Other	9	14	10	9
Total	110	122	108	110
Count (n)	(1527)	(83)	(120)	(1730)

Source: Survey prior to the Comenius In-Service Training
 Question 5.2: Were prior stay(s) in the host country linked to an activity supported by an EU education programme?

5.3 Ways and areas of preparation directly linked to the Comenius In-Service Training

There are many possible ways to prepare individually for the participation in the Comenius In-Service Training. In response to a respective question

- 70 percent stated the use of written material in print form or available on the internet,
- 35 percent used material provided by the training provider or the school,
- 20 percent attended special meetings with head teacher, supervisor or colleagues,
- 19 percent participated in a language course,
- 6 percent in special preparation courses or other means offered by their school or organisation and
- 11 percent stated other ways of preparation.

As Table 5.3 shows, participation in language courses was reported significantly more often by non-language teachers (37%) and teachers not mainly concerned with teaching a language. On the other hand, the geographical wideness of the use of the language of the host country did not play an important role for the decision to attend an organised language preparation. The proportion of IST-participants attending a language course to prepare for a stay in the United Kingdom (20%) was nearly similar to the respective proportion of those going to Spain (27%) or Greece (26%). Lowest language preparation in this form was re-

ported by IST-participants who had decided in favour of a Comenius supported training in Turkey (3%) and Germany (9%).

Table 5.3
Ways of preparation for the Comenius In-Service Training - by subject(s) of teaching (Percentages, multiple replies possible)

	Subject(s) of teaching			Total
	Only languages	Languages plus other subjects	Only other subjects	
With the help of written material provided by your host, e.g. training provider, partner school, etc.	40	30	32	35
With the help of written material / information (printed or available on the internet, etc)	72	71	65	70
Participation in a language course	8	19	37	18
Participation in special preparation courses/ means offered by your own school/ organisation	3	9	8	6
Meetings with head teacher, supervisor or colleagues	21	20	19	20
Other ways	10	13	11	11
Total	154	163	171	161
Count (n)	(1201)	(993)	(565)	(2759)

Source: Survey prior to the Comenius In-Service Training
Question 5.3: How are you preparing for your Comenius In-Service Training?

Table 5.4
Ways of preparation for the Comenius In-Service Training - by strategic use of Comenius In-Service Training (Percentages, multiple replies possible)

	Strategic use of IST				Total
	For internationalisation and staff development	Only for internationalisation	Only for staff development	No strategic use	
With the help of written material provided by your host, e.g. training provider, partner school, etc.	42	38	32	32	35
With the help of written material / information (printed or available on the internet, etc)	78	64	68	70	70
Participation in a language course	20	18	19	18	19
Participation in special preparation courses/ means offered by your own school/ organisation	9	5	7	4	6
Meetings with head teacher, supervisor or colleagues	32	20	19	15	20
Other ways	13	12	11	10	11
Total	194	157	157	148	161
Count (n)	(586)	(453)	(934)	(964)	(2937)

Source: Survey prior to the Comenius In-Service Training
Question 5.3: How are you preparing for your Comenius In-Service Training?

IST-Participants from schools or organisations which use Comenius In-Service Training for internationalisation and staff development stated the various ways of preparation more frequently than their colleagues from other institutions. As Table 5.4 shows, particularly the proportion of respondents taking part in preparatory meetings with head teachers and colleagues is considerably higher.

5.4 Receipt of information material from the training provider/host school

The majority of IST-participants received information material and documents from the course providers or from the host school for preparatory purposes (60%). Differences in this respect by type of training or by courses/seminars included in the Comenius database could not be observed.

Overall, the preparatory material was assessed as positive. More than two thirds of participants in courses and European seminars were satisfied with the information about the content and academic level of the training activity (77%), the teaching/learning methods during the activity (75%), the social programme (70%) and the accommodation in the host country (75%). However, a lower degree of satisfaction emerged with respect to the methods of assessment of learning outcomes (58%). The reason for the comparatively meagre information about this issue might simply lie in the fact that only part of the courses and seminars had introduced elaborated methods for the examination of progresses and outcomes (see chapter 6.3.3).

The degree of satisfaction by participants having decided in favour of a course /seminar from the Comenius database is slightly lower than those of their colleagues attending training measures not listed in the catalogue (see Table 5.5).

Table 5.5
Satisfaction about information material/documents, etc. provided by the training/ conference provider for preparatory purposes - by course/seminar from the Comenius database (Percentages*)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
Content and academic level of the training activity	74	80	77
Accommodation in the host country	71	79	75
Teaching/ learning methods during the activity	69	72	71
Social programme	67	74	70
Methods of assessment of your learning outcome	57	59	58
Count (n)	(800)	(923)	(1723)

Source: Survey prior to the Comenius In-Service Training

Question 4.8: To what extent were you satisfied with the information provided in advance by the training/conference organiser with respect to the following aspects?

* Points 4 and 5 on a scale from 5 = "very satisfied" to 1 = "not at all satisfied"

Most applicants for a job-shadowing also reacted positively to the material received from their host schools and organisations prior to the start of the training. Almost all recipients praised the information about the host institution in general, the working methods at the host institution and the social programme. A slightly lower proportion expressed their satisfaction with the quality of information about the general provisions at the host institution (75%) and the accommodation in the host country (70%).

5.5 Self-assessment of the degree of preparation

IST-participants were asked to provide a self-assessment of the quality of preparation with respect to their proficiency in the language of instruction, the familiarity with the content of the training and practical matters of the stay abroad. To measure the foreign language competency, the following methods were employed:

- a) A self assessment of reading, listening, speaking and writing abilities according to the levels of the Common European Framework of References for Languages, which divides learners into three broad divisions: Basic Speakers (A1+2), Independent Speakers (B1+2) and Proficient Speakers (C1+2).
- b) A rather general assessment of the sufficiency of language preparation.

A vast majority of 80 percent of IST-participants considered English as the language of instruction during their training period abroad. French follows with a share of 11 percent of respondents, German with 5 percent and Spanish 2.5 percent. Thus only the remaining two percent were trained in one of the other European languages. It is obvious that English is not only the language of instruction in the English speaking countries but also beyond. In particular, training courses and seminars in smaller European countries with less widely used languages are often carried out in English (see Table 5.6).

With respect to the Common European Framework of References for Languages, the majority of respondents considered themselves as proficient speakers in the language of instruction (C1/C2). More in detail, the following assignments to competence levels could be observed:

- *reading competence*: 4% basic speakers, 30% independent speakers, 66% proficient speakers
- *listening competence*: 6% basic speakers, 36% independent speakers, 58% proficient speakers
- *speaking competence*: 8% basic speakers, 39% independent speakers, 53% proficient speakers
- *writing competence*: 8% basic speakers, 39% independent speakers, 53% proficient speakers

Table 5.6
Language of instruction during the training activity - by host country (Percentages)

	Language of instruction					Total
	English	French	German	Spanish	Other languages	
AT - Austria	36	0	64	0	0	100
CY - Cyprus	100	0	0	0	0	100
DE - Germany	25	0	74	1	0	100
EE - Estonia	94	0	6	0	0	100
ES - Spain	21	6	10	62	1	100
FI - Finland	98	0	0	2	0	100
FR - France	2	98	0	0	0	100
GR - Greece	86	0	0	0	14	100
IE - Ireland	99	0	0	0	1	100
IT - Italy	72	10	1	0	16	100
MT - Malta	96	4	0	0	0	100
SE - Sweden	81	0	13	0	6	100
TR - Turkey	59	0	31	0	9	100
UK - United Kingdom	100	0	0	0	0	100
Other	69	10	17	0	3	100
Total	80	11	5	2	2	100
Count (n)	(2520)	(349)	(156)	(78)	(52)	(3155)

Source: Survey prior to the Comenius In-Service Training
Question 5.4: What will be the main language of instruction during the training course/conference/seminar?

Table 5.7
Overall rating of the competency in the (main) language of instruction during the training activity - by subject(s) of teaching (Percentages)

	Subject(s) of teaching			Total
	Only languages	Languages plus other subjects	Only other subjects	
C2	39	18	10	25
C1	36	26	22	30
B2	18	25	34	24
B1	5	21	25	15
A2	1	8	7	5
A1	1	3	2	2
Total	100	100	100	100
Count (n)	(1241)	(1014)	(576)	(2831)

Source: Survey prior to the Comenius In-Service Training
Question 5.4: How do you rate your competency in the (main) language of instruction/communication during the training activity according to the levels of the Common European Framework of Reference for Languages?

The small proportion of respondents with only basic knowledge in the language of instruction during the Comenius In-Service Training could be taken as an indicator of the good prepara-

tion. However, due to the large proportion of foreign language teachers among the IST-participants this result was to be expected. As Table 5.7 shows, the more language is the subject of teaching, the higher the foreign language competency is rated.

Participants in training events provided in German considered themselves most often as proficient in the language of instruction (77% as compared to 53% of respondents each attending an In-service Training conducted in English or French). Lowest proficiency was reported by the few successful applicants who had decided in favour of a training requiring the knowledge of a less widely used language (see Table 5.8).

Table 5.8
Overall rating of the competency in the (main) language of instruction during the training activity - by language of instruction (Percentages)

	Language of instruction					Total
	English	French	German	Spanish	Other languages	
C2	23	29	53	21	14	25
C1	30	24	24	24	22	29
B2	26	18	13	25	12	24
B1	16	15	6	19	20	16
A2	4	10	4	7	20	5
A1	1	5	0	4	14	2
Total	100	100	100	100	100	100
Count (n)	(2463)	(334)	(139)	(75)	(51)	(3062)

Source: Survey prior to the Comenius In-Service Training

Question 5.4: How do you rate your competency in the (main) language of instruction/communication during the training activity according to the levels of the Common European Framework of Reference for Languages?

In comparison to participants from other countries, the teachers and educational staff from the United Kingdom rated their language proficiency considerably lower: 26 percent considered themselves as proficient (C1/C2) while the average proportion of all respondents is 54 percent.

Interestingly, participants from institutions with an international geographical scope had a larger proportion of proficient speakers (C2 - Mastery) than institutions with a rather local or regional focus and at the same time a larger rate of basic speakers. A possible reason for this specific profile might be the more frequent use of the IST action for staff development.

IST-participants were not only asked to assess their language proficiency but also the degree of preparation concerning the content of the training and the practical matters of the stay abroad. About three quarters each confirmed an appropriate level of preparedness: 71 percent with respect to the content of the training and 74 percent regarding the practical matters, e.g. accommodation in the host country. In this slightly different question 73 percent also stated their proficiency in the language of instruction as sufficient.

Table 5.9
Self-assessment of good preparation for the Comenius In-Service Training - by type of Comenius In-Service Training (Percentages*)

	Type of in-service training			Total
	Training course	Job-shadowing	European conference/ seminar	
Content of the training activity	71	68	71	71
Language of instruction	74	54	85	73
Practical matters of the period abroad, e.g. accommodation	73	72	80	74
Count (n)	(2756)	(159)	(169)	(3084)

Source: Survey prior to the Comenius In-Service Training

Question 5.5: Overall, how well prepared do you feel for the Comenius In-Service Training?

* Points 4 and 5 on a scale from 5 = "very well prepared" to 1 = "not very well prepared"

As Table 5.9 shows, the degree of preparation varies to a certain extent by type of Comenius In-Service Training. While participants in a job-shadowing were least well prepared in all areas, successful applicants for European seminars and conferences were best prepared in the language of instruction and practical matters abroad.

As described above, IST-participants from schools and organisations making strategic use of Comenius In-Service Training for their internationalisation and staff development had more often reported about the use of information material and the attendance of special courses and meetings for their preparation. Additionally, they had more prior experience in the host country with or without links to activities supported by an EU education programme. Thus, it is only consequent that the degree of preparation was more often stated as sufficient by this group of respondents than by employees at institutions not using Comenius in a strategic way (see Table 5.10).

Table 5.10
Self-assessment of good preparation for the Comenius In-Service Training - by strategic use of Comenius In-Service Training (Percentages*)

	Strategic use of IST				Total
	For internationalisation and staff development	Only for internationalisation	Only for staff development	No strategic use	
Content of the training activity	78	73	71	66	71
Language of instruction	78	74	71	72	73
Practical matters of the period abroad, e.g. accommodation	78	77	72	72	74
Count (n)	(598)	(469)	(957)	(996)	(3020)

Source: Survey prior to the Comenius In-Service Training

Question 5.5: Overall, how well prepared do you feel for the Comenius In-Service Training?

* Points 4 and 5 on a scale from 5 = "very well prepared" to 1 = "not very well prepared"

6 Participation in Training Activities

6.1 Realisation of Comenius In-Service Training

With a few exceptions, almost all respondents to the second survey carried out in September 2009 stated that they took part in the Comenius In-Service Training originally applied for (95%). Three percent reported participation in another Comenius supported training and only about two percent did not attend any training event because the start of the course or seminar was postponed, the course provider cancelled the training or personal circumstances such as illness or family problems required a rejection (see Table 6.1). The main reason for course providers to cancel a course was a lack of participants.

Table 6.1
Participation in a Comenius In-Service Training in the time between January 2009 and August 2009 - by type of Comenius In-Service Training (Percentages)

	Type of training			Total
	Training course	European conference/ seminar	Job-shadowing	
Yes, the training originally applied for	95.3	95.1	98.0	95.4
Yes, another training	3.0	2.8	1.3	2.9
No, the start was postponed	0.2	0.7	0.0	0.2
No, the training was cancelled	0.4	0.7	0.0	0.4
No, rejection for personal reasons	1.1	0.7	0.7	1.1
Total	100.0	100.0	100.0	100.0
Count (n)	(2511)	(143)	(149)	(2803)

Source: Survey after the Comenius In-Service Training
Question 1.1: Did you take part in a Comenius In-Service Training which started not earlier than January 2009 and ended prior to August 2009?

Those who attended a Comenius In-Service Training usually followed the training event from the beginning to the end. Only four participants arrived later and six interrupted the training prior to its end.

6.2 Funding and costs

The grant provided by National Agencies for participation in Comenius In-Service Training is a contribution towards travel, subsistence, and, if applicable, towards course fees, language preparation and visa costs. Although the European Commission has developed a framework of grant rules, it is in the responsibility of each National Agency to define ceilings for the maximum amount per cost item. Subsistence rates are good examples of different levels of support provided by National Agencies. In 2009, the subsistence rate for a one week stay in

Belgium amounted to 1,106€ for IST-participants from Germany, to 735€ for participants from Poland and to 808.50€ for Italians.

In the second survey carried out after the end of the training, participants were asked to state the level of the Comenius grant received from their National Agency as well as their real expenses. Unfortunately, not all persons addressed were able to answer the question because they were still waiting for the final payment. On the other hand, about three quarters of respondents provided useful information and thus, the following figures should give a realistic overview about the level of expenses and its coverage by the Comenius grants.

Table 6.2
Subsistence costs per day (excl. travel costs and course fees) during the Comenius In-Service Training - by host country (mean per day in Euro)

	All participants	Only participants with a period of training of	
		1-7 days	8-14 days
AT	100	120	89
BE	(127)	(125)	(137)
CY	105	110	100
CZ	86	90	(77)
DE	83	104	72
DK	(77)	-	(77)
EE	100	111	(20)
ES	109	134	98
FI	110	124	82
FR	95	112	92
GR	96	109	92
HU	89	93	(26)
IE	93	(112)	93
IS	104	(132)	(72)
IT	111	118	102
LT	(73)	(99)	-
LV	(98)	(98)	-
MT	103	117	76
NL	(135)	(132)	(142)
NO	140	(150)	(50)
PL	112	112	-
PT	121	131	(91)
SE	134	142	(105)
SI	(107)	(140)	(98)
TR	84	95	77
UK	89	118	88
Total	95	117	90

Source: Survey after the Comenius In-Service Training

Question 2.10: Please state/estimate the real costs of your participation in the Comenius In-Service Training. Numbers in parentheses were calculated on the basis of less than 10 respondents.

Excluding travel expenses and course fees, the cost for accommodation and all other expenses for participation in the In-service Training amounted to 95€ per day. For various reasons the average daily costs decreased with the duration of the training period. Participants with training periods of at most one week stated daily costs of 117€ on average while longer

periods led to costs of 90€ per day. If only the host countries visited by at least 10 respondents are taken into account, the average daily subsistence costs ranged from 83€ in Germany to 140€ in Norway (see Table 6.2).

Table 6.3
Course fees and related costs per day of IST-participants in training courses - by host country (mean per day in Euro)

	All participants	Only participants with a period of training of	
		1-7 days	8-14 days
AT	56	(45)	61
BE	(95)	(103)	(69)
CY	70	88	50
CZ	99	(103)	(89)
DE	79	107	61
EE	(54)	(41)	(118)
ES	78	106	59
FI	101	109	84
FR	63	82	56
GR	79	105	74
HU	128	128	-
IE	64	(100)	63
IS	91	(113)	(70)
IT	90	98	81
LT	(140)	(140)	-
LV	(139)	(139)	-
MT	92	108	63
NL	(96)	(96)	-
NO	(77)	(78)	(70)
PL	96	96	-
PT	93	(101)	(83)
SE	115	117	(87)
SI	(89)	(150)	(77)
TR	96	(122)	80
UK	70	98	69
Total	73	99	67

Source: Survey after the Comenius In-Service Training

Question 2.10: Please state/estimate the real costs of your participation in the Comenius In-Service Training. Numbers in parentheses were calculated on the basis of less than 10 respondents.

According to the participants, the course fees and related costs amounted on average to 73€ per day. In short courses with a duration of not more than one week, the daily fees were 99€ and in courses with a longer duration, they were 67€. As Table 6.3 shows, the average fees ranged from 56€ per day in Austria to 128€ in Hungary.

About half of the respondents reported that the Comenius grant was sufficient to cover all costs for travel, subsistence and course fees. The majority of the remaining half received at least a reimbursement of three quarters of their costs and only 14 percent stated the receipt of a lower Comenius grant. On average, the cost coverage rate of the grant was 94.1 percent. A comparison by home country of participants shows in most cases only small differences. However, respondents from Spain stated on average the lowest cost coverage rate

(76.3%) while participants from Bulgaria, France and Poland received a Comenius grant which was higher than their costs (see Table 6.4).

Table 6.4
Coverage of costs for participation in Comenius In-Service Training by the Comenius grant - by home country (Percentages)

	Cost coverage quote of the Comenius grant				Total	Mean
	Up to 75%	76 - 99%	100%	101% and more		
AT	16	48	11	24	100	92.9
BE	4	46	43	7	100	94.7
BG	0	24	44	32	100	101.3
CZ	1	39	42	18	100	98.3
DE	4	33	37	25	100	100.0
DK	5	25	50	20	100	97.6
EE	0	32	50	18	100	99.8
ES	45	50	4	1	100	76.3
FI	5	42	24	29	100	98.4
FR	4	33	24	40	100	105.3
GR	0	47	47	5	100	96.2
HU	0	43	35	22	100	97.2
IE	13	50	31	6	100	92.8
IT	8	38	35	19	100	94.9
LT	4	13	57	26	100	99.5
LV	3	56	29	12	100	95.0
NL	13	22	35	30	100	97.7
NO	10	70	20	0	100	89.5
PL	0	21	26	53	100	103.1
PT	9	44	28	19	100	94.0
RO	28	47	15	10	100	84.6
SE	3	30	40	27	100	100.6
SK	0	68	32	0	100	91.4
TR	3	36	41	21	100	100.6
UK	2	34	43	21	100	99.5
Oth	17	50	25	8	100	92.7
Total	14	39	27	21	100	94.1
Count (n)	(286)	(803)	(554)	(433)	(2076)	

Source: Survey after the Comenius In-Service Training

Question 2.10: Please state/estimate the real costs of your participation in the Comenius In-Service Training.

6.3 Participation in Courses/Seminars

6.3.1 Size of courses/seminars and country profile of participants

IST-beneficiaries attended courses which comprised on average 17 participants and seminars with 52 participants. While the majority in seminars and conferences stated a size of more than 20 people, the training courses comprised in most cases not more than 15 learners (see Table 6.5). Since universally binding standards for the definition of the optimal size of training courses are not available and the content and the degree of active participation of students has to be considered, it is difficult to use size as criteria for the formal assessment of the quality of a course. However, it might be justified to argue that the overall number should not be higher than 15 participants because otherwise an active participation becomes difficult. Taking this number as a pragmatic benchmark, the proportion of IST-participants in respective training courses, i.e. at most 15 participants, was highest in Malta (72%), Germany (69%), Cyprus (67%), the United Kingdom and Spain (65% each) while it was lowest in Turkey (30%) and in Finland (24%).

Table 6.5
Overall number of participants in training courses / seminars - by type of Comenius In-Service Training (Percentages)

	Type of training		Total
	Training course	European conference/ seminar	
Up to 10	29	11	28
11-15	30	11	29
16-20	21	17	21
21 and more	20	61	22
Total	100	100	100
Count (n)	(2314)	(129)	(2443)
Mean number	16.9	51.6	18.7

Source: Survey after the Comenius In-Service Training
Question 3.1: Please indicate the number of participants (including yourself) in the training course / seminar:

The ratio of lecturers to participants in courses and seminars was on average about 1:6 which can be considered relatively good. Half of the respondents stated lower ratios while only one third reported more than six participants per lecturer. As Table 6.6 shows, the teacher/participant ratio was slightly better in courses and seminars chosen from the Comenius-Grundtvig In-service Training Database.

Compatriots of the IST-beneficiaries made up about one third of participants in training courses and about one quarter in European conferences and seminars. Generally, a proportion of this size seems to be acceptable and allows enough possibilities for contact with persons from other countries. On the other hand, each fourth participant in a course and each

tenth in a seminar stated a proportion of people from their own country of more than 50 per cent (see Table 6.7). Respective courses and seminars were most often attended by beneficiaries from the United Kingdom (71%), France (39%), Sweden (38%) and the Netherlands (36%).

Table 6.6
Ratio of participants in courses and seminars to lecturers/trainers - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
1 - 2 participants per lecturer	16	17	17
3 - 4	33	27	30
5 - 6	25	23	24
7 - 8	12	12	12
9 and more	14	20	17
Total	100	100	100
Count (n)	(1308)	(1115)	(2423)
Mean ratio	5.3	5.9	5.6

Source: Survey after the Comenius In-Service Training

Question 3.3: Please indicate the number of lecturers/trainers in charge of carrying out the training course / seminar:

Table 6.7
Proportion of participants from own country - by type of Comenius In-Service Training (Percentages)

	Type of training		Total
	Training course	European conference/seminar	
Up to 10%	23	47	24
11-25%	29	23	29
26-50%	25	19	25
51-75%	12	5	12
76% and more	11	6	11
Total	100	100	100
Count (n)	(2248)	(124)	(2372)
Mean proportion	34,6	23,3	34,0

Source: Survey after the Comenius In-Service Training

Question 3.1: Please indicate the number of participants (including yourself) in the training course / seminar:

In training means chosen from the Comenius-Grundtvig In-Service Training Database, considerable lower proportions of compatriots can be observed (29% on average as compared to 39% in other training measures). As Table 6.8 shows, only 17 percent of IST-beneficiaries who had chosen courses and seminars from the database catalogue stated that more than

half of the participants were from their own country while the respective proportion was close to one third among other beneficiaries.

Table 6.8
Proportion of participants from their own country - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
Up to 10%	27	20	24
11-25%	30	27	29
26-50%	26	23	25
51-75%	12	12	12
76% and more	5	18	11
Total	100	100	100
Count (n)	(1279)	(1093)	(2372)
Mean proportion	29,0	39,8	34,0

Source: Survey after the Comenius In-Service Training
Question 3.1: Please indicate the number of participants (including yourself) in the training course / seminar:

Apart from some training events with a strong concentration of participants from the home country of Comenius grant holders, most courses and seminars offered a broad range of opportunities of contact with people from other countries. On average, participants from six countries took part in courses and from 10 countries in seminars and conferences. As Table 6.9 shows in both types of group training, half or more of the beneficiaries had the chance to have contact with persons from at least five other countries.

Table 6.9
Number of countries represented by participants - by type of Comenius In-Service Training (Percentages)

	Type of training		Total
	Training course	European conference/ seminar	
Up to 3	22	13	21
4 - 5	29	14	28
6 - 7	27	15	26
8 and more	23	58	25
Total	100	100	100
Count (n)	(2303)	(129)	(2432)
Mean number	5.9	10.0	6.1

Source: Survey after the Comenius In-Service Training
Question 3.2: Please estimate the number of countries represented by the participants in the training course / seminar:

It might be interesting to note that training measures selected from the Comenius-Grundtvig In-service Training Database shows a slightly higher country spread of participants than other courses and seminars (see Table 6.10).

Table 6.10
Number of countries represented by participants - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
Up to 3	13	31	21
4 - 5	30	25	28
6 - 7	30	21	26
8 and more	26	23	25
Total	100	100	100
Count (n)	(1310)	(1122)	(2432)
Mean number	6.5	5.7	6.1

Source: Survey after the Comenius In-Service Training
Question 3.2: Please estimate the number of countries represented by the participants in the training course / seminar:

6.3.2 Experiences and Activities during the Training Course/Seminar

IST-participants in courses spent on average 6.2 hours per day on activities directly linked to the training and participants in European seminars and conferences 7.3 hours. Most of the time was devoted to lectures and seminars (36.6%) and to teamwork (41.4%). As Table 6.11 shows, participants in courses worked slightly more in teams. About 80 percent of the respondents were offered the opportunity of visiting schools or undertaking excursions in the host country. On average about one day was reserved for these kind of activities.

Table 6.11
Proportion of time spent on different types of training activities - by type of Comenius In-Service Training (Mean)

	Type of training		Total
	Training course	European conference/ seminar	
Seminars/lectures	36.1	45.2	36.6
Workgroups / teamwork	42.0	31.8	41.4
Visits to schools, excursions, etc.	16.2	18.2	16.3
Other activities	5.8	4.8	5.7
Total	100.0	100.0	100.0
Count (n)	(2338)	(136)	(2474)

Source: Survey after the Comenius In-Service Training
Question 3.5: How much of your time spent on training activities was devoted to the following activities? Please estimate percentages:

IST-beneficiaries were asked to provide an assessment of the course/seminar in general, the performance of lecturers and the competency and engagement of other participants. Overall, the training was praised by the majority of respondents. More than 80 percent considered it met the standard as announced (82%), it corresponded to their expectations (83%), it was interesting and stimulating (86%), it was well structured and conducted (84%) and last but not least, it reached its objectives (84%). While the general assessment of courses and seminars shows only marginal differences, the training measures selected from the Comenius-Grundtvig In-Service Training Database was rated slightly less positive than other training events (see Table 6.12).

Table 6.12
Positive assessment of the course/seminar in general - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages*)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
corresponded to the expectations	80	87	83
was well structured and conducted	80	88	84
was interesting and stimulating	82	90	86
was performed as previously announced	80	85	82
reached its objectives	81	88	84
Count (n)	(1372)	(1220)	(2592)

Source: Survey after the Comenius In-Service Training

Question 3.6: To what extent do you agree to the following statements on teaching and learning during the training course / seminar?

* Scalepoints 4 and 5 on a scale from 5 = "completely agree" to 1 = "completely disagree"

A comparison by host country shows particularly positive ratings for courses and seminars held in Germany, Estonia, Finland and Malta while on the other hand, the judgements were below average in Spain, Greece, Ireland and Turkey.

The vast majority of IST-participants were satisfied with the performance of lecturers and trainers. About 90 percent or more attested that they were well prepared, had a good command of the language of instruction, were able to explain complex issues, had good communication skills, encouraged participants to take an active part in the course/seminar, related well to the participants and were willing to help them. Only the use of modern presentation techniques, e.g. audiovisual media/material, was less often praised by the respondents (73%). By and large, no substantial differences in the ratings could be observed between IST-participants in courses and seminars. Lecturers in courses and seminars chosen from the Comenius Training database were assessed slightly less positively (see Table 6.13).

Table 6.13
Positive assessment of the lecturers/trainers in the course/seminar - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages*)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
made use of modern presentation techniques, e.g. audiovisual media/material	72	75	73
were well prepared	87	91	89
were able to explain complex issues	86	93	89
had a good command of the language of instruction	96	98	97
encouraged the participants to take an active part in the course/seminar	90	94	92
had good communication skills	91	95	93
related well to the participants/ to the group	92	95	94
were willing to help participants	93	97	95
Count (n)	(1372)	(1220)	(2592)

Source: Survey after the Comenius In-Service Training

Question 3.6: To what extent do you agree to the following statements on teaching and learning during the training course / seminar?

* Scalepoints 4 and 5 on a scale from 5 = "completely agree" to 1 = "completely disagree"

Differences by host country are to a certain extent similar for lecturers as for the training in general. Training staff from courses and seminars in Germany and Finland received the highest marks while lecturers from Estonia, Greece, Italy, Turkey and the United Kingdom were rated below average.

Table 6.14
Positive assessment of the participants in the course/seminar - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages*)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
were well prepared	82	82	82
had sufficient proficiency in the language of instruction	78	78	78
were familiar with the objectives of the course/seminar	80	83	82
presented their own views and experiences	91	91	91
participated actively	93	95	94
Count (n)	(1365)	(1217)	(2582)

Source: Survey after the Comenius In-Service Training

Question 3.6: To what extent do you agree to the following statements on teaching and learning during the training course / seminar?

* Scalepoints 4 and 5 on a scale from 5 = "completely agree" to 1 = "completely disagree"

The participants in courses and seminars were judged positively by most of the Comenius beneficiaries. Particularly the active participation and the presentation of individual views and experiences were praised by more than nine out of ten respondents to the survey. About

80 percent each perceived the other participants as well prepared and familiar with the objectives of the course/seminar and attested them sufficient proficiency in the language of instruction. Differences of the assessments by type of group training or for courses from the database are negligible (see Table 6.14).

In a further more specific question, the beneficiaries came to a positive assessment of the content of the course/seminar and the ways of teaching and learning. About 80 percent or more were satisfied with the academic level, the amount of new knowledge, the professional use of the course content, the consideration of the international/intercultural dimension, the consideration of different views and approaches and the didactic preparation of the course/seminar. In addition, the support in respect to continuing learning (e.g. by providing information on learning material) and the follow-up activities offered after the course ended were considered as good by two thirds of the participants.

Table 6.15
Positive assessment of various aspects of the course/seminar - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages*)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
The consideration of the international/intercultural dimension	82	85	84
The consideration of professional use of the course content	82	86	84
The didactic preparation of the course/seminar content	79	85	82
The consideration of different views and approaches	79	86	82
The amount of new knowledge, new information	79	84	81
The academic level of the course/seminar content	77	82	79
Support to continue learning (e.g. by providing information on learning material)	68	70	69
The follow-up activities offered after the course ended	61	64	63
Count (n)	(1374)	(1217)	(2591)

Source: Survey after the Comenius In-Service Training

Question 3.7: How do you assess the training course / seminar with respect to the following aspects?

* Scalepoints 4 and 5 on a scale from 5 = "very good" to 1 = "very bad"

As Table 6.15 shows, the assessment of characteristics of courses/seminars chosen from the Comenius-Grundtvig In-Service Training Database was slightly less positive. Particularly in respect to the didactic preparation, the consideration of different views and approaches and the amount of new knowledge, received lower ratings than other training provisions

The content of courses and the didactic preparation was most often positively assessed by respondents who attended courses/seminars in Cyprus, Germany, Finland and Malta. On the other hand, the respective proportions were below average in Ireland, Sweden, Turkey and the United Kingdom. Course providers from Cyprus, Germany, Finland, Estonia and France were also judged highly on their follow-up activities after the end of the training event (see Table 6.16).

Table 6.16
Positive assessment of various aspects of the course/seminar - by host country (Percentages*)

	Host country															Total
	AT	CY	DE	EE	ES	FI	FR	GR	IE	IT	MT	SE	TR	UK	Other	
The support provided for pre-departure preparatory work	96	92	80	76	76	90	76	73	68	84	81	60	75	78	83	78
The academic level of the course/seminar content	80	90	86	81	82	90	84	82	70	79	88	65	50	79	77	79
The didactic preparation of the course/seminar content	83	90	93	86	83	96	84	66	71	78	89	70	54	84	76	82
The amount of new knowledge, new information	80	85	90	86	80	100	88	80	73	83	91	75	63	81	73	81
The consideration of different views and approaches	84	92	96	80	79	91	84	68	73	83	87	60	70	83	80	82
The consideration of the international/intercultural dimension	80	97	97	100	86	96	88	82	77	86	91	75	79	83	81	84
The consideration of professional use of the course content	83	90	86	67	85	96	91	73	76	84	89	83	63	85	78	84
The follow-up activities offered after the course ended	67	82	70	81	64	92	69	51	56	68	68	65	67	60	57	63
Support to continue learning (e.g. by providing information on learning material)	70	82	83	80	65	93	76	55	61	65	76	55	58	70	60	69
Count (n)	(46)	(39)	(73)	(21)	(92)	(48)	(229)	(56)	(351)	(126)	(128)	(20)	(24)	1207	(127)	2587

Source: Survey after the Comenius In-Service Training

Question 3.7: How do you assess the training course / seminar with respect to the following aspects?

* Scalepoints 4 and 5 on a scale from 5 = "very good" to 1 = "very bad"

The majority of IST-beneficiaries were not only satisfied with the implementation of the courses and the performance of lecturers but also with the working conditions and the equipment during the training: 78 percent reported a good quality and comprehensiveness of study materials, 72 percent a high quality of the rooms in which the course/seminar was held and 61 percent a sufficient quality and equipment with computers. Again, the ratings of participants in courses/seminars chosen from the Comenius-Grundtvig In-Service Training Database were slightly less positive (see Table 6.17). Highest appraisal of working conditions and equipment can be observed among participants attending training in Austria, Germany, Estonia and Finland while it was comparably low in Turkey.

Table 6.17
Positive assessment of the working conditions and equipment during the course/seminar - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages*)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
Quality of the rooms in which the course/seminar was held	69	75	72
Quality and comprehensiveness of study materials	74	82	78
Quality and equipment with computers	57	65	61
Count (n)	(1368)	(1216)	(2584)

Source: Survey after the Comenius In-Service Training

Question 3.8: How do you assess the working conditions and equipment during the training?

* Scalepoints 4 and 5 on a scale from 5 = "very good" to 1 = "very bad"

6.3.3 Assessment and certification of learning outcomes

Overall, the learning progress of 82 percent of IST-beneficiaries was assessed by the training provider. The respective proportion was 83 percent in the case of courses and 69 percent in European seminars. Usually, the assessment happened in a rather informal way, e.g. during group discussions. Only a minority of 17 percent were examined by oral interviews (9%) or written tests (8%).

With only a few exceptions, almost all course and seminar providers offered the opportunity for a final evaluation of the training. Three quarter of the participants were asked to fill in a questionnaire. Joint discussions with the lecturers/trainers were also relatively frequent (32% of participants) and partly employed in combination with a questionnaire. On the other hand, personal conversations with individual participants were rather the exception (14%). As Table 6.18 shows, participants in courses/seminars included in the Comenius-Grundtvig In-Service Training Database reported slightly more often the opportunity of a final evaluation of the training and more often about a structured evaluation in form of a questionnaire.

Table 6.18
Opportunities for participants to make a final evaluation of the course/seminar - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages, multiple replies possible)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
Joint discussion with the lecturers/trainers or the course provider	30	35	32
Personal conversations with individual participants	14	13	14
In the form of a questionnaire	75	70	73
Other form	4	3	3
None	8	11	9
Total	131	132	131
Count (n)	(1358)	(1211)	(2569)

Source: Survey after the Comenius In-Service Training
 Question 3.11: Did the course/seminar provider offer the opportunity of a final evaluation of the training to the participants?

Table 6.19
Way in which the course/seminar provider certified the participation in the training - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages, multiple replies possible)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
Written confirmation of participation	24	30	27
Certificate	70	68	69
Europass Mobility certificate	6	1	4
Another form of confirmation	0	0	0
None	0	1	0
Total	100	100	100
Count (n)	(1371)	(1216)	(2587)

Source: Survey after the Comenius In-Service Training
 Question 3.10: Did you receive a document or certificate from the course/seminar provider about your participation in the training measure?

Almost all beneficiaries received a document from the course provider confirming their participation in the training event. About one quarter were given a simple written confirmation and about two thirds were provided with a certificate. The receipt of a Europass Mobility certificate was a real exception mentioned by only 4 percent of respondents. Participants in courses/seminars listed in the Comenius-Grundtvig In-Service Training Database received slightly more often a (Europass Mobility) certificate instead of a written confirmation (see Table 6.19).

6.3.4 Extra-curricular activities and social contacts

During the stay abroad in the host country nine out of ten Comenius IST-participants took part in a social programme organised by the course/seminar provider. Asked about the benefit of respective activities, the vast majority considered them as useful in order to become acquainted with the culture of the host country (93%), as a good opportunity to use foreign language skills (90%) and to build contacts with other participants (89%). To a somewhat lesser extent, the social programmes also contributed to the course objectives (77%), e.g. through thematic links, application of new knowledge, etc.

Table 6.20
Frequent discussions/conversations with other participants and lecturers - by number of participants in the course/seminar (Percentages*)

	Number of countries represented				Total
	Up to 3	4 - 5	6 - 7	8 and more	
with participants from other countries	74	94	96	97	91
with participants from own country	86	71	63	62	70
with lecturers/trainers	81	78	75	75	77
Count (n)	(519)	(673)	(633)	(599)	(2424)

Source: Survey after the Comenius In-Service Training

Question 3.14: How often did you have discussions/conversations with other participants and lecturers during your Comenius training:

* Scalepoints 4 and 5 on a scale from 5 = "very often" to 1 = "not at all"

During the Comenius In-Service Training 91 percent of the participants often had contact with participants from other countries, 77 percent with lecturers/trainers and 71 percent with participants from their own country. The frequency of contacts with people from other countries is at least partly dependent on two factors concerning the composition of participants: The number of countries represented in courses and seminars and the proportion of compatriots. While "only" 74 percent of respondents in training events with participants from not more than three countries were often in contact with colleagues from other countries, the respective proportion increased to more than 90 percent if more countries were represented (see Table 6.20).

Table 6.21
Frequent discussions/conversations with other participants and lecturers – by proportion of participants from own country (Percentages*)

	Proportion of participants from own country					Total
	Up to 10%	11-25%	26-50%	51-75%	76% and more	
with participants from other countries	97	97	95	90	49	91
with participants from own country	31	65	88	95	93	70
with lecturers/trainers	73	79	81	74	76	77
Count (n)	(565)	(677)	(582)	(283)	(259)	(2366)

Source: Survey after the Comenius In-Service Training

Question 3.14: How often did you have discussions/conversations with other participants and lecturers during your Comenius training:

* Scalepoints 4 and 5 on a scale from 5 = "very often" to 1 = "not at all"

The threshold for the occurrence of a negative effect of compatriots on the frequency of contacts with participants from other countries seems to be at a level of 75 percent. As Table 6.21 shows, in this case the proportion of respondents stating intense contacts with foreign colleagues decreased from more than 90 percent to only about 50 percent.

6.3.5 Difficulties encountered

Altogether, the number of IST-participants in courses and seminars stating significant difficulties during the training period abroad was rather low. The availability of rooms for self-studying (11%) and large differences in the knowledge of participants (10%) were most often mentioned. Some also complained about the quality of accommodation (7%) or reported difficulties concerning financial or administrative matters (5% each). Problems because of the number of participants in the training, insufficient pre-information, communication in the foreign language, etc. affected only a very few. However, the attendance in courses was slightly more often accompanied by significant problems than participation in European conferences and seminars (see Table 6.22).

Taking into account that the training events lasted only one or two weeks and were usually well prepared by both course providers and participants, it would have been surprising if large numbers of reports about difficulties had occurred. However, some differences by host country might be worth noting. Complaints about large differences in the knowledge of participants came most often from IST-participants who had attended courses/seminars located in Ireland (16%). The quality of accommodation was most often criticised in Cyprus (13%) and financial matters most often concerned beneficiaries in Turkey (13%).

Table 6.22
Significant problems encountered during the Comenius In-Service Training - by type of Comenius In-Service Training (Percentages*)

	Type of training		Total
	Training course	European conference/ seminar	
Communication/Understanding in the foreign language	3	2	3
Insufficient pre-information about the course/seminar	4	5	4
The academic level of the course/seminar was too high	2	1	2
Readiness of the lecturers/trainers to meet/help individual participants	3	5	3
The number of participants was too high	4	3	4
Large differences in the knowledge of participants	10	7	10
Interaction between participants in the course/seminar	1	2	1
Availability of rooms for self-studying	11	8	11
Quality of accommodation	7	4	7
Administrative/organisational matters	5	4	5
Financial matters	5	4	5
Count (n)	(2438)	(139)	(2577)

Source: Survey after the Comenius In-Service Training
 Question 3.15: Did you have significant problems in any of the following areas during your Comenius training abroad?

6.4 Job-shadowing

6.4.1 Profile of the host institution and the person(s) shadowed

Four out of five of the job-shadowings supported by Comenius were undertaken in schools, mostly in primary and secondary schools (37% and 32%). Vocational or technical secondary schools (7%) and pre-primary schools (6%) played only a minor role as host for a job-shadowing. All other types of host institutions were mentioned by less than five percent of the few participants in this kind of Comenius In-Service Training. It might be interesting to note that about two thirds of the beneficiaries visited host institutions of the same type as their home institutions.

While the vast majority of job-shadowings took place at public schools and organisations, only 7 percent of the IST-participants visited a private institution. In the case of school visits, the schools attended were described by one third of the guest teachers as having a maximum of 250 pupils. A further third were hosted at schools with at most 500 pupils and the final third at schools with more than 500 pupils. As compared to the size of their home school about half of the visiting teachers attended schools of the same size and one quarter each attended smaller or larger host schools.

It comes as a surprise that the vast majority of beneficiaries of Comenius grants shadowed not only one or two colleagues abroad but even three or more (77%). As Table 6.23 shows, all head teachers and close to 90 percent of educational staff not working as teachers shadowed more than two persons. In the case of head teachers and the educational staff not working as teachers, this leads to the question of whether the understanding of shadowing is really clear. If a head teacher, for example, really would be shadowing his or her partner head teacher, he or she would learn a lot about administration, etc. If he or she visits different lessons or lectures, the results will of course be quite different. Clarification through case studies seems necessary here.

However, it can be assumed that, in most cases, only one person acted as contact and key partner. Following the descriptions given by beneficiaries about their most important trainer abroad, in a number of cases similar profiles of trainers and visitors emerged:

- Three quarters of the key persons were female and a similar proportion had the same gender as their shadower.
- The trainers were on average younger than their visitors: 30 percent were from the same age group, 40 percent were younger and 30 percent older.
- Most of the persons shadowed were teachers (75%) and head teachers (10%). In 71 percent of the cases the staff categories of trainers and visitors were identical.
- One third of the teachers among the trainers of visitors were pure language teachers. A further half taught a combination of languages and other subjects and each sixth taught only other subjects. Compared with the visitors, each second trainer had a similar combination of subjects.

Table 6.23
Number of persons shadowed - by staff category of visitor (Percentages)

	Staff category			Total
	Teacher/ trainer	Head teacher	Other	
One	14	0	6	11
Two	12	0	6	10
Three and more	74	100	88	80
Total	100	100	100	100
Count (n)	(81)	(15)	(17)	(113)

Source: Survey after the Comenius In-Service Training
Question 3b.4: How many persons from the host institution did you shadow?

6.4.2 Experiences and Activities during the Job-shadowing

Nearly all job-shadowings could be carried out either completely or at least to a large extent as originally planned (95%). In only a few cases did significant changes become necessary.

On average 6.5 hours per day were spent on the job-shadowing and related activities. During this time-span, a large proportion of the participants did not only observe activities of their trainers but were also involved in the daily activities of the host organisation (87%). In most cases, a contribution to the teaching in the classroom (69%) was reported, followed by project work (36%) and extra-curricular activities (22%). In relation to their own activities but mainly with the help of the persons shadowed, a broad range of activities at the host schools and organisations was observed. However, besides teaching in the classroom (89%) and communication between staff members (57%) only a minority became familiar with

- the preparation of lessons / training courses at the host school/organisation (40%),
- extracurricular activities with pupils/trainees, e.g. sports or cultural activities (38%),
- conferences/ meetings of staff members at the host institution (34%),
- the ways in which examinations/tests were conducted (23%),
- administrative tasks (22%),
- counselling activities (21%),
- communication with parents (14%),
- provision of individualized training (12%) or
- modes of in-service training for staff members (7%).

Although the focus of observed activities differs to a certain extent by type of host institution (see Table 6.24), the results of the survey suggest that most participants in Comenius job-shadowing did not become very familiar with areas beyond the classroom and the room for teachers.

In comparison to their work at home, almost all participants in a job-shadowing experienced large differences in one or the other way. With regard to the contents and methods of teaching, 56 percent became familiar with unusual teaching methods and didactic concepts, 44 percent gained new impressions about the participation of pupils in the classroom and 30 percent considered the content of courses and lectures as very different in comparison to what they had known beforehand.

While the professional ethics in dealing with pupils and students seems to be rather similar throughout Europe, only 24 percent experienced large differences. The cultures of conflict resolution strategies and communication between teachers and pupils were experienced as very different by a substantial proportion of respondents (49% and 40%).

Table 6.24
Activities observed at the host school/organisation - by type of host organisation
(Percentages, multiple replies possible)

	Type of host organisation					Total
	Institution for teacher education	(Pre-) Primary school	General secondary school	Vocational/ technical secondary school	Other	
Teaching in the classroom	75	95	87	89	77	89
Communication with staff members	25	60	59	67	54	57
Preparation of lessons / training courses	25	42	41	11	62	40
Extracurricular activities with pupils/trainees, e.g. sports or cultural activities	25	38	44	22	38	38
Attendance at conferences/meetings of staff members at the host institution	17	26	44	33	62	34
Conducting examinations/tests	0	12	41	44	38	23
Conducting administrative tasks	0	14	41	11	38	22
Counselling activities	33	14	26	33	31	21
Communication with parents	0	25	8	0	0	14
Providing individualized training	17	11	13	0	15	12
Conducting in-service training for staff members	8	3	8	0	31	7
Other activities	0	4	10	22	15	8
Total	225	344	421	333	462	364
Count (n)	(12)	(73)	(39)	(9)	(13)	(146)

Source: Survey after the Comenius In-Service Training
 Question 3b.7: Which of the following activities of the person(s) shadowed did you observe?

The examination of the learning progress of pupils and students as well as the way of evaluating the effectiveness of schools and educational institutions are issues which traditionally differ between countries and educational systems. Thus, it is not surprising that visitors were confronted with ways and frequencies of examinations (56%) and with measures to improve teaching and learning (35%) which are not very common in their home schools or organisations.

The largest differences exist with regard to the management and administration of schools and other institutions in the educational sector. Two thirds of respondents considered the administrative organisation and processes at the host institution as completely different in comparison to their home institution. In addition, more than half were confronted with an environment in which school autonomy, teacher autonomy and the role of the head teacher were not comparable to the situation in their home institution.

It is very important that participants in job-shadowing activities state large differences between their work at home and the work within the host institution to such a high percentage. Thus, the job-shadowing proves to be a very good means of gaining new insights into different modes of almost every aspect of teaching and the organisation of teaching. Learning about the differences can be a start for individual development and at the same time it supports a better intercultural understanding.

Table 6.25
Large differences at the host school/organisation in comparison to the work at home -
by type of home organisation (Percentages*)

	Type of organisation				Total
	(Pre-) Primary school	General secondary school	Vocational/ technical secondary school	Other	
Content and methods of teaching					
Teaching methods/didactic concepts in general	58	56	44	58	56
Participation of pupils/students in classroom	40	44	44	58	44
Content of courses and lectures	24	41	25	25	30
Dealing with pupils/students					
Conflict resolution strategies	50	44	25	67	49
Communication between teachers and pupils	31	50	22	67	40
Professional ethics in dealing with pupils/students	21	34	22	9	24
Evaluation and examination					
Ways and frequency of examination/test of learning progress	45	61	71	75	56
Measures to improve teaching and learning	28	40	57	36	35
Management and administration					
Administrative organisation and processes	82	40	60	90	68
School autonomy	63	53	100	75	63
Role of head teacher	72	34	50	88	60
Teacher autonomy	56	38	60	89	53
Count (n)	(54)	(34)	(10)	(12)	(110)

Source: Survey after the Comenius In-Service Training

Question 3b.10: If you compare your work at home with your experiences during the job-shadowing period abroad, to what extent do you notice differences with regard to the following aspects?

* Points 4 and 5 on a scale from 5 = "very large differences" to 1 = "no differences at all"

Most of the beneficiaries had not only close contacts with the person they shadowed (86%) but also with other teachers and staff members from the host institution (81%). Usually the contacts with colleagues were related to work relevant issues and took place during the working time. However, each second participant also reported frequent invitations to joint leisure time activities with staff members from his or her host.

Close contacts with pupils were not as frequent as contacts with teachers and staff members. Only about half of the job-shadowers stated frequent discussions and conversations with pupils. As Table 6.26 shows, respective contacts were most often reported by participants undertaking the job-shadowing at a primary school while discussions with teachers and other staff members were most frequent in general and vocational secondary schools.

Table 6.26
Frequent contacts with persons at the host school - by type of host organisation (Percentages*)

	Type of host organisation					Total
	Institution for teacher education	(Pre-) Primary school	General secondary school	Vocational/ technical secondary school	Other	
Discussions/conversations with the person shadowed	82	82	85	89	85	84
Discussions/conversations with other teachers/staff members from the host institution	73	71	85	100	69	77
Discussions/conversations with pupils from the host institution	55	68	49	56	17	57
Leisure time activities with teachers/staff members from the host institution	64	50	45	56	75	52
Count (n)	(11)	(74)	(39)	(9)	(13)	(146)

Source: Survey after the Comenius In-Service Training

Question 3b.12: Please state the frequency of discussions/conversations with the following persons during your Comenius training abroad:

* Points 4 and 5 on a scale from 5 = "very often" to 1 = "not at all"

In only a few cases did significant difficulties occur during the stay abroad. Less than 10 percent of participants each complained about the quality of accommodation (7%), the readiness of the person shadowed to respond to questions/needs (5%), too little contact with other teachers/staff members from the host institution (5%) or the work climate in the host institution (4%). A few also stated significant problems in communicating in the language of the host country (7%). Difficulties caused by financial or administrative matters were also exceptions (4% each).

The vast majority were very satisfied with the person(s) shadowed. About 90 percent praised their interest and openness for questions raised by the shadowers and the competent manner in which work related issues were explained. More than eighty percent considered that the trainers allowed them a variety of insights in their day to day work, were willing to discuss problematic issues and helped to establish contacts to other teachers and staff members. Most of the respondents (79%) were also satisfied with the preparation of their counterparts for the job-shadowing. Overall, participants at primary schools expressed the highest degree of satisfaction while participants at vocational schools and from other organisations came to a slightly less positive assessment. However, due to the small number of beneficiaries in these two groups, a generalisation of the differences should be avoided.

Table 6.27
Extent of integration in the professional and social life at the host institution - by type of host organisation (Percentages*)

	Type of host organisation					Total
	Institution for teacher education	(Pre-) Primary school	General secondary school	Vocational/ technical secondary school	Other	
To a great extent	67	74	79	56	100	76
Partly	33	15	10	33	0	15
Not at all	0	11	10	11	0	9
Total	100	100	100	100	100	100
Count (n)	(12)	(74)	(39)	(9)	(13)	(147)

Source: Survey after the Comenius In-Service Training

Question 3b.14: To what extent did you feel integrated into the professional and social life at your host institution?

Due to frequent contacts with colleagues and the absence of significant difficulties, most of the job-shadowers felt well integrated into the professional and social life at the host institution: 79 percent felt integrated to a great extent, 15 percent only partly and 6 percent felt rather excluded from the social and professional life abroad. As Table 6.27 shows, participants in primary and general secondary schools could better immerse themselves in the social life than participants in other organisations.

7 Outcomes and Benefits of Comenius In-Service Training

7.1 Introduction

The improvement of the European dimension of teacher training as well as the quality of pedagogical approaches and the school management are major objectives of Comenius In-Service Training (IST). In order to explore the extent to which these general objectives but also more specific goals deriving from the priorities of LLP could be reached by the action, the participants in courses, seminars and job-shadowings were not only asked to report about their experiences during the training but also to assess the outcomes and impacts in terms of:

- contribution of IST to their personal and professional development,
- impact of IST on the way, in which the professional work is done,
- extent to which IST helps to improve the learning process of pupils and students,
- impact of IST-participation on the school as a whole.

For each of the different levels of outcomes and impacts, a list of topics was provided and the addressees of the surveys were asked to state the extent to which Comenius In-Service Training contributed to an improvement, e.g. to the knowledge in their own area of work or to the establishment of contacts with teachers from other countries. Aside from some rather general issues which could be assessed by all IST-participants, the list also contained specific outcomes and impacts which were relevant only for part of the beneficiaries, i.e. depending on their professional and organisational background.

Due to the panel design of the study, it is also possible to compare the expected benefits prior to the training with the real outcomes and impacts as perceived some weeks or months after the event had happened.

7.2 Contribution of Comenius In-Service Training to the personal and professional development of participants

7.2.1 Major outcomes

Participants in the survey were presented with a list of 18 possible outcomes and benefits of the training activity directly related to their professional development. More in detail, seven thematic areas were addressed:

a) *Contribution to the professional development in their own area of specialisation in general:* Three out of four IST-participants stated that the training has led to a significant improvement of knowledge in their own area of work and to a reflection of their own teaching and working

methods. Apart from these rather cognitive outcomes, the training abroad also influenced the attitudes towards their own work as a teacher or educational staff member. A vast majority reported an increased motivation to teach (86%) and the willingness to continue to develop their professional competency (93%).

b) *Acquaintance of new knowledge and skills in general*: The acquaintance with new teaching methods/didactic concepts (71%) or the improvement of knowledge of new subject matter (61%) were mentioned slightly less often than the development of knowledge and skills in their own area of specialisation. However, the fact that a proportion of about two thirds had learned something beyond the subjects they were usually concerned with, is remarkable.

c) *Improvement of knowledge and skills in specific subject areas*: According to policy priorities of the European Commission, the survey explicitly addressed the role of Comenius In-Service Training on the acquaintance of specific competencies and skills. Overall,

- 39 percent of respondents to the survey stated a large improvement in knowledge about new methods for the evaluation/ assessment of learning outcomes, skills and abilities,
- 30 percent the improvement of their competency in Information and Communication Technology (ICT),
- 29 percent the improvement of skills/abilities in educating pupils with special educational needs,
- 19 percent the improvement in knowledge about conflict management in day to day school life/work,
- 17 percent the improvement in knowledge about new approaches in the management and leadership of schools.

d) *Development of intercultural knowledge and competencies*: Almost all IST-participants stated a large increase in their interest and openness towards other countries and cultures (92%) and an improvement in intercultural and social competencies (88%). Gaining of new knowledge and a better understanding of the school system and education in other countries was an outcome for two thirds of the beneficiaries.

e) *Foreign language learning*: Since a large proportion of IST-participants were foreign language teachers who attended courses and seminars with a focus on their subject, it is not surprising that 80 percent of all respondents stated a substantial improvement in their command of a foreign language. Furthermore, a large proportion showed an increased motivation to learn a new foreign language (66%) as a result of participation in an event with colleagues from a number of other countries.

f) *Contacts with colleagues abroad*: More than three quarters (78%) of beneficiaries were able to establish personal contacts with teachers and staff members from schools/organisation in other countries.

Table 7.1
Significant outcomes of Comenius In-Service Training on the personal and professional development of participants - by type of Comenius In-Service Training (Percentages*)

	Type of training			Total
	Training course	European conference/ seminar	Job-shadowing	
a) Contribution to the professional development in own area of specialisation in general				
Increased the motivation to continue developing professional competency	93	93	92	93
Increased the motivation to teach	87	79	72	86
Reflection on own teaching methods/own working methods	78	70	71	78
Improvement in knowledge of own area of work	78	76	71	77
b) Acquaintance of new knowledge and skills in general				
Acquaintance with new teaching methods/didactic concepts	73	58	50	71
Improvement in knowledge about new subject matters	60	74	57	61
c) Improvement in knowledge and skills in specific subject areas				
Improvement in knowledge about new methods for the evaluation/ assessment of learning outcomes, skills and abilities	40	36	30	39
Improved ICT competency	31	35	21	30
Improvement of skills/ abilities in educating pupils with special educational needs	29	34	24	29
Improvement in knowledge about conflict management in day to day school life/work	19	23	19	19
Improvement in knowledge about new approaches for the management and leadership of schools	15	29	37	17
d) Development of intercultural knowledge and competencies				
Increased the interest in and openness to other countries and cultures	92	86	92	92
Increased the intercultural / social competency	88	85	83	88
Improvement of knowledge and understanding of the school system and education in other countries	64	67	86	66
e) Foreign language learning				
Improved command in a foreign language	82	61	73	80
Increased the motivation to learn a new foreign language	66	54	74	66
f) Contacts with colleagues abroad				
Establishment of personal contacts with teachers/staff members from schools/organisation in other countries	78	84	79	78
g) Career opportunities				
Improved the professional career opportunities	48	41	46	48
Count (n)	(2458)	(140)	(145)	(2743)

Source: Survey after the Comenius In-Service Training

Question 4.1: Please indicate the extent to which the Comenius In-Service Training has contributed to your own personal and professional development:

* Scale points 4 and 5 on a scale from 5 = "to a large extent" to 1 = "not at all"

Table 7.2
Significant outcomes of Comenius In-Service Training on the personal and professional development of participants - by training chosen from the "Comenius-Grundtvig In-Service Training Database" (Percentages*)

	Course/seminar from the Comenius-Grundtvig database		Total
	Yes	No	
a) Contribution to the professional development in own area of specialisation in general			
Increased the motivation to continue developing professional competency	93	92	93
Increased the motivation to teach	86	87	86
Improvement in knowledge about own area of work	75	80	78
Reflection on own teaching methods/own working methods	79	77	78
b) Acquaintance of new knowledge and skills in general			
Acquaintance with new teaching methods/didactic concepts	73	71	72
Improvement in knowledge about new subject matters	60	62	61
c) Improvement in knowledge and skills in specific subject areas			
Improvement in knowledge about new methods for the evaluation/ assessment of learning outcomes, skills and abilities	42	37	39
Improved ICT competency	32	29	31
Improvement of skills/ abilities in educating pupils with special educational needs	28	30	29
Improvement in knowledge about conflict management in day to day school life/work	21	18	19
Improvement in knowledge about new approaches for the management and leadership of schools	18	14	16
d) Development of intercultural knowledge and competencies			
Increased the interest in and openness to other countries and cultures	93	90	92
Increased the intercultural / social competency	90	85	88
Improvement in knowledge and understanding of the school system and education in other countries	66	62	64
e) Foreign language learning			
Improved command in a foreign language	81	80	81
Increased the motivation to learn a new foreign language	68	61	65
f) Contacts with colleagues abroad			
Establishment of personal contacts with teachers/staff members from schools/organisation in other countries	84	73	78
g) Career opportunities			
Improved the professional career opportunities	50	46	48
Count (n)	(1377)	(1221)	(2598)

Source: Survey after the Comenius In-Service Training

Question 4.1: Please indicate the extent to which the Comenius In-Service Training has contributed to your own personal and professional development:

* Scale points 4 and 5 on a scale from 5 = "to a large extent" to 1 = "not at all"

g) *Career opportunities*: About half of the teachers and other educational staff members taking part in a Comenius In-Service Training considered this event as a possible advantage for their professional career opportunities (48%).

As Table 7.1 shows, the assessment of certain benefits differs by type of training. In comparison to participation in courses, the attendance in seminars more often led to the acquisition of knowledge about new subject matters and competencies in specific areas, e.g. skills/abilities in educating pupils with special educational needs, knowledge about new approaches to the management and leadership of schools or information and communication technology. Furthermore, the establishment of personal contacts with teachers or staff members from schools and organisation in other countries were more often reported. On the other hand, European seminars and conferences contributed to a lower extent to foreign language learning. Since the outcomes of courses and seminars are strongly dependent on objectives and thematic strands, the described differences could be interpreted as neither strengths nor weaknesses of two competing approaches. IST-participants attending courses, for example, were mainly trained in methods of foreign language teaching and thus in sum learned more about this subject than participants in seminars trained in a much broader range of themes and objectives (see chapter 4).

Participants in a job-shadowing reported most often on the improvement in knowledge and understanding of the school system and education in another country (86%), an increased motivation to learn a new foreign language (74%) and the improvement in knowledge about new approaches to the management and leadership of schools (37%). The ratings of most other aspects, particularly to the acquaintance of new or specialised knowledge, were below average. In contrast to courses and seminars, the thematic focus in a job-shadowing is usually much broader and the participants often become the chance to familiarise themselves with a variety of different areas of work in the host school. Thus, someone might argue that participants may learn a little about a lot of things but nothing specific. Moreover, not each job-shadowing included a systematic reflection which would ensure the embedding of new impressions and experiences into a theoretical or methodological framework. On this basis, the lower assessment of part of possible outcomes might be understandable.

The extent of benefits reported by participants who had selected the training from the Comenius-Grundtvig In-Service Training Database is very similar to those of participants attending courses not listed in the database (see Table 7.2). The largest difference occurred in respect to the establishment of personal contacts with teachers and staff members from schools and organisations in other countries. While 84 percent of participants in courses/seminars from the database were able to establish such contacts, the proportion in other courses/seminars was "only" 73 Percent.

Table 7.3
Significant outcomes of Comenius In-Service Training on the personal and professional development of participants - by type of occupation (Percentages*)

	Type of occupation					Total
	Teacher at (pre-) primary school	Teacher at general secondary school	Teacher at vocational/ technical school	Head teacher/ director	Other	
a) Contribution to the professional development in own area of specialisation in general						
Increased the motivation to continue developing professional competency	94	93	92	83	95	93
Increased the motivation to teach	90	87	87	63	79	86
Reflection on own teaching methods/own working methods	81	77	77	62	77	78
Improvement in knowledge of own area of work	82	75	77	66	78	77
b) Acquaintance of new knowledge and skills in general						
Acquaintance with new teaching methods/ didactic concepts	74	72	78	64	66	72
Improvement in knowledge about new subject matters	60	59	61	59	64	60
c) Improvement in knowledge and skills in specific subject areas						
Improvement in knowledge about new methods for the evaluation/ assessment of learning outcomes, skills and abilities	37	39	42	37	43	39
Improved ICT competency	29	32	31	33	26	31
Improvement of skills/ abilities in educating pupils with special educational needs	29	24	37	31	36	29
Improvement in knowledge about conflict management in day to day school life/work	18	18	22	22	27	19
Improvement in knowledge about new approaches to the management and leadership of schools	16	14	12	38	23	17
d) Development of intercultural knowledge and competences						
Improvement in knowledge and understanding of the school system and education in other countries	71	63	62	70	64	66
Increased the intercultural / social competency	90	88	88	74	87	88
Increased the interest in and openness to other countries and cultures	94	91	90	86	92	92
e) Foreign language learning						
Improved command in a foreign language	85	81	80	66	75	81
Increased the motivation to learn a new foreign language	77	59	61	62	63	65

(Table 7.3 continues)

	Type of occupation				Total	
	Teacher at (pre-) primary school	Teacher at general secondary school	Teacher at vocational/ technical school	Head teacher/ director	Other	
f) Contacts with colleagues abroad						
Establishment of personal contacts with teachers/ staff members from schools/organisations in other countries	76	81	79	72	80	79
g) Career opportunities						
Improved professional career opportunities	50	46	48	47	47	48
Count (n)	(686)	(1097)	(238)	(125)	(283)	(2429)

Source: Survey after the Comenius In-Service Training

Question 4.1: Please indicate the extent to which the Comenius In-Service Training has contributed to your own personal and professional development:

* Scale points 4 and 5 on a scale from 5 = "to a large extent" to 1 = "not at all"

Bearing in mind that most IST-participants 2009 were English language teachers and that Comenius In-Service Training is implemented as a bottom-up approach, i.e., that participants themselves decide about the content of the training and support decisions are based solely on the quality of individual applications and not on national or European priorities, it might nevertheless be interesting to see the dissemination of outcomes of the action by type of school and staff category of beneficiaries. As Table 7.3 shows, head teachers and directors more often than the participants in total used Comenius In-Service Training successfully to increase their knowledge and understanding of the school system and education in other countries (70%) or to become acquainted with new approaches to the management and leadership of schools (38%).

The improvement of command of a foreign language (85%) and an increased motivation to learn a new foreign language (77%) were most frequently emphasized by teachers from (pre-) primary schools while teachers from vocational and technical schools stated a comparable high improvement in skills and abilities to educate pupils with special educational needs (37%).

7.2.2 Prior expectations and real outcomes

IST-participants were asked twice about the benefits of Comenius In-Service Training for their professional development: the first time prior to the beginning of the training with the request to state the level of expectations and the second time some weeks or months after the end of the course, seminar or job-shadowing with a focus on real outcomes. As Table 7.4 shows, the proportion of respondents expecting substantial benefits prior to the training was in nearly all areas higher than the respective proportion stating real outcomes. The largest differences could be found in regard to the improvement in knowledge and skills in specific

areas, e.g. knowledge about new methods for the evaluation/assessment of learning outcomes (58% expected a substantial benefit in contrast to 39% stating this issue as a real outcome). Lasting contacts with teachers/staff members from schools or organisations in other countries were also less often a result of Comenius In-Service Training than expected.

Table 7.4
Expected and real outcomes of Comenius In-Service Training on the personal and professional development of participants (Percentages*)

	Expected outcomes	Real outcomes
a) Contribution to the professional development in own area of specialisation in general		
Improvement in knowledge of own area of work	85	78
Reflection of own teaching methods/own working methods	85	78
b) Acquaintance of new knowledge and skills in general		
Acquaintance with new teaching methods/didactic concepts	86	72
Improvement in knowledge about new subject matters	67	61
c) Improvement in knowledge and skills in specific subject areas		
Improvement in knowledge about new methods for the evaluation/assessment of learning outcomes, skills and abilities	58	39
Improved ICT competency	41	31
Improvement of skills/abilities in educating pupils with special educational needs	44	29
Improvement in knowledge about conflict management in day to day school life/work	27	19
d) Development of intercultural knowledge and competences		
Improvement in knowledge and understanding of the school system and education in other countries	69	64
e) Foreign language learning		
Improved command of a foreign language	85	81
f) Contacts with colleagues abroad		
Establishment of personal contacts with teachers/staff members from schools/organisations in other countries	87	78
g) Career opportunities		
Improved professional career opportunities	48	48

Source: Surveys prior and after the Comenius In-Service Training

Question 6.1/survey 1: What do you expect to gain from your Comenius In-Service Training?

Question 4.1/survey 2: Please indicate the extent to which the Comenius In-Service Training has contributed to your own personal and professional development:

* Scale points 4 and 5 on a scale from 5 = "to a large extent" to 1 = "not at all"

Table 7.5
Degree of fulfilment of high expectations concerning the benefits for professional development - by type of Comenius In-Service Training (Percentages *)

	Type of training			Total
	Training course	European conference/ seminar	Job-shadowing	
a) Contribution to the professional development in own area of specialisation in general				
Knowledge in own area of work	83	85	77	83
Reflection on own teaching methods/ own working methods	83	76	71	82
b) Acquaintance with new knowledge and skills in general				
Acquaintance with new teaching methods/ didactic concepts	78	67	57	77
Knowledge about new subject matters	72	76	61	72
c) Improvement in knowledge and skills in specific subject areas				
Improved ICT competence (Information and Communication Technology)	51	71	46	52
Knowledge about new methods for the evaluation/ assessment of learning outcomes, skills and abilities	52	45	43	51
Improved skills/ abilities in educating pupils with special educational needs	44	55	44	44
Knowledge about conflict management in everyday school life/ work	41	62	42	42
d) Development of intercultural knowledge and competences				
Knowledge and understanding of the school system and education in the host country	73	76	87	74
e) Foreign language learning				
Improved command of a foreign language	88	79	85	88
f) Contacts with colleagues abroad				
Establishment of personal contacts with teachers/ staff members from schools/ organisation in other countries	82	86	77	82
g) Career opportunities				
Improved professional career opportunities	69	78	62	69
Count (n)	(2136)	(118)	(103)	(2357)

Source: Surveys prior and after the Comenius In-Service Training

Survey 1: Question 6.1: What do you expect to gain from your Comenius In-Service Training with regard to your own knowledge, competency, skills?

Survey 2: Question 4.1/survey 2: Please indicate the extent to which the Comenius In-Service Training has contributed to your own personal and professional development:

* Only IST-participants with high expectations prior to the training.

A comparison at the level of individual participants shows that in a considerable number of cases high expectations remained at the end unfulfilled. However, there are also cases in which the level of outcomes exceeds the level of prior expectations. As Table 7.5 shows, a large proportion of participants with high expectations concerning the professional development in the own area of specialisation, the acquaintance of new knowledge and skills, the

development of intercultural knowledge and competencies, foreign language learning and contacts with colleagues abroad were able to realise their ambitions. On the other hand, only about half of those who had intended gaining a substantial improvement in knowledge and skills in specific subject areas were successful.

Participants in a job-shadowing as opposed to participants in other types of training were more often unable to fulfil their high expectations. Only in respect to the acquaintance of knowledge about the school system in the host country were the outcomes and expectations of shadowers more in accordance as those of participants in courses or seminars.

7.2.3 Main factors influencing the level of outcomes

The majority of participants in Comenius In-Service Training have benefited in many ways from the training. They could not only increase knowledge and skills in their own area of work but also became acquainted with new subjects, could improve their foreign language proficiency, set up contacts with colleagues from other countries, etc. Since it was not only the aim of the study to show the extent of outcomes resulting from the training but also to identify main factors supporting or hampering the success of courses, seminars and job-shadowing, a complex statistical regression analysis was employed to measure the correspondence between the personal background of participants, the profile of the training and the self-assessment of benefits. The relationship of the following characteristics and criteria with the level of outcomes was analysed:

- *Personal background:* gender; years of professional experience; subjects of teaching; prior participation in Comenius In-Service Training; prior experience in the host country.
- *Preparation for the training:* receipt of information material from the course provider / host school and satisfaction with information material; self-assessment of the appropriateness of preparation with regard to the content of training, the language of instruction and practical matters abroad.
- *Characteristics of Comenius In-Service Training:* Type of training; duration of the training; hours per day spent on training activities; course/seminar from the Comenius database; relation participants / lecturers; proportion of compatriots in the course/seminar; number of countries represented by participants; satisfaction with the lecturers/trainers; satisfaction with the participants in courses/seminars; satisfaction with the quality of the course/seminar in general; satisfaction with the work conditions; participation and quality of social programmes; frequency of contacts with persons from other countries and training related difficulties encountered.
- *Special characteristics relevant only to job-shadowing:* Degree to which the job-shadowing could be carried out as planned; number of persons shadowed; range of activities observed; extent of differences experienced abroad as compared to the work at home; satisfaction with person shadowed and extent of integration at the host school.

Since the methodology of courses and seminars on the one hand and job-shadowing on the other is not comparable, two separate regression analyses were undertaken. Unfortunately the attempt to identify important factors for the outcomes of participation in a job-shadowing failed. By taking into account the small number of participants in this type of training and the heterogeneity of personal characteristics and host schools, the boundaries of quantitative statistical methods became obvious.

The second regression analysis on the sub-group of participants attending courses and seminars was more successful. Although most of the statistical relationships seems in the end to be trivial and are in accordance with the adoption of common sense, the results strongly underline the importance of good preparation, the relevance of the composition of participants in courses/seminars and the quality of the training.

Table 7.6
Main factors influencing the level of outcomes – results of a regression analysis

	Outcomes			
	Professional development in own area of specialisation	Acquisition of new knowledge	Development of intercultural knowledge	Contacts with colleagues from abroad
a) Personal background				
Subject of teaching: No languages	++			
Prior experiences in the host country			+	
b) Preparation for the training				
High quality of information material provided in advance		+		
Good preparation concerning the content of the training	++		+	
Good proficiency in the language of instruction				++
c) Characteristics of the training				
Duration of the training	+		+	
Number of countries represented by participants				++
Good performance and high quality of the course/seminar	++	++	++	++
High quality of the social programme	++		++	++
Frequent contacts with persons from other countries				++

+ positive relationship with a significance < 0.01; ++ positive relationship with a significance < 0.001

Table 7.6 shows the results of the regression analysis with respect to the more general outcomes of the training period abroad and with a limitation to those characteristics constituting a significant relationship with at least one of the benefits. Overall, the characteristic of the personal and professional background of participants plays only a minor role for the success of the training. Nevertheless, it might be interesting to note that non-language teachers rated the professional development in their own area of specialisation higher than the majority of IST-participants teaching solely languages or a combination of languages and other subjects.

A good preparation for the training turns out to be of high importance. Those who had been well prepared for the content of the course, most often reported an improvement of knowl-

edge and skills in their own subject area. A good language preparation helps to establish lasting contacts with colleagues from other countries. High outcomes in terms of new contacts are also more likely if courses and seminars are attended by participants from many different countries and if the lecturers take care of a communication culture ensuring frequent discussions and activities between the participants. The most important factor for the success of Comenius In-Service Training is without a doubt, the performance and the quality of the courses and seminars. All types of outcomes depend to a large extent on the academic level of the training, the usefulness of the course content for professional work, the quality of lecturers and trainers, etc.

7.3 Impact of Comenius In-Service Training on the professional work

In-service training of teachers and staff members from the field of education should not only lead to an increase of competency in the individual and new subjects on the part of the participants, but also to a change and to an improvement of the ways in which professional work is conducted. In practise, this could mean that teaching in the classroom is improved, that the European and international dimension of teaching and professional contacts are strengthened or that new tools and up-to-date ICT technology is applied in daily work. With respect to the different impact areas, an overwhelming proportion of respondents reported substantial impacts:

a) *Teaching in the classroom*: Three out of four IST-participants working with pupils in their home schools or other educational institutions reported an improvement of the quality of foreign language teaching and the application of new teaching and learning methods as a consequence of the Comenius In-Service Training. Slightly less but nevertheless a high proportion introduced new learning contents (64%). Better classroom management and better relation to pupils were mentioned by about half of the beneficiaries (46%).

b) *International orientation*: Training abroad and close cooperation with colleagues from a range of other countries obviously has the potential to contribute significantly to the international orientation of teachers and other staff members. About three quarters of IST-participants focused more on the European dimension in teaching (75%) and the establishment of professional contacts with teachers, staff members and experts from schools/organisation in other countries (71%) after their return from the Comenius In-Service Training.

c) *Use of new tools and modern technology*: Modernisation of the educational sector is high on the agenda of the European Commission. However, the impact of IST on the application of new management tools and methods (30%) or the improved use of Information and Communication Technology (37%) is considered less often than impacts in the other areas addressed by the survey.

The direction and extent to which Comenius In-Service Training could have an impact on the professional work depends on the outcomes of the training, the work tasks and individual ambitions of participants and last but not least on the attitude of the management and the colleagues towards innovation and change.

The importance of the content and level of outcomes for possible changes of the professional work is underlined by high correlations between the assessment of benefits resulting from the training and their impacts on day to day work. As Table 7.7 shows, an improvement in the individual area of specialisation as well as the acquisition of new knowledge and skills is highly correlated with an improvement of teaching in the classroom. Acquaintance of intercultural knowledge and intense contacts with colleagues from abroad supports the introduction of a European dimension into day to day work; the improvement of skills in respective areas leads to the application of management tools and the use of Information and Communication Technology. With the background of the clear relationship between outcomes and impacts, it is understandable that the comparably low benefits of participants in a job-shadowing are reflected in comparably small changes in their professional work (see Table 7.8).

Table 7.7
Significant correlations * between outcomes of Comenius In-Service Training and impacts on the way in which the professional work is conducted

Outcomes	Impacts		
	Teaching in the classroom	International orientation	Use of new tools/ modern technology
a) Contribution to the professional development in own area of specialisation in general	0.6448	0.4340	0.3517
b) Acquaintance of new knowledge and skills in general	0.6002	0.3433	0.4216
c) Improvement in knowledge and skills in specific subject areas	0.5672	0.3682	0.6782
d) Development of intercultural knowledge and competency	0.3608	0.5404	0.2707
e) Foreign language learning	0.2950	0.3510	0.2082
f) Contacts with colleagues abroad	0.3232	0.6474	0.3035
g) Career opportunities	0.3881	0.3330	0.3986

Source: Survey after the Comenius In-Service Training

* Significance < 0.0001

Table 7.8
Substantial impact of Comenius In-Service Training on the way in which the professional work is conducted - by type of Comenius In-Service Training (Percentages*)

	Type of training			Total
	Training course	European conference/ seminar	Job-shadowing	
Teaching in the classroom				
Application of new teaching and learning methods and materials	77	62	54	75
Improvement in the quality of foreign language teaching	77	43	63	75
Introduction of new learning contents	65	57	49	64
Better classroom management and better relationship to pupils	48	34	34	46
International orientation				
Stronger focus on the European dimension in teaching/ training activities	76	67	75	75
Establishment of professional contacts with teachers/ staff members/ experts from schools/organisation in other countries	71	73	74	71
Use of new tools and modern technology				
Improved use of Information and Communication Technology	38	36	24	37
Application of new management tools/methods	30	34	23	30
Count (n)	(2448)	(139)	(146)	(2733)

Source: Survey after the Comenius In-Service Training

Question 4.2: Please indicate the extent to which the Comenius In-Service Training has had/will have an impact on the way in which you conduct your professional work:

* Scale points 4 and 5 on a scale from 5 = "very substantial impact" to 1 = "no impact at all"

Teachers at (pre-) primary schools reported more often than their colleagues about changes of teaching in the classroom. The quality of foreign language teaching was improved through the application of new teaching and learning methods and the introduction of new learning contents (see Table 7.9). In accordance with their role and the demand of work tasks, the application of new management tools was reported relatively frequently by head teachers while the impact of the training on teaching in the classroom is comparably low.

IST-participants seem to have a high degree of freedom when it comes to defining the appropriate ways of conducting their professional tasks. In any case, there are no indications that the attitude of the home school or organisation towards participation in Comenius In-Service Training or the strategic use of the action for the development of the school supports or hampers the application of outcomes of the training.

Table 7.9
Substantial impact of Comenius In-Service Training on the way in which the professional work is conducted - by type of occupation (Percentages*)

	Type of occupation					Total
	Teacher at (pre-) primary school	Teacher at general secondary school	Teacher at vocational/ technical school	Head teacher/ director	Other	
Teaching in the classroom						
Application of new teaching and learning methods and materials	80	76	74	56	71	75
Improvement in the quality of foreign language teaching	84	75	79	51	57	75
Introduction of new learning contents	69	62	67	50	64	64
Better classroom management and better relationship to pupils	47	47	51	33	42	46
International orientation						
Stronger focus on the European dimension in teaching/ training activities	80	73	75	74	71	75
Establishment of professional contacts with teachers/staff members/ experts from schools/organisation in other countries	69	72	76	64	72	71
Use of new tools and modern technology						
Improved use of Information and Communication Technology	36	39	39	37	31	37
Application of new management tools/methods	25	30	29	41	35	30
Count (n)	(683)	(1092)	(237)	(126)	(281)	(2419)

Source: Survey after the Comenius In-Service Training

Question 4.2: Please indicate the extent to which the Comenius In-Service Training has had/will have an impact on the way in which you conduct your professional work:

* Scale points 4 and 5 on a scale from 5 = "very substantial impact" to 1 = "no impact at all"

Another finding, however, gives rise to considering the self-assessment of impacts with some caution. As Table 7.10 shows, the proportion of IST-participants stating substantial impacts decreased continuously the longer the time-span between completion of the questionnaire and the end of the training. Thus, it could not be excluded that the euphoria directly after the training and the high motivation to improve one's own work is at least partly of short duration. Due to the design of the study, long-term effects could not really be examined. However, a comparison of respondents for whom the training in 2009 was the second or third Comenius In-Service Training with those who participated for the first time shows a higher impact on the side of experienced participants (see Table 7.11). Whether this effect is caused by the repeated use of Comenius for professional development or proof of long-term sustainability of impacts remains an open question.

Table 7.10
Substantial impact of Comenius In-Service Training on the way in which the professional work is conducted - by time left since the end of the training (Percentages*)

	Time left				Total
	up to 2 months	3 months	4 months	5 months and more	
Teaching in the classroom					
Application of new teaching and learning methods and materials	81	79	69	68	75
Improvement in the quality of foreign language teaching	81	80	68	66	75
Introduction of new learning contents	71	65	65	57	64
Better classroom management and better relationship to pupils	50	48	42	42	46
International orientation					
Stronger focus on the European dimension in teaching/ training activities	77	76	73	75	75
Establishment of professional contacts with teachers/staff members/ experts from schools/organisation in other countries	77	71	74	66	71
Use of new tools and modern technology					
Improved use of Information and Communication Technology	48	37	39	31	37
Application of new management tools/methods	31	29	34	28	30
Count (n)	(393)	(1235)	(325)	(731)	(2684)

Source: Survey after the Comenius In-Service Training

Question 4.2: Please indicate the extent to which the Comenius In-Service Training has had/will have an impact on the way in which you conduct your professional work:

* Scale points 4 and 5 on a scale from 5 = "very substantial impact" to 1 = "no impact at all"

Table 7.11
Substantial impact of Comenius In-Service Training on the way in which the professional work is conducted - by prior participation in Comenius In-Service Training (Percentages*)

	Prior IST participation		Total
	Yes	No	
Teaching in the classroom			
Introduction of new learning contents	64	64	64
Application of new teaching and learning methods and materials	78	74	75
Better classroom management and better relation to pupils	52	45	46
Improvement in the quality of foreign language teaching	78	74	75
International orientation			
Stronger focus on the European dimension in teaching/training activities	78	74	75
Establishment of professional contacts with teachers/staff members/ experts from schools/organisation in other countries	79	69	71
Use of new tools and modern technology			
Improved use of Information and Communication Technology	43	36	37
Application of new management tools/methods	35	28	30
Count (n)	(552)	(1882)	(2434)

Source: Survey after the Comenius In-Service Training

Question 4.2: Please indicate the extent to which the Comenius In-Service Training has had/will have an impact on the way in which you conduct your professional work:

* Scalepoints 4 and 5 on a scale from 5 = "very substantial impact" to 1 = "no impact at all"

7.4 Impact of Comenius In-Service Training on the improvement in learning processes of pupils/students

What are the consequences of new professional approaches applied by IST-participants for pupils and students? Since the time-span between the end of the training event and the survey was not very long in a number of cases, the opportunity was offered to declare that a realistic assessment of the impact of outcomes of IST on the learning processes of pupils are not possible. However, only a minority of respondents made use of this option. Overall, a vast number of the IST-participants stated substantial improvements:

a) *Improvement of subject/content related learning processes*: Two thirds or even more reported a large strengthening of the interest of pupils in other countries and cultures (74%), the improvement of foreign language learning (68%) and an increase in the motivation of pupils towards learning and knowledge acquisition in general (66%).

b) *Improvement of social and personal competency*: About half perceived an improvement of the abilities of pupils to work in teams (57%), in the climate in the class, e.g. respect towards others, tolerance (49%), in the abilities of pupils in self-organised learning (48%) and in the social competency of pupils (48%).

c) *Increase of motivation of pupils to use ICT*: Two out of five considered an increase in the motivation of pupils to use Information and Communication Technology for learning purposes (41%).

Table 7.12

Significant correlations * between impacts of Comenius In-Service Training on the way in which professional work is conducted and improvement of learning processes of pupils

Improvement of learning processes	Impacts on the way in which professional work is conducted		
	Teaching in the classroom	International orientation	Use of new tools/modern technology
Subject/content related learning processes	0.5152	0.5172	0.3106
Social and personal competency	0.5645	0.4951	0.4880
Motivation of pupils to use ICT	0.4308	0.4158	0.6465

Source: Survey after the Comenius In-Service Training

* Significance < 0.0001

Table 7.13

Contribution of Comenius In-Service Training towards the improvement in the learning process of pupils/students - by Type of Comenius In-Service Training (Percentages*)

	Type of training			Total
	Training course	European conference/seminar	Job-shadowing	
Improvement of subject/content related learning processes				
To strengthen the interest of pupils in other countries and cultures	74	65	79	74
To improve foreign language learning of pupils	69	43	60	68
To increase the motivation of pupils towards learning and knowledge acquisition in general	68	56	55	66
Improvement of social and personal competences				
To improve the abilities of pupils to work in teams	59	45	36	57
To improve the climate in the class (e.g. respect towards others, tolerance)	50	44	42	49
To improve the social competency of pupils	49	48	41	48
To improve the abilities of pupils in self-organised learning	49	41	35	48
Increase of motivation of pupils to use ICT				
To increase the motivation of pupils to use Information and Communication Technology for learning purposes	42	39	37	41
Count (n)	(2421)	(138)	(141)	(2700)

Source: Survey after the Comenius In-Service Training

Question 4.3: Please indicate the extent to which the Comenius In-Service Training has helped you to improve the learning process of pupils/students in the following directions:

* Scale points 4 and 5 on a scale from 5 = "to a large extent" to 1 = "not at all"

Improvement in the learning processes of pupils is the third link in the chain of outcomes and impacts of Comenius In-Service Training and is a direct result of changes of contents and teaching methods, i.e. the ways in which professional work is conducted. It is therefore not

surprising that the extent of respective changes determines the level of improvement in learning processes (see correlations in Table 7.12).

As a consequence of the higher contribution of courses to subject related knowledge acquisition and pedagogical skills, the improvement in learning processes of pupils and students was more often clearly stated by respondents who had attended a course rather than by their colleagues participating in a European seminar or in a job-shadowing (see Table 7.13). Similar, but to a lesser extent, in regard to impacts on professional work, the proportion of Comenius beneficiaries stating substantial improvements of the learning process decreased the longer the time-span since the end of the training.

7.5 Impact of Comenius In-Service Training on the school/organisation as a whole

7.5.1 Major impacts

Although Comenius In-Service Training is primarily an instrument to contribute to the professional development of teachers and educational staff, the impacts might go beyond the direct area of work of the beneficiaries. This assumption is supported by the fact that a substantial proportion of IST-participants in 2009 came from schools and organisations which use Comenius In-Service Training in a strategic way for the internationalisation of the institution (see chapter 4.4). With this background it is not surprising that a majority of respondents considered an impact of their training on the school or organisation as a whole:

a) *Impact on colleagues*: The impact most often mentioned was the increase in interest of colleagues to also take part in Comenius In-Service Training (78%). This is important because it shows that experiences, outcomes and impacts of trainings are not only highly valued by IST-participants themselves but also by their colleagues. It is this good example which encourages other teachers and staff members to consider participation on their part. Better cooperation among colleagues, e.g. more peer learning activities, sharing good practice (55%) and an increased interest of staff members in foreign language learning (49%) were also mentioned relatively often.

b) *Impact on contents and methods of teaching*: More than half of IST-participants reported the introduction of new teaching and learning methods (59%), the development or use of new teaching material (55%) and the introduction of cross-curricular activities (51%). Substantial changes in curriculum, e.g. through the introduction of new courses or training modules, were less often stated (34%).

c) *Impact on foreign language teaching*: Taking into account that the vast majority of participants in Comenius supported training events in 2009 were language teachers, the frequency of impacts on these subjects reaching beyond the participant's own classroom seems to be comparably low. Less than a third of respondents reported the introduction of content and

language integrated learning (CLIL) (32%), increased offers of foreign language training for pupils (31%) or an increased diversity of foreign languages taught (29%).

d) *Impact on international orientation and activities:* About two thirds of IST-participants indicated a stronger European Dimension in day to day school life (62%) and more than half, the establishment of partnerships/cooperation with schools/ organisations from other countries (57%).

e) *Impact on the management:* Considering that only a small proportion of IST-participants were head teachers or in a management function at another type of organisation, the proportion of respondents who stated that the training has led to the introduction of new (school) management strategies, ideas or practices (28%) is astonishingly high.

Differences in the extent and the areas of outcomes of various types of training are reflected by the impacts on the institutions. As Table 7.14 shows, participants in courses most often stated an increased interest of colleagues to take part in Comenius In-Service Training and an improvement of content and methods of teaching. Participants in a job-shadowing on the other hand most often considered a strengthening of the internationalisation of their schools and organisations.

Teachers at (pre-) primary school described the impact on institutional level frequently with the introduction of new teaching and learning methods (64%) and cross-curricular activities (57%). They also considered the interest of colleagues in foreign language learning more often than teachers from other types of schools (see Table 7.15). Introduction of new (school) management strategies/ideas/practices (41%) and the establishment of partnerships with schools/organisations from other countries (62%) was primarily the domain of head teachers.

IST-participants from schools and organisations which made use of Comenius In-Service Training in a strategic way, i.e. as an instrument for internationalisation or for staff development, stated considerably more often an impact at institutional level. The effects are especially high in schools and organisations which used Comenius for both internationalisation and staff development. Beside the stronger impact on the international orientation and international activities which could have been expected, a comparison with colleagues from institutions not using Comenius In-Service Training also shows strategically a higher usage of training outcomes in almost all other areas (see Table 7.16).

Table 7.14
Substantial Impact of Comenius In-Service Training on the school/organisation as a whole - by type of Comenius In-Service Training (Percentages*)

	Type of training			Total
	Training course	European conference/ seminar	Job-shadowing	
Impact on colleagues/staff members				
Increase in interest of colleagues to also take part in Comenius In-Service Training	79	74	65	78
Better cooperation among colleagues (e.g. more peer learning activities, sharing good practice)	57	49	34	55
Increased interest of staff members in foreign language learning	50	33	52	49
Impact on contents and methods of teaching				
Introduction of new teaching and learning methods	61	49	36	59
Development/Use of new teaching material/curricular content	57	46	40	55
Introduction of cross-curricular activities	51	48	41	51
Introduction of new courses / training modules	34	35	27	34
Impact on foreign language teaching				
Introduction of content and language integrated learning (CLIL)	33	22	24	32
Increased offers of foreign language training for pupils	32	19	33	31
Increased diversity of foreign languages taught	29	17	31	29
Impact on international orientation and activities				
Stronger European Dimension in day to day school life	62	57	65	62
Establishment of partnerships/cooperation with schools/ organisations from other countries	56	56	68	57
Impact on the management				
Introduction of new (school) management strategies/ideas/practices	28	34	31	28
Count (n)	(2426)	(140)	(147)	(2713)

Source: Survey after the Comenius In-Service Training

Question 4.4: Please indicate the extent to which your participation in the Comenius In-Service Training has/will have an impact on your school/organisation as a whole:

* Scale points 4 and 5 on a scale from 5 = "very substantial impact" to 1 = "no impact at all"

Table 7.15
Substantial Impact of Comenius In-Service Training on the school/organisation as a whole - by type of occupation (Percentages*)

	Type of occupation					Total
	Teacher at (pre-) primary school	Teacher at general secondary school	Teacher at vocational/ technical school	Head teacher/ director	Other	
Impact on colleagues/staff members						
Increase in interest of colleagues to also take part in Comenius In-Service Training	76	78	82	72	78	78
Better cooperation among colleagues (e.g. more peer learning activities, sharing good practice)	55	56	54	53	57	56
Increased interest of staff members in foreign language learning	58	43	50	53	41	48
Impact on contents and methods of teaching						
Introduction of new teaching and learning methods	64	57	61	52	54	59
Development/Use of new teaching material/curricular content	58	54	56	46	58	55
Introduction of cross-curricular activities	57	48	46	52	45	50
Introduction of new courses / training modules	35	31	36	30	37	33
Impact on foreign language teaching						
Introduction of content and language integrated learning (CLIL)	34	33	31	29	27	33
Increased offers of foreign language training for pupils	38	28	35	25	23	31
Increased diversity of foreign languages taught	32	26	34	25	25	28
Impact on international orientation and activities						
Stronger European Dimension in day to day school life	65	59	67	66	57	62
Establishment of partnerships/cooperation with schools/ organisations from other countries	57	55	61	62	55	57
Impact on the management						
Introduction of new (school) management strategies/ideas/practices	31	24	23	41	33	28
Count (n)	(678)	(1088)	(235)	(126)	(278)	(2405)

Source: Survey after the Comenius In-Service Training

Question 4.4: Please indicate the extent to which your participation in the Comenius In-Service Training has/will have an impact on your school/organisation as a whole:

* Scalepoints 4 and 5 on a scale from 5 = "very substantial impact" to 1 = "no impact at all"

Table 7.16
Substantial Impact of Comenius In-Service Training on the school/organisation as a whole - by strategic use of Comenius In-Service Training (Percentages*)

	Strategic use of IST				Total
	For internationalisation and staff development	Only for internationalisation	Only for staff development	No strategic use	
Impact on colleagues/staff members					
Increase in interest of colleagues to also take part in Comenius In-Service Training	83	80	79	72	78
Better cooperation among colleagues (e.g. more peer learning activities, sharing good practice)	64	60	58	48	56
Increased interest of staff members in foreign language learning	57	48	49	42	48
Impact on contents and methods of teaching					
Introduction of new teaching and learning methods	66	59	60	55	59
Development/Use of new teaching material/curricular content	63	58	54	50	55
Introduction of cross-curricular activities	62	54	48	44	51
Introduction of new courses / training modules	39	40	32	28	33
Impact on foreign language teaching					
Introduction of content and language integrated learning (CLIL)	40	37	31	27	33
Increased offers of foreign language training for pupils	37	34	30	27	31
Increased diversity for foreign languages taught	37	32	27	23	29
Impact on international orientation and activities					
Stronger European Dimension in day to day school life	73	66	61	55	62
Establishment of partnerships/cooperation with schools/ organisations from other countries	69	63	55	49	57
Impact on the management					
Introduction of new (school) management strategies/ideas/practices	32	33	27	25	28
Count (n)	(470)	(353)	(776)	(766)	(2365)

Source: Survey after the Comenius In-Service Training

Question 4.4: Please indicate the extent to which your participation in the Comenius In-Service Training has/will have an impact on your school/organisation as a whole:

* Scalepoints 4 and 5 on a scale from 5 = "very substantial impact" to 1 = "no impact at all"

Table 7.17
Substantial Impact of Comenius In-Service Training on the school/organisation as a whole - by prior participation in Comenius In-Service Training (Percentages*)

	Prior IST participation		Total
	Yes	No	
Impact on colleagues/staff members			
Increase in interest of colleagues to also take part in Comenius In-Service Training	79	77	78
Better cooperation among colleagues (e.g. more peer learning activities, sharing good practice)	62	54	56
Increased interest of staff members in foreign language learning	51	48	48
Impact on contents and methods of teaching			
Introduction of new teaching and learning methods	63	58	59
Development/Use of new teaching material/curricular content	58	54	55
Introduction of cross-curricular activities	54	49	50
Introduction of new courses / training modules	33	33	33
Impact on foreign language teaching			
Introduction of content and language integrated learning (CLIL)	38	31	33
Increased offers of foreign language training for pupils	33	30	31
Increased diversity of foreign languages taught	33	27	28
Impact on international orientation and activities			
Stronger European Dimension in day to day school life	70	59	62
Establishment of partnerships/cooperation with schools/ organisations from other countries	64	54	57
Impact on the management			
Introduction of new (school) management strategies/ideas/practices	30	28	28
Count (n)	(548)	(1872)	(2420)

Source: Survey after the Comenius In-Service Training

Question 4.4: Please indicate the extent to which your participation in the Comenius In-Service Training has/will have an impact on your school/organisation as a whole:

* Scale points 4 and 5 on a scale from 5 = "very substantial impact" to 1 = "no impact at all"

Teachers and other educational staff members who had already participated in Comenius In-service for a second or third time stated more frequently impacts of the training on their school or organisation. The largest differences in comparison to their less experienced colleagues could be observed in respect to the strengthening of the international dimension and the cooperation between staff members within the home institution (see Table 7.17). However, multiple participations in Comenius In-Service Training are often interrelated with a strategic use of Comenius by the institutions. Thus the reports of respective participants might reflect on the one hand short-term and long-term impacts resulting from the outcomes of current and previous training and on the other hand the supporting environment which eases the introduction of new approaches in teaching and learning and the establishment of international cooperation.

7.5.2 Prior expectations and real impacts

In contrast to the high correspondence of expectations and outcomes of the training for the professional development of participants, considerable differences could be observed between expected and real impacts at an institutional level. As Table 7.18 shows, four out of five respondents expected substantial impacts on contents and methods of teaching but only about three out of five saw themselves in a position to confirm this realisation some weeks or months after the training. Similar discrepancies between expectations and impacts could be found in respect to the internationalisation of the home institution and the improvement in management strategies and practices. Obviously, a combination of personal enthusiasm and belief in institutional capacity for change had led to exaggerated expectations prior to the training.

Table 7.18
Expected and real impacts of Comenius In-Service Training on the school/organisation as a whole (Percentages*)

	Expected impacts	Real impacts
Impact on contents and methods of teaching		
Introduction of new teaching/ training activities	80	59
Development/ Use of new teaching material/ curricular content	83	55
Impact on international orientation and activities		
Stronger European dimension in teaching and learning	82	62
Establishment of partnerships/ cooperation with schools/ organisations from other countries	71	57
Impact on the management		
Introduction of new (school) management strategies/ ideas/ practices	56	28

Source: Survey prior to the Comenius In-Service Training

Survey 1: Question 6.1: What do you expect to gain from your Comenius In-Service Training in regard to the development of your school/organisation?

Survey 2: Question 4.4: Please indicate the extent to which your participation in the Comenius In-Service Training has/will have an impact on your school/organisation as a whole:

* Scale points 4 and 5 on a scale from 5 = "very substantial impact" to 1 = "no impact at all"

Slightly more than half of IST-participants were finally able to realise their high expectations after their return from abroad. The respective proportion was lowest in regard to the introduction of new management methods. Only one quarter of those who expected a substantial impact in this area came to the conclusion that the training had triggered new strategies and practices at the management level of their school or organisation.

Table 7.19

Degree of fulfilment of high expectations prior to the Comenius In-Service Training concerning the impacts on the school/organisation as a whole - by Type of Comenius In-Service Training (Percentages *)

	Type of training			Total
	Training course	European conference/ seminar	Job-shadowing	
<i>Impact on contents and methods of teaching</i>				
Introduction of new teaching and learning methods	60	48	37	59
Development/ Use of new teaching material/ curricular content	56	42	36	55
<i>Impact on international orientation and activities</i>				
Stronger European dimension in teaching and learning	59	56	64	59
Establishment of partnerships/ cooperation with schools/ organisations from other countries	49	50	59	50
<i>Impact on the management</i>				
Introduction of new (school) management strategies/ ideas/ practices	22	27	25	23
Total	422	361	363	417
Count (n)	(1982)	(106)	(100)	(2188)

Source: Surveys prior and after the Comenius In-Service Training

Survey 1: Question 6.1: What do you expect to gain from your Comenius In-Service Training in regard to the development of your school/organisation?

Survey 2: Question 4.4: Please indicate the extent to which your participation in the Comenius In-Service Training has/will have an impact on your school/organisation as a whole:

* Only IST-participants with high expectations prior to the training.

As Table 7.19 shows, participants in courses and seminars more often reported the fulfilment of high expectations concerning the introduction of new contents and methods of teaching in the school while a higher proportion of participants in a job-shadowing were able to realise their ambitions in respect to international activities in their schools and organisations.

7.6 Attitude of stakeholders against the application of new knowledge and skills

Other stakeholders or interest groups, who might be affected through the application of new knowledge and skills by IST-participants, reacted positively in most cases. About three quarters of respondents stated that the management of the school or organisation, the colleagues and the pupils had a supportive attitude. A slightly lower proportion came to the same conclusion in respect to the parents (58%). Strong reservations against new approaches deriving from outcomes of IST were reported only in some exceptional cases.

Table 7.20
Reaction of people on the application of skills acquired by Comenius In-Service Training - by type of home organisation (Percentages*)

	Type of organisation				Total
	(Pre-) Primary school	General secondary school	Vocational/ technical secondary school	Other	
Management of home school/organisation					
Supportive	79	74	72	74	75
Neutral	19	24	25	23	22
Resistance	2	2	3	4	2
Total	100	100	100	100	100
Count (n)	(704)	(1066)	(238)	(198)	(2206)
Teachers/colleagues					
Supportive	79	78	80	83	79
Neutral	19	20	17	16	19
Resistance	1	1	3	1	1
Total	100	100	100	100	100
Count (n)	(735)	(1091)	(247)	(196)	(2269)
Pupils/students					
Supportive	83	76	78	77	79
Neutral	16	23	20	21	20
Resistance	0	1	2	2	1
Total	100	100	100	100	100
Count (n)	(683)	(1017)	(228)	(149)	(2077)
Parents					
Supportive	66	54	48	52	58
Neutral	32	44	47	44	40
Resistance	2	2	5	4	2
Total	100	100	100	100	100
Count (n)	(627)	(812)	(154)	(112)	(1705)

Source: Survey after the Comenius In-Service Training
Question 4.5: When applying your newly gained knowledge and skills, how did the following people react?

As Table 7.20 shows, the reaction of stakeholders does not differ to a great extent by type of school or organisation in which Comenius beneficiaries were employed. Only a slightly higher support of the management was reported by teachers from primary schools while fewer teachers from vocational schools considered the parents attitude as positive.

7.7 Overall satisfaction with outcomes and benefits

Overall, 93 percent of the IST-participants were satisfied or very satisfied with the outcomes and benefits of the Comenius In-Service Training. Only 6 percent had some reservations and only a small number of beneficiaries were dissatisfied. The high degree of positive statements underlines the value of the Comenius supported training opportunities abroad for the participants themselves but also for pupils, schools and other educational organisations. It is somewhat surprising that participants in a job-shadowing were very satisfied most often (see Table 7.21) although their ratings about outcomes and impacts often lag behind those of participants in courses or seminars.

Table 7.21
Overall satisfaction with the outcomes and benefits of the Comenius In-Service Training - by type of Comenius In-Service Training (Percentages)

	Type of training			Total
	Training course	European conference/ seminar	Job-shadowing	
Very satisfied	65	64	73	66
Satisfied	27	26	22	27
Only partly satisfied	6	6	3	6
Not satisfied at all	1	3	3	3
Total	100	100	100	100
Count (n)	(2429)	(137)	(145)	(2711)

Source: Survey after the Comenius In-Service Training
Question 4.10: How satisfied are you overall with the outcomes and benefits of your Comenius In-Service Training?

Despite the partial decoupling of outcomes and satisfaction in the case of job-shadowing, a multivariate statistical analysis leads to the result that the extent of satisfaction is mainly dependent on the quality of the training and on the extent of outcomes and impacts. The following aspects turned out to be of major importance:

- the quality of the training and the extent to which it reached its objectives;
- the contribution of the training to the professional development in the own area of work;
- the extent to which lasting contacts with colleagues from abroad were established;
- the impact on colleagues at home, which is perceived as a confirmation of the value of Comenius In-Service Training in general and the outcomes in particular;

- the extent to which an improvement of the learning processes of pupils could be realised and
- the contribution to the internationalisation of the participant's own school or organisation.

Thus the high degree of satisfaction is a clear statement of the value of in-service training in another country and the personal and institutional benefit which derives from participation.

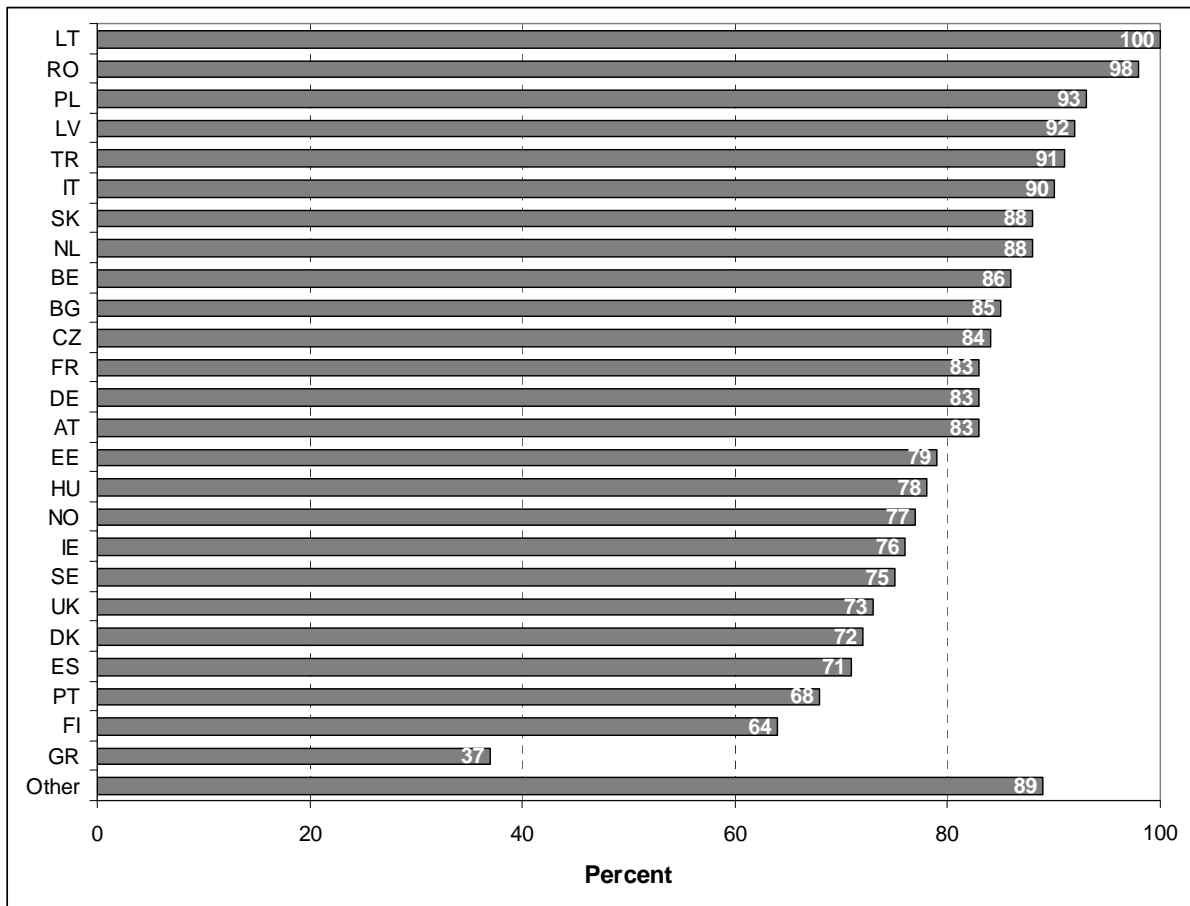
8 Recognition and Dissemination of Results

8.1 Formal recognition of participation in Comenius In-Service Training

Four out of five IST-participants received formal recognition of the Comenius supported training activity by the management of their school or organisation (66%), by an (school) authority at regional or national level (28%) or by another body (4%). In a certain number of cases, formal recognition was provided by both the management of the institution and another body at regional or national level (16%).

Chart 8.1

Formal recognition of participation in Comenius In-Service Training by the school/organisation or another body of the home country - by home country (Percentages, multiple replies possible)



Source: Survey after the Comenius In-Service Training

Question 4.7: Has your participation in the Comenius In-Service Training been formally recognised by your school/organisation or by another body of your own country?

Formal recognition of IST-participation is at least partly dependent on the regulations in individual countries. As Chart 8.1 shows, the respective proportion is 90 percent or more in Lithuania, Romania, Poland, Latvia, Turkey and Italy while it is only slightly more than one third in Greece.

8.2 Dissemination of Results

At the time the survey was conducted, most Comenius beneficiaries had already reported their experiences and the benefits resulting from the training (82%). The majority had made at least an oral presentation (71%). In addition, the submission of a written report was mentioned by about one third of IST-participants. Other methods to disseminate information with the potential to reach a larger target group were not very common. Only 8 percent published an article in the magazine of their school, 5 percent in a newspaper and 4 percent in a journal for professional associations. As Table 8.1 shows, about three quarters of participants reported their experiences in one or the other way during the first weeks or months after the end of the training.

Table 8.1
Way(s) of sharing/disseminating the experiences and benefits resulting from the participation in the Comenius In-Service Training - by time left since the end of the training (Percentages, multiple replies possible)

	Time left				Total
	up to 2 months	3 months	4 months	5 months and more	
In form of an oral presentation	61	66	76	81	71
In form of a written report	27	28	41	36	31
In a school magazine	8	6	10	9	8
In a newspaper	4	4	8	5	5
In a journal for professional associations	5	3	7	4	4
In another form	17	17	19	20	18
Not yet, but intended in the near future	23	19	12	4	15
No dissemination intended	3	3	2	2	3
Total	148	146	176	162	154
Count (n)	(392)	(1213)	(321)	(729)	(2655)

Source: Survey after the Comenius In-Service Training

Question 4.8: How did you share/disseminate your experiences and benefits resulting from participation in the Comenius In-Service Training?

Addressees of oral presentations and written reports were mainly colleagues from the participant's own school or organisation (97%) and head teacher or directors (77%). However, more than half of respective IST-participants also informed teachers and colleagues from other schools and institutions and a small proportion were invited or took the initiative on their own to present a report to members of professional associations, unions, etc. (12%).

Table 8.2
Target audience for sharing/disseminating experiences and benefits resulting from participation in Comenius In-Service Training - by type of home organisation (Percentages, multiple replies possible)

	Type of organisation					Total
	Institution for teacher education	(Pre-) Primary school	General secondary school	Vocational/ technical secondary school	Other	
Head teacher or director of home school / institution	56	80	74	80	69	76
Colleagues from home school / institution	95	98	98	96	95	98
Persons / staff members from other schools / institution	73	57	55	59	69	58
Members of professional associations / unions, etc.	22	11	11	14	18	12
Other persons/organisations	22	17	11	18	18	15
Total	268	263	251	268	270	258
Count (n)	(41)	(623)	(923)	(208)	(137)	(1932)

Source: Survey after the Comenius In-Service Training
 Question 4.9: With whom did you share your experience?

As Table 8.2 shows, IST-participants from other organisations than schools shared their experiences more often with persons outside their own institution.

9 Future Improvement of Comenius

9.1 Plans for future Comenius activities

As a side effect of Comenius In-Service Training, the interest of nearly all teachers and educational staff in participation in other European or international cooperation and activities has increased. More in detail, IST-participants stated an interest in

- European or international school cooperation in general (77%),
- Comenius School Partnerships (61%),
- Other sub-programmes of the Lifelong Learning Programme (44%),
- eTwinning (33%),
- Comenius Multilateral Projects (27%),
- Comenius Networks (19%),
- Comenius Assistantships (16%),
- Comenius Regio Partnerships (10%) and in
- other EU co-operation programmes in the area of Youth, Culture and Citizenship (25%).

As Table 9.1 shows, participants in different types of Comenius In-Service Training are more or less affected by their experiences abroad to a similar degree. However, the attendance in European seminars more often led to an increased interest in European or international school cooperation in general while eTwinning as an internet tool supporting the search for partner schools has become more important by teachers who had undertaken a job-shadowing.

The highest increase of interest towards European and international activities were expressed by participants of the younger EU Member States, i.e. Bulgaria and Romania, and the aspiring state, Turkey. Other countries above average are Denmark, Estonia, Greece, Hungary and Lithuania.

Concrete plans to set up one or more joint Comenius activities with schools and persons from other countries were reported by about one quarter of respondents:

- 15 percent planned the establishment of a Comenius School Partnership,
- 9 percent the establishment of an eTwinning Partnership,
- 7 percent intended to take part in a Comenius Network, Multilateral Project or an Accompanying Measure,
- 6 percent planned a Comenius Preparatory Visit and
- 3 percent the hosting of a Comenius Assistant.

Table 9.1
Increased interest in other European/international cooperation and activities caused by the participation in Comenius In-Service Training - by type of Comenius In-Service Training (Percentages, multiple replies possible)

	Type of training			Total
	Training course	European conference/ seminar	Job-shadowing	
European or international school cooperation in general	76	87	76	77
Comenius School Partnerships	61	55	66	61
Comenius Regio Partnerships	10	11	9	10
Comenius Assistantships	16	15	14	16
Comenius Multilateral Projects	27	24	23	27
Comenius Networks	19	23	16	19
eTwinning	32	28	43	33
Other sub-programmes of the Lifelong Learning Programme	44	45	40	44
Other EU co-operation programmes	25	34	24	25
Total	312	320	311	312
Count (n)	(2332)	(137)	(140)	(2609)

Source: Survey after the Comenius In-Service Training

Question 4.6: Did the participation in Comenius In-Service Training increase your interest to participate in other European/international cooperation and activities?

As Table 9.2 shows, participants in a job-shadowing planned joint Comenius activities more often than participants in courses or European seminars.

Table 9.2
Plans to set up joint Comenius activities with persons/schools from other countries - by type of Comenius In-Service Training (Percentages, multiple replies possible)

	Type of training			Total
	Training course	European conference/ seminar	Job-shadowing	
No	28	29	19	27
Not yet, but very likely in the future	48	51	48	48
Establishment of a Comenius School Partnership	15	13	18	15
Establishment of an eTwinning Partnership	9	7	13	9
Hosting a Comenius Assistant	3	4	4	3
Taking part in a Comenius Network, Multilateral Project or an Accompanying Measure	6	4	10	7
Undertaking a Comenius Preparatory Visit	5	5	8	6
Total	114	114	119	115
Count (n)	(2407)	(135)	(145)	(2687)

Source: Survey after the Comenius In-Service Training

Question 4.11: Are there any plans to set up joint Comenius activities between you/your school and persons from other countries met during the Comenius In-Service Training?

9.2 Opinions of participants on long-term teacher mobility

Three quarters of IST-participants expressed their interest in taking part in a long-term EU teacher exchange programme should such an opportunity be offered by the Comenius programme. The younger the respondents, the more often such a long-term exchange were considered an attractive option. As Table 9.3 shows, the proportion of interested persons decreased from 84 percent in the age group up to 35 years to 62 percent in the age group of 56 years and older.

Table 9.3
Interest in taking part in a long-term EU teacher exchange programme - by age of respondents (Percentages)

	Age				Total
	Up to 35 years	36-45 years	46-55 years	56-65 years	
Yes	84	75	72	62	76
No	16	25	28	38	24
Total	100	100	100	100	100
Count (n)	(722)	(747)	(715)	(178)	(2362)

Source: Survey after the Comenius In-Service Training

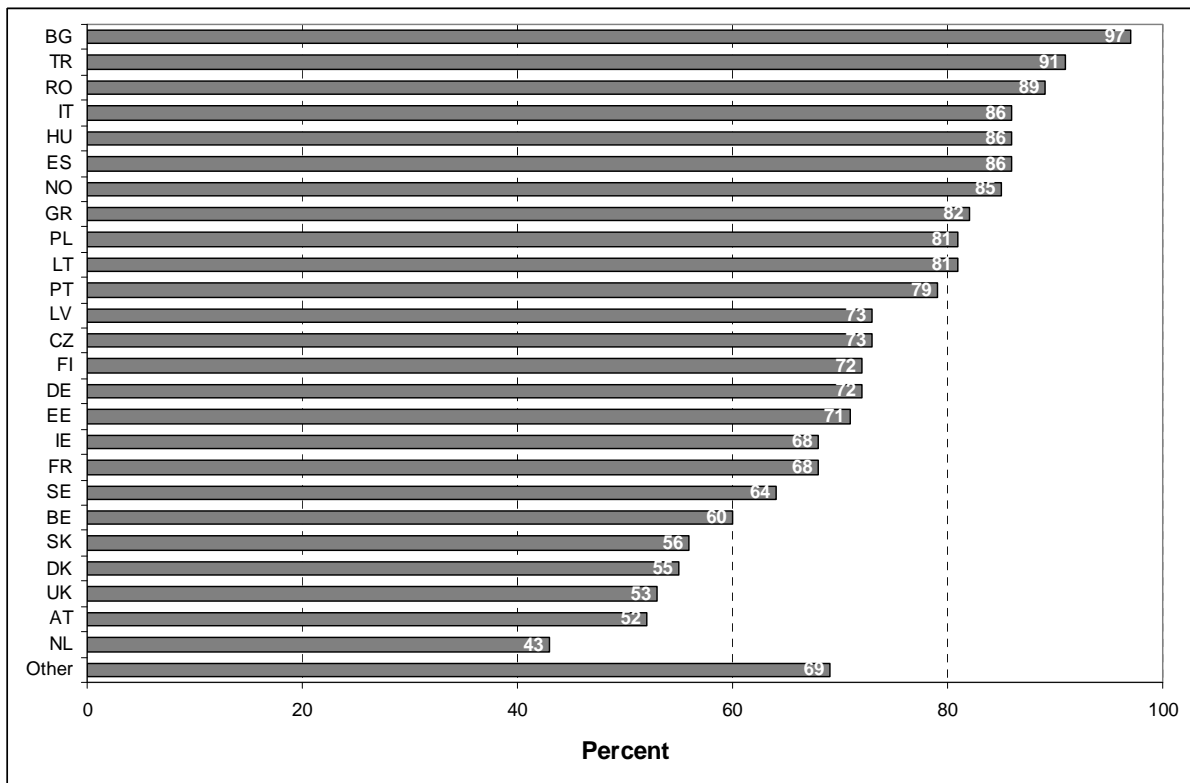
Question 4.12: If there were such an opportunity, would you be interested in taking part in a long-term EU teacher exchange programme?

For whatever reasons, large differences in the interest in such an exchange programme could be observed by home country. While 85 percent or more of IST-participants from Bulgaria, Turkey, Romania, Spain, Hungary, Italy and Norway support the implementation of such an opportunity, the respective proportion is less than 60 percent in the Slovak Republic, Denmark, United Kingdom, Austria and the Netherlands.

The analysis of an open question shows that the reasons for a limited interest in a longer period abroad lie mostly in the private sphere of teachers and educational staff, e.g. care of young children but also of parents. The statements justifying the impossibility of a longer absence with duties in the school or organisation were mainly related to the importance of the participant's own position, e.g. as a head teacher, or the difficulty of unloading their own work onto the shoulders of colleagues.

On average, those in favour of a long-term exchange programme declared 7 months as an appropriate duration. More specifically, 25 percent were interested in spending 1-2 months abroad, 18 percent three months, 19 percent 4-6 months, 32 percent 6-12 months and 5 percent a period of more than one year.

Chart 9.1
Interest in taking part in a long-term EU teacher exchange programme - by home country (Percentages)



9.3 Suggestions of Participants for the improvement of Comenius In-Service Training

In the survey conducted prior to the start of the Comenius In-Service Training, the successful applicants were asked not only to report on their experiences during the information and application phase but also to make additional remarks, comments or recommendations for the improvement of administrative procedures. Altogether, about 600 respondents made use of this possibility and presented ideas and suggestions or expressed their gratitude for the opportunity of taking part in a teacher training course abroad and complimented the good, supportive and effective organisation in particular of their National Agencies. An analysis of a random sample of half of the remaining statements leads to the following results:

- too much paperwork in the application process, e.g. the forms are too long and complicated and for each IST-type a separate form should be offered (55 respondents),
- more planning reliability for the participants, e.g. through an acknowledgement on the receipt of an application, acceleration of decisions, realistic grants and earlier payments (46 respondents),

- a better coordination of the application process, e.g. suitable availability of the application form in the internet, taking into account the difficulties of obtaining necessary signatures during the school holidays (28 respondents),
- better information about the courses, e.g. more detailed information about the courses and more practical information about the stay or specific instructions on how to prepare for the course (26 respondents),
- broadening of the thematic spectrum of courses contained by the Comenius database (10 respondents),
- a forum or blog in the internet for future participants (5 respondents),
- a rating system for course providers (3 respondents),
- a transregional preparatory meeting (1 respondent), etc.

In the second survey carried out some weeks or months after the end of the training, the IST-participants were asked to state the most important factors which would help them to benefit more from the Comenius In-Service Training. Around 1,700 respondents used the possibility to give an individual statement and to express their ideas. The analysis of a random sample of 500 statements shows a range of different issues of concern:

- *Terms and conditions of the action (99 respondents)*, e.g. increase of the budget/number of participants, less paperwork, longer training periods, higher grants and faster payments.
- *Preparation of the courses (59 respondents)*, e.g. better prior communication and an organisation which fits more to the composition of participants in the courses and their expectations; information about the participants should be gathered in advance by the providers.
- *Participants in the courses (58 respondents)*, e.g. a better mix of participants from different countries and a similar level of knowledge would have positive effects; should not be too large.
- *Content and quality of the courses (83 respondents)*, e.g. more time for practical work and for sharing experiences about professional work, more competent trainers, modern didactical methods and better ICT facilities.
- *Social programmes (40 respondents)*, e.g. more school visits and direct contacts with pupils and teachers from the host country.
- *Sustainability (87 respondents)*, e.g. follow-up activities such as a school partnership, more time for post activity reflections, a web-based exchange of experiences with other participants and regular information and updates.
- *Support from the home school (26 respondents)*, e.g. more recognition of IST-participation by the school director and colleagues.

Although all remarks should be taken seriously, it is important to see the complete picture in perspective. Most issues in the list of suggestions and recommendations were also addressed in the form of close questions and the responses shows clearly that the vast majority

of IST-participants were satisfied with the quality of the in-service training and with the support and recognition received from their colleagues and home institutions.

10 Conclusions and Recommendations

Objectives and Design of the Study

The present study is one of the means of the European Commission to judge the impact of Comenius on school education in Europe and to identify opportunities of increasing the effectiveness of the programme. It is the aim of Comenius In-Service Training (IST) to contribute to the improvement of the European dimension of teacher training as well as to the quality of pedagogical approaches and school management by enabling teachers and other school education staff to undertake training abroad. The target group of the study consisted of successful applicants from all eligible countries who took part in training between January and July 2009. More than 4,000 beneficiaries were asked prior and after the Comenius supported in-service training about their expectations, ways and areas of preparation, experiences during the training period, outcomes and impacts and future plans for international cooperation and activities. A high proportion of more than 80 percent of IST-participants supported the study and responded to at least one of the two surveys.

General fulfilment of the objectives of the action

The results of the study show clearly that Comenius In-Service Training contributes to a significant extent to the professional development of teachers and other educational staff members and triggers impacts not only in the classrooms but also at an institutional level of schools and organisations. The added value of training events abroad becomes visible in an increase in European and international dimensions in teaching and learning and in the establishment of increased cooperation between schools and other types of organisations in other countries. Finally, there is no doubt that this Comenius action is in principle able to meet its objectives. However, a more balanced distribution of participants by subject of teaching and by host country is desirable.

Participants and mobility flows

Teachers and other school educational staff who are nationals or permanent residents in one of the countries participating in the Lifelong Learning Programme are eligible to apply for a grant to undertake a Comenius In-Service Training (IST). It is one of the main findings of the study that the vast majority of participants in 2009 were teachers of the English language. In-service training in another country is by nature particularly attractive for foreign language teachers and finds strong support in schools since the demand for highly qualified (English) language teachers is high in almost all European countries. However, it might be justified to raise the question of whether the strong focus on one subject is the desired result of this Comenius action.

Furthermore, as a consequence of the high proportion of English language teachers among IST-participants, a strong imbalance in the mobility flows between the eligible countries emerged. While countries in which English is the domestic language hosted far more Comenius beneficiaries than they sent abroad, all other countries had to be classified as sending countries. Although all countries benefited from Comenius through its contribution to the training of teachers and educational staff, the training industry in English-speaking countries receives a much higher share of the funds than those in other countries. Due to the decentralised administration of this strand of Comenius activities the Commission has, however, very little opportunity of influencing the participation in the programme or the balance of mobility flows. Nevertheless, it should be discussed whether this situation should be accepted and tolerated or whether it should be readjusted in accordance with the policy priorities of the European Commission.

Range of activities supported

The Comenius programme currently supports three different types of in-service training: structured training courses, European seminars/conferences and a less formal type of training: job-shadowings/work placements/observation periods. In 2009 as well as in previous years, the vast majority of participants applied for training courses and only about five percent each took part in a European seminar/conference or carried out a period of job-shadowing at a school or educational organisation in another country. Although the reasons for this were not explicitly addressed by the study, it might play a role that most courses could be taken within the holidays and in addition they are a widely known and proven method to train competency and skills in a clearly defined area.

Job-shadowing on the other hand is relatively new and is not so widely established as a training possibility. In addition, it is not so clearly targeted in respect to its outcomes and usually has to be undertaken during the teaching period. Furthermore, it requires a higher degree of prior investment in terms of finding a suitable partner school, in developing an activity plan, etc. which may lead potentially interested teachers or other educational staff being deterred. It is therefore not very likely that job-shadowing, in the current form, will become a popular alternative in the future, which might contribute to a broader spread of IST-participants by subject of teaching and host country. Nevertheless, job shadowing has its specific potentials and is valued highly by those who took part in it. More educational staff might decide in favour of a job-shadowing in future should this type of training be better promoted and if clarity in respect to the potential outcomes could be improved, e.g. through a set of rules of good practice and/or a guideline for the implementation of high quality job-shadowings. Furthermore, job-shadowings could be used as an effective instrument for the strengthening of partnership projects, e.g. Comenius School Partnerships.

Level of grants

The grants provided by National Agencies for participation in Comenius In-Service Training covered on average more than ninety percent of the costs for travel, subsistence and course fees. Although each second participant spent at least some of his/her own money, the cost coverage rate of the Comenius grant in general seems to be sufficient. Differences by home country of participants are due to the responsibility of National Agencies to define ceilings on the maximum amount per cost item. Consequently, participants from different countries attending the same training course might not get the same amount of grant to cover their expenses in the host country. On the one hand, this situation may be a reason for complaints by those who had to spend a higher proportion of their own money. On the other hand, the definition of ceilings allows National Agencies to divide the total budget available for Comenius In-Service Training into as many units as necessary to ensure an appropriate acceptance rate of applications.

Duration of support

Comenius supports in-service training of up to six weeks. In practice, training periods of more than two or three weeks are the exception. On average the training lasted 11 days. It was even shorter in the case of seminars (7 days on average) and slightly longer in the case of a job-shadowing (12 days). There are some indications that longer periods lead to a higher level of outcomes. However, setting a minimum duration would endanger the flexibility of the programme to adapt to the time schedules of individual teachers and would possibly lead to an exclusion of persons with extraordinary time consuming personal or professional obligations.

Quality of courses and seminars

In most courses and seminars, the ratio of lecturers to participants was quite good and the participants on average came from six different countries. However, one quarter of beneficiaries attended a course in which more than half of the participants were compatriots.

The vast majority of respondents praised the quality of the content and academic level of the training, the performance of trainers and the good preparation and active participation of other participants. It is also important to note that two thirds of the respondents were satisfied with the support to continue learning and the follow-up activities (e.g. by provision of learning material) offered after the course ended. Despite the overall good assessment, the few courses of low quality need attention. It is therefore suggested to implement a procedure which allows a continuous and timely quality assurance of training activities attended by IST-participants.

Quality of job-shadowing

Similar to the participants in courses and seminars, the participants in a job-shadowing expressed their satisfaction with the persons they shadowed and the opportunity to get an insight into the day to day practice within the visited institution. In most cases the job-shadowing could be carried out either completely or at least to a large extent as originally planned. The participants did not only observe activities of their trainers but were also involved in the daily activities of the host organisation. Compared to their work at home, almost all participants in a job-shadowing experienced large differences in one way or another. An unexpected result of the study shows that the vast majority of participants shadowed not only one or two colleagues abroad, but three or even more. However, it is not clear whether this was an advantage or more of a disadvantage. Either way, it shows that the understanding and practice of job-shadowing needs more clarification and reinforcement.

Outcomes for participants

In the view of beneficiaries, Comenius In-Service Training is an effective instrument to contribute to the professional development of teachers and other educational staff. Almost all IST-participants considered the outcomes of the Comenius In-Service Training as very valuable. The training contributed not only to an increase in knowledge of the participant's own area of specialisation but also to an acquaintance with new knowledge and skills in various specific fields and to reflection on the participant's own teaching and working methods. Furthermore, proficiency in a foreign language could be improved, intercultural knowledge and competency increased and contacts with colleagues from other countries established. In addition to the rather cognitive outcomes and the establishment of contacts, the vast majority of IST-participants also reported an increased motivation to teach and a willingness to continue to develop personal professional competency. The contribution of the training to the improvement in knowledge and skills in specific areas such as Information and Communication Technology (ICT) or the educating of pupils with special needs was considerably lower. However, taking into consideration that only a few participants attended courses or seminars with a focus on these issues, the proportion of those stating significant outcomes is astonishingly high.

Not all participants saw their high expectations prior to the beginning of the training fulfilled in the end. The highest discrepancies in this respect could be observed in the case of participants in a job-shadowing. Accordingly, participants stated on average a lower extent of benefits in specific areas than participants in courses and seminars.

A complex statistical regression analysis was employed to measure the correspondence between the personal background of participants, the profile of the training and the self-assessment of benefits. The results strongly underline the importance of good preparation, the relevance of the composition of participants in courses/seminars and the quality of the training. Those who had been well prepared for the content of the course, most often re-

ported an improvement of knowledge and skills in their own subject area. A good language preparation helps to establish lasting contacts with colleagues from other countries. High outcomes in terms of new contacts are also more likely if courses and seminars are attended by participants from many different countries and if the lecturers take care of a communication culture ensuring frequent discussions and activities between the participants. The most important factor for the success of Comenius In-Service Training is without a doubt, the performance and the quality of the courses and seminars.

Impacts on professional work and on pupils

Most respondents were able to apply the newly gained knowledge in their professional work. Although the high motivation and the euphoria towards new approaches and changes of daily routines directly after the training period abroad seems to diminish gradually, in the majority of cases lasting impacts on the international orientation of beneficiaries and the ways of teaching in the classroom could be observed. Head teachers, colleagues and pupils who might be affected through the application of new knowledge and skills by IST-participants, reacted in most cases positively.

The improvement of learning processes of pupils is the third link in the chain of outcomes and impacts of Comenius In-Service Training and it is a direct result of changes of contents and teaching methods, i.e. the ways in which the professional work is conducted. Overall, the majority of IST-participants reported not only a substantial improvement of subject/content related learning processes but also an increase of social and personal competency of pupils.

Impacts at institutional level

Although the impact of Comenius In-Service Training at the institutional level was finally in some areas considerable lower than expected by participants prior to the training, a remarkably high proportion stated benefits for their school or organisation as a whole. Most frequently, a change in the attitude of colleagues was reported which became visible not only in a growing interest to participate in Comenius In-Service Training but also in an increased willingness to learn a foreign language. Further important areas of impacts were the introduction of new teaching and learning methods, the improvement of existing course offerings and the internationalisation of schools and other educational organisations. In comparison to the small number of IST-participants in management positions, i.e. head teachers, etc., the frequency of reports about impacts on management strategies, ideas or practices is also astonishingly high. As a side effect of Comenius In-Service Training, the interest of nearly all surveyed teachers and educational staff in participation in other European or international cooperation and activities is increased. Concrete plans to set up one or more joint Comenius activities with schools and persons from other countries were reported by about one quarter of respondents.

Beneficiaries who attended courses noticed most often an impact on the motivation of colleagues to take also part in Comenius In-Service Training and, additionally, on the improvement of the content and methods of teaching within the home institution.

Participants in a job-shadowing on the other hand stated a comparably high impact on the internationalisation of their schools and concrete plans for joint Comenius activities with partner schools in other countries.

IST-participants from schools and organisations which made use of Comenius In-Service Training in a strategic way, i.e. as an instrument for internationalisation or for staff development, stated considerably more often an impact at the institutional level. The effects are particularly high in schools and organisations which used Comenius for both internationalisation and staff development. The effectiveness of this Comenius action obviously could be improved by using the strategic embedding of the training within the home institution as award criteria.

Dissemination of results

Besides informal discussions which obviously led to a strong increase in the interest of colleagues in Comenius In-Service Training, the majority of IST-participants also reported in a more formal way about their training experiences, e.g. in the form of oral presentations or through the publishing of articles in newspapers or journals for professional associations. Addressees of presentations were not only colleagues from the participant's own school but also frequently teachers and colleagues from other schools or institutions. Only a very small number of IST-participants did not intend to disseminate their experiences in any way.

Recognition

A formal recognition of the participation in Comenius In-Service Training is an important means of expressing the appreciation of this kind of training and to encourage other teachers and educational staff members to also take part in the programme. The vast majority of the surveyed IST-participants received such a formal recognition either from the management of their school or organisation or from a (school) authority at regional or national level. However, differences by home country show that national regulations and country specific cultures in dealing with in-service training shaped the extent of formal recognition.

Obstacles and difficulties prior and during the Comenius In-Service Training

By and large, the participation in a Comenius supported training activity seems to be possible without significant problems. As far as difficulties were encountered, the reasons lie more often in the private sphere of participants, e.g. the interruption of personal obligations such as childcare, than in the conditions of employment or the modalities of the Comenius programme. Only a small number of respondents stated problems caused by the level of financial support, the workload for the completion of the application, a late decision by the National Agency or a late payment of the Comenius grant. Problems related to employment such as the finding of a replacement during the training period or to in obtaining the approval from the school/ organisation were also not frequent.

During the training period each tenth complained about the lack of availability of rooms for self-study or large differences in the knowledge of participants. Difficulties with the quality of accommodation, administrative/organisational matters, financial matters, etc. were stated each by only a small number of participants.

Due to the low level to which participants were confronted with problems prior or during the Comenius In-Service Training, there is no urgent need for action. Nevertheless, late decisions by National Agencies or late payments of Comenius grants should be avoided.

Overall satisfaction of participants

In market research, the extent of satisfaction of customers is usually the most important indicator when judging a product. On this basis, Comenius In-Service Training has to be considered a very good opportunity for teachers and educational staff to improve their professional competency and skills. Overall, 93 percent of the IST-participants were satisfied or very satisfied with the outcomes and benefits of the Comenius In-Service Training. Only 6 percent had some reservations and only a small number of beneficiaries were dissatisfied. A multivariate statistical analysis leads to the result that the extent of satisfaction is strongly dependent on the quality of the training, its contribution to individual professional development, the extent to which lasting contacts with colleagues from abroad were established, the impact on colleagues and pupils and the contribution to the internationalisation of the participant's own school or organisation.

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