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STUDY

## Policy Department B Structural and Cohesion Policies

# MOBILITY OF SCHOOL TEACHERS IN THE EUROPEAN UNION

CULTURE AND EDUCATION

2008

EN





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**Directorate General for Internal Policies of the Union**

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### **CULTURE AND EDUCATION**

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Author(s): London Economics

Responsible Administrators: Constanze Itzel  
Victoria Joukovskaia  
Policy Department B: Structural and Cohesion Policies  
European Parliament  
B-1047 Brussels  
E-mail: [constanze.itzel@europarl.europa.eu](mailto:constanze.itzel@europarl.europa.eu)

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\* Dr Gavan Conlon, Dr Charlotte Duke, Dr. Pau Salsas, London Economics



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# **MOBILITY OF SCHOOL TEACHERS IN THE EUROPEAN UNION**

## **STUDY**

### **Content:**

This study undertakes a quantitative and qualitative analysis of teacher mobility across the European Union Member States where information exists. It explores the relative benefits, costs, strengths and weaknesses of the various mobility programmes. On the basis of case studies the authors identify mobility practices that have been successful but also look at areas where some improvements may be made. The study provides policy recommendations for European, national and school decision-making levels that might be useful to improve the design and the implementation of mobility programmes.

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## Executive summary

London Economics were commissioned by the European Parliament in May 2008 to undertake an analysis of teacher mobility across the European Union to better assist policy makers to understand the current extent of teacher mobility, as well as better understand the barriers that might be preventing members of the school workforce from participating in teacher mobility programmes. This report highlights the findings of the research project.

## Methodological Approach

The analysis was undertaken in several stages and combines desk based and quantitative analysis, as well as a number of in depth case studies in five European Union Member States. In particular, London Economics undertook a detailed review of the academic literature relating to the economic and social benefits associated with labour mobility (in general) and combined this with further analysis of the literature relating to the incidence and outcomes associated with teacher mobility specifically.

Alongside this analysis of the wider academic literature, we also undertook an extensive analysis of the range characteristics of the national teacher mobility programmes in those Member States for which information existed. This element of the analysis assessed the nature of the various teacher mobility programmes. Specifically, we assessed whether national teacher mobility programmes were one-way or bilateral; short term or long term; the specific member of the school workforce targeted; the potential destination or origin of the members of the school workforce; the primary aims and objectives associated with the programme; the number of participants; the application process; and the financial and logistical assistance provided.

In addition to the search of available information from official sources, we also made use of the available large scale data sets that may contain some more general information on teacher mobility, such as the European Labour Force Survey (ELFS) and European Social Survey (ESS). Specifically, we used these data sources to better understand the various flows of individuals between countries in the education sector. The analysis of these secondary data sources was not intended to provide exact information on teacher mobility, but simply to provide some additional background and context on some of the country specific patterns of migration that might be associated with the labour market for teachers.

The analysis also considered the take up of pan-European teacher mobility programmes across the European Union Member States. In particular, we were provided with information in relation to the Comenius School Partnership Programme and the Comenius Teaching Assistantship Programme. The analysis undertaken illustrates the increased trend in take up of the various Comenius Programmes, but also the Member States within the European Union for whom the Comenius Programmes play a particularly important role in facilitating teacher mobility.

## Caveats

There are some caveats associated with the analysis relating to the various information gaps that exist. There was some difficulty collecting detailed information on the nature of the national teacher mobility programmes across all Member States and relatively little consistent information on the take up of these programmes. Some of this is entirely understandable given the relative size of the programmes and the fixed costs associated with monitoring and evaluation. Given the obvious benefits associated with labour mobility generally and teacher

mobility specifically, we would urge that greater attention is paid to the collection and dissemination of robust quantitative information relating to teacher mobility programmes.

### **Selection of Member States for in-depth analysis and approach**

Combining the various elements of desk based research, and acknowledging the possible subjectivity of some of the criteria, we identified five Member States for in depth case studies using the following criteria:

- the number of identified national mobility programmes;
- the number of identified long-term national mobility programmes;
- the number of destinations offered;
- the quality of information available for the national mobility programmes;
- the use of the Comenius programmes;
- the inflow of Comenius assistants into the Member State; and
- the extent of the contact made with national agencies and willingness to participate.

The countries were selected on these criteria in agreement with the European Parliament. The selected countries and the key of the criteria for each selection were as follows:

- **Austria** (Member State with a relatively high number of long-term mobility programmes);
- **United Kingdom** (Member State with a high number of destinations offered);
- **Spain** (Member State with a high number of national mobility programmes);
- **Finland** (Member State where the Comenius programme is widely used); and
- **Czech Republic** (new Member State particularly successful in promoting mobility)

Specifically, in each of the five countries selected (where agreement to participate was forthcoming), we interviewed policy officials managing the mobility schemes within the national organisations. These interviews were undertaken by telephone using a semi-structured interview tool that was provided in advance of the conversation to allow for preparation. This element of the qualitative research focused on how the national organisations (for instance, national Comenius agencies and national Ministries of Education) implement the schemes supporting the mobility of teachers. In addition to collecting information from respondents on the operation of the national and Comenius programmes in each of the countries, we also requested information from these organisations on specific schools and members of the school workforce that might participate in the second element of this stage of the analysis.

The second element of the case study approach was to better understand how mobility is perceived within participant schools by teachers and head-teachers. We also asked respondents to share their thoughts in relation to the perceived strengths and weaknesses of the mobility programmes that they had experienced, and any barriers that may dissuade actual uptake or participation in the programmes (for example, difficulty in finding replacement cover during the stay abroad). This two stage approach was designed to allow us to better understand the implementation and outcomes associated with the various programmes as well as to understand the extent to which the programmes have evolved over time.



Twenty eight interviews were conducted across the case study countries, including 9 interviews with policy officials responsible for the various teacher mobility programmes and 19 interviews with teachers, teaching assistants and head-teachers in Member State schools.

## Main Findings

Mobility programmes in the European Union are effectively promoting the following objectives:

- *Increasing teachers' motivation to teach:* This positive outcome is driven by teachers' first hand experiences of other cultures and teaching methods that teachers can then bring back to their own students. Mobility programmes also provide meaningful, interesting and real life contextual frameworks in which teachers can present their own curriculum.
- *Improved pedagogic skills:* Teacher mobility decreases teachers' scepticism of other cultures and alternative teaching methods. Teachers are able to observe first hand alternative pedagogic methods. In addition to this, visiting teachers will often give presentations at the host school, thereby increasing teachers' own confidence in teaching and helping them to integrate new teaching methods into their own school.
- *Improved linguistic skills:* Mobility programmes encourage teachers to learn new languages particularly at conversational level. Further, differences in languages, rather than creating a barrier to mobility, actually encourage innovation in communication as teachers use complementary methods to promote communication when common language skills may not be that strong. The motivation to learn new languages also flows through to the students.
- *Increased openness to Europe:* Mobility programmes promote relationships between schools across EU national borders. These relationships are built upon common curriculum interests, but in many cases they also extend to new friendships. This is particularly the case when mobility programmes promote repeat interactions between groups of schools, such as the Comenius School Partnership programme. Mobility also has a strong impact upon social integration in regions where new cultures and religions are growing in prominence. This can be particularly important when students' parents have not had a lot of experience of other countries, and when the students do not have the opportunity to travel themselves.
- *Improvements in key competencies:* The analysis has illustrated that teacher mobility (and international programmes in schools more generally) can encourage teachers and students to improve their own skills and gain additional qualifications. Rather than participation being the sole outcome associated with participation on a mobility programme, we have found evidence that participation leads to continuing professional development amongst many teachers post-completion, resulting in a better learning experience for students.
- *Innovation:* Mobility programmes and collaborative projects more generally across European Union national boundaries have an impact beyond the improvement of linguistic skills. For example, schools use video conferencing and e-mails to keep in touch with their partners abroad. In order to promote communication in a common language, schools and learners use tools such as cookbooks, cultural festivals and indigenous costumes to highlight similarities, and differences, between their countries and cultures.

## Areas for possible improvement

There are some areas where policy makers at the pan-European level may be instrumental in improving teachers' access and participation in mobility programmes, and to further promote the flow of benefits derived from mobility programmes to schools more broadly.

- *Targeting head-teachers*: Head-teacher support is critical for successful teacher engagement in mobility. Head-teacher support tends to be greater when head-teachers have themselves participated in mobility programmes directly. Lack of head-teacher knowledge and understanding of the benefits of mobility, and how mobility links directly with their schools' curriculum objectives, is an obstacle for teachers and schools attempting to promote mobility. Targeting of head-teachers could increase both the uptake of mobility by teachers, and help to ensure that the benefits of mobility flow to the wider school population.
- *Substitute or replacement cover*: Teacher cover was identified as an obstacle by almost all schools interviewed. Covering for teacher absence, even if it is just for 2-3 days, is costly to schools. These costs include direct financial costs in terms of paying for a substitute teacher, and disruption costs as the school may raise concerns about discontinuity in the planned syllabus (and how this may impact upon the school's performance). In order to mitigate these direct financial costs, mobility programmes could assist schools to pay for substitute teachers. Alternatively, national agencies that manage the mobility programmes could help schools identify complimentary sources of funding that will assist these costs.
- *Administrative burden*: School respondents' considered that the administrative burden (particularly for Comenius) was high, especially in relation to the size of the grants awarded. Other examples of the high administrative burdens related to linguistic issues within participating schools. For instance, respondents found that the contractual information and application forms were in English, and although they themselves could read and write English, when it came to requesting their head-teacher to sign the contract, this was refused until translated into the vernacular. However, a point many respondents made was that the administrative processes for Comenius has improved over time. In particular, the need to apply only once for three year projects, and the requirement that the lead school manages the application process on behalf of all partner schools, were seen as reducing the administrative burden for schools.
- *Timing of applications*: Many respondents, both schools and national agencies, raised the point that the length of time between application and the start of programmes was too long. For example, applications are made in January or February (the second half of the school year); however, projects and visits do not occur until after August (the beginning of the next school year). This creates some problems for the schools because, (a) the schools do not know which students will be in what classes, and therefore which students will be involved in the international programme; (b) project kick-off happens very soon after the new academic year begins, and as this is a very busy time for schools, some teachers considered that they did not have enough time to appropriately plan for project start-up.
- *Timing of payments*: In some programmes, final payment is made at the conclusion of the project. This final payment is used as an incentive by the managing agencies to ensure timely delivery of the outcomes and findings by schools, and to ensure that the final project reports are of the requisite standard. However, some teachers have found that if payment is made in two lump sums (for instance 40% at beginning of the project and 60% at conclusion), the teacher must sometimes take out a personal loan for the final

payment amount to cover costs incurred during the end-phase of the project. Teachers suggested that it may be more helpful to increase the number of payments made over the lifetime of the project (i.e. staggering the payments to a greater extent).

## **Recommendations**

### **European Level**

It is clear that there is strong demand for participation on teacher mobility programmes and that this has been increasing over time. Teacher mobility programmes also appear to achieve a number of EU goals relating to the exchange and promotion of good teaching practice; improving language and communication competency; increasing familiarisation with other cultures; widening horizons; and increasing the motivation of teachers (and learners). However, the analysis identified continuing difficulties in relation to schools managing the resource consequences associated with teachers spending any significant length of time abroad. Respondents indicated that there may be some benefit from either the provision of additional resources to schools to provide replacement cover or the better co-ordination of teacher flows between schools internationally. There may be a role for a pan-European agency to assist in the allocation of additional resources and/or the better co-ordination of resource flows.

However, this task requires comprehensive data collection, which at the moment only appears to be undertaken for the purposes of record keeping. We would suggest that more accurate information is gathered from participants (before, during and post participation) that would potentially allow the better identification of potential host and provider schools, the better management of resource flows (to minimise burdens on schools), and allow for detailed analysis post-completion.

### **National Level**

There were a number of inconsistencies associated with the management and administration identified over the course of the research exercise. For instance, we identified some difficulties encountered by schools as a result of the time lag between application and notification of participation; differences in teacher funding arrangements (leading to some credit constraints); a lack of financial resources to compensate for teacher replacement; inconsistencies in relation to the extent of logistical support and the evaluation of outcomes; and a lack of information in relation to the qualifications and skills of some visiting teachers. Although acknowledging the fact that the flexibility associated with some teacher mobility programmes is considered a key strength, we believe that there is some scope to standardise the management and administration of mobility programmes across countries.

### **School level**

It is clear from the analysis that there are significant benefits associated with participation on teacher mobility programmes and that these benefits accrue to both participating and non participating teachers, as well as to students. However, these benefits are sometimes uncertain and likely to be longer term. It is also the case that the costs associated with teacher participation (in the form of replacement cover and disruption) are more tangible. The analysis has illustrated that it is key to ensure the engagement of head-teachers in the teacher participation process and these individuals are key players in the take up of teacher mobility programmes. As such, it is crucial to ensure that head-teachers are appropriately informed in

relation to the extent of the benefits associated with teacher mobility programmes with the aim of supporting participation. We would recommend that some quantitative and qualitative analysis is undertaken to identify the perceived benefits of teacher mobility programmes and that this is actively disseminated to head-teachers.

## Acronyms

<b>EAEAC</b>	European Education, Audiovisual and Culture Executive Agency
<b>OECD</b>	Organisation for Economic Development
<b>NGO</b>	Non governmental agency
<b>ELFS</b>	European Labour Force Survey
<b>ESS</b>	European Social Survey
<b>OAD</b>	Österreichischer Austauschdienst
<b>BC</b>	British Council
<b>OAPPE</b>	Organismo Autónomo Programas Educativos Europeos
<b>BMKK</b>	Austrian Federal Ministry for Education, the Arts and Culture
<b>AIA</b>	Academic Information Agency
<b>NAEP</b>	National Agency for European Educational Programmes
<b>CIEP</b>	Centre International d'Études Pédagogiques
<b>PAD</b>	Pädagogischer Austauschdienst
<b>LCD</b>	Link Community Development
<b>CIMO</b>	Centre for International Mobility



# Contents

<b>Executive summary</b>	<b>iii</b>
Recommendations	vii
<b>2. Terms of Reference</b>	<b>1</b>
<b>3. Background and Context</b>	<b>3</b>
<b>4. Literature Review</b>	<b>5</b>
4.1. Benefits of labour mobility	5
4.2. Studies of teacher mobility	8
<b>5. Methodology and approach</b>	<b>11</b>
5.1. Definitions and structure of the research project	11
5.2. Caveats	17
<b>6. Comenius programmes</b>	<b>19</b>
6.1. Description of the Comenius programmes	19
6.2. Participation on Comenius programmes	21
<b>7. National mobility programmes</b>	<b>33</b>
7.1. General information relating to mobility of school workforce	33
7.2. Long-term mobility in the education sector	33
7.3. Description of national mobility programmes	35
<b>8. Selection of case studies</b>	<b>65</b>
<b>9. Case study findings</b>	<b>69</b>
9.1. Austria	70
9.2. Finland	78
9.3. United Kingdom	87
9.4. Czech Republic	98
9.5. Spain	107
<b>10. Summary and recommendations based on Case Studies</b>	<b>117</b>
10.1. Strengths and areas of possible improvement	117
10.2. Recommendations	120
<b>Bibliography</b>	<b>121</b>
<b>11. Annex 1 Description of national mobility programmes</b>	<b>123</b>
<b>12. Annex 2: Presentation of the European Social Survey</b>	<b>189</b>
<b>13. Annex 3: Stakeholder Consultation Documents</b>	<b>193</b>





# 1. Terms of Reference

London Economics were commissioned in May 2008 to undertake an analysis of teacher mobility across the European Union to better assist policy makers to understand the current extent of teacher mobility, as well as better understand the barriers that might be preventing members of the school workforce from participating in teacher mobility programmes. This report highlights the findings of the research project. Below, we provide an indication of the original aims and objectives associated with the research project as per the original Invitation to Tender.

- To describe the existing forms and types of mobility programmes available for primary and secondary school teachers implemented at the European and national levels;
- To determine the proportion of outgoing and incoming school teachers in the EU27 as a result of national or European mobility schemes;
- To provide statistics by country, by duration of stay and by type of mobility programme (national or European);
- To undertake a mapping exercise of general mobility flows and of the inflows and outflows of school teachers;
- To focus on the Comenius mobility programme and present a statistical analysis of teacher mobility, by teaching discipline, by position (head teacher), by duration of stay;
- To collect data on existing interregional and trans-border mobility;
- To evaluate the national measures aimed at promoting mobility through a qualitative analysis of teacher mobility;
- To describe and evaluate the efficiency of the actions undertaken by the Comenius national agencies to promote mobility;
- To conduct at least five case studies to better understand how experience abroad is actually encouraged and recognised;
- To analyse in the countries of interest the practical organisation of the mobility of school teachers at school level: the main obstacles and difficulties encountered by the schools when implementing mobility schemes; the attitude of the school hierarchy towards the mobility of teachers; the advantages and disadvantages of mobility for the teacher and the hosting school; the experience, motivations and expectations of teachers in mobility schemes; and provide recommendations to improve the quality of mobility;
- To provide the European Parliament with an assessment of how the mobility of school teachers is being implemented in different Member States, and to point out best practices; and
- If appropriate, make recommendations to improve the quality of national and European policies in this field.

## Structure of report

The structure of the report is as follows. In Section 3, we provide some information on the background and policy context of teacher mobility programmes. In Section 4, we provide some evidence from existing academic literature relating to the benefits associated with enhanced labour mobility in general and the teacher workforce specifically. In section 5, we present the methodology and approach adopted to answer the main research questions. In section 6, we analyse the use of the Comenius programmes across the EU27. In Section 7, we describe the main national mobility programmes across the EU27. In section 8, we detail the selection process for the case studies in the five Member States, while in section 9, we analyse the results of the individual case studies. In section 10, we conclude by summarising the main findings of the studies, identifying examples of good practice; perceived barriers to teacher mobility; and recommendations for the improvement of teacher mobility programmes.

## Caveats

Although every effort was made to answer all the questions laid out in the original terms of reference, there were a number of questions that we were unable to provide explicit answers to – primarily relating to the lack of any consistent data. This is unsurprising in many respects as the information that is collected by organisations responsible for the management and administration for teacher mobility programmes is not collected for the purposes of detailed on-going analysis. In particular, in relation to the areas contained within the original Terms of Reference, although we were able to identify a number of national mobility programmes, there was little information at a disaggregated level in respect to a number of categories. For instance, we were unable to collect or analyse any *disaggregated* data relating to the possible destination of participants and as such it was not possible to identify interregional mobility. Similarly, any attempt to assess the average duration of participants on teacher mobility programmes or the actual subject discipline of teachers participating on these mobility programmes was not possible.

In order to achieve the specific aims contained in the original terms of reference in any meaningful way, a significant amount of co-ordinated data collection in relation to the personal and employment characteristics of participants, their destination and duration of stay would be required.

## 2. Background and Context

The European Union has long stressed the importance of the mobility of teachers - defined as trips abroad for training or teaching purposes - in the European Union Member States (hereafter EU27). Since 1994 and the launch of the Socrates programme, there have been concerted efforts to strengthen the European dimension of education at all levels, improve the knowledge of European languages, promote cooperation and mobility throughout education, encourage innovation in education; and to promote equal opportunities in all sectors of education.

In 2006, a European Charter for Mobility was adopted, following the 2001 Recommendation on mobility for students, persons undergoing training, volunteers, teachers and trainers<sup>1</sup>. The Charter provides guidance on mobility which consists of ten core principles including access to clear information, personalisation of the programme, linguistic and logistical support, mentoring and evaluation of the outcomes of the programme<sup>2</sup>. In 2007, to foster the development of an advanced knowledge society through in-service training and mobility, the European Union launched the Lifelong Learning Programme (LLP)<sup>3</sup> with an investment of approximately €7bn between 2007 and 2013. There are a number of individual programmes covered by the wider Lifelong Learning Programme, including the various Comenius programmes. The Comenius programmes aim to improve the mobility of primary and secondary school teachers as well as the mobility of teachers in training.

The objective of the current research project is to assess the extent of mobility amongst primary and secondary school teachers in the EU27 and identify best practice within different teacher mobility programmes. To this end, this study is tasked with examining the main programmes affecting teacher mobility; the support mechanisms available to teachers to improve mobility; the shortcomings associated with different programmes; and barriers preventing mobility.

With these objectives in mind, this research study provides a description of the different types of mobility and mobility programmes across the European Union, the variation in the extent of participation in Comenius programmes across the EU27, and a description of the main nationally administered mobility programmes in the EU27. With this baseline analysis in place, we then undertake a detailed analysis of the administration of the various programmes, the perceived positive and negative factors of mobility programmes as well as the perceived barriers to mobility through a number of case studies with policy officials, head-teachers and teachers involved in the mobility programmes in 5 selected EU Member States (Austria, the Czech Republic, Finland, Spain and the United Kingdom).

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<sup>1</sup> <http://europa.eu/scadplus/leg/en/cha/c11015.htm> (last accessed 20 November 2008).

<sup>2</sup> More information on the Charter for Mobility can be found at the following website: <http://europa.eu/scadplus/leg/en/cha/c11085.htm> (last accessed 20 November 2008).

<sup>3</sup> See [http://ec.europa.eu/education/programmes/newprog/index\\_en.html](http://ec.europa.eu/education/programmes/newprog/index_en.html) for additional information on Decision No.1720/2006/EC of the European Parliament and of the Council of 15 November 2006, establishing an action programme in the field of lifelong learning (last accessed 20 November 2008).



### 3. Literature Review

This section presents a review of some of the existing research on the benefits of labour mobility in general. We then present a review of some of the additional academic and policy related research that focuses on the benefits that derive specifically from the mobility of teachers. This review of is not exhaustive, but presents the main policy and academic papers in these two areas.

#### 3.1. Benefits of labour mobility

The economic benefits that derive from labour mobility have been categorised by researchers in the following way:

- Labour mobility is essential to global competitiveness and economic growth;
- Labour mobility allows the economy to adapt to structural change;
- Labour mobility is needed to achieve a balance between supply and demand for labour, and addresses the problems of ‘dual labour markets’<sup>4</sup> and unemployment;
- Mobility of labour is an important instrument for encouraging knowledge transfer, especially scientific knowledge; and
- Labour mobility is an important factor in attracting talented workers, especially in the science and technology related sectors, helping to drive economic growth.

Other benefits, sometimes referred to as the non-economic benefits of labour mobility, relate to social cohesion effects. These benefits and the supporting literature are discussed below.

##### 3.1.1. Global competitiveness and economic growth

A number of studies have found that greater labour mobility enhances global competitiveness. An early study (European Commission, 1993) argues that for an economy to gain competitive advantage it is essential to have the capacity to combine factors of production efficiently and this requires factor mobility<sup>5</sup>. This is supported by several later studies (European Commission 1996; European Commission 2001a; Shah and Long 2006).

An underlying argument promoting enhanced labour mobility is that improved mobility allows labour to move efficiently into sectors where it is needed most as the relative importance of certain sectors change. When resources can move quickly and cost effectively this provides any given economy a competitive advantage over its’ competitors. The European Commission report also argues that rigidity of labour supply (created by a lack of mobility) creates higher labour costs, damaging the competitiveness of companies and organisations in global markets. Another argument is that labour mobility promotes knowledge transfer, which in turn increases competitiveness, and this aspect is given more attention below.

A further important benefit of labour mobility identified in the academic literature (for example Ali M. El-Agraa (2007) and European Commission (2001b)) is that labour mobility

<sup>4</sup> A dual-labour market is a situation in which region(s) with high unemployment exist side-by-side with region(s) suffering from labour shortages.

<sup>5</sup> In other words, labour and capital should be combined such the marginal product of labour and capital is maximised. Factor mobility is necessary for this to occur.

is essential for economic growth. The argument underpinning this assertion is that labour mobility allows resources to move freely into sectors which are experiencing high growth. This is seen as particularly relevant given the current pace of world-wide economic change and the increased incidence of technological innovation and globalisation, which continually lead to new sectors of high growth.

One study (Moffitt, 1990) develops a model of sectoral labour mobility in the United States and tests its implications for economic growth. The model estimates a value for “society’s match-specific information”; that is, the extent to which the complete freedom of movement of labour raises economic growth. The study finds that mobility raises expected earnings by roughly between 8.5% and 13% of labour earnings, which translates to an increase in Gross National Product by between 6% percent and 9% percent.

### **3.1.2. Adapting to structural change**

One of the most important benefits of labour mobility reported in the literature is that mobility allows the economy to respond to structural change. That is, the factors of production in the economy, including labour, can move freely to where they are needed in response to wider economic changes. This argument is presented in several studies, notably European Commission (2001a and 2002). Both these reports illustrate two important structural changes where labour mobility has a role in helping the economy adapt to those structural changes. The structural changes identified relate to changes in the relative importance of individual sectors and occupations, and the process of globalisation. The reports note that relative to the United States, Europe typically has lower levels of occupational and geographic labour mobility, implying that the economies of individual Member States or of the European Union as a whole are less likely to be able to adapt to structural changes compared to the US economy. Given the current economic downturn that is being experienced, the lack of labour market flexibility and resulting relative inability of the European economies to adjust to fundamental changes in the economic environment may have serious implications for the time required for the European Union economies to return to long run economic (trend) growth rates.

### **3.1.3. Balance between supply and demand for labour**

Another benefit of labour mobility that has been identified in the academic literature is that it allows the economy to maintain a balance between supply and demand for labour. This benefit is reported in numerous studies (European Commission (1993); European Commission (2002); Ali M. El-Agraa (2007); Shah and Long (2006)). High labour mobility allows human resources to respond to fluctuations in demand, both between sectors and between geographic regions. This prevents bottle-necks occurring in labour supply and labour shortages becoming a constraint in certain sectors of the economy.

As noted above, this has important implications for economic growth. However, it is also important in terms of employment, with obvious related social benefits. Several studies (European Commission (1996) and (2001b)) reason that labour mobility contributes to achieving the European objective of full employment, set at the Lisbon European Council in 2000. The literature (European Commission (2002); Shah and Long (2006)) notes that labour mobility is vital to prevent dual labour markets, where regions with high unemployment exist alongside regions suffering from labour shortages. Clearly, if human resources are underemployed in some regions whilst other regions face labour constraints, the economy cannot work at the efficient level of output.

### **3.1.4. Knowledge transfer**

Knowledge transfer is cited in the literature as a further benefit of labour mobility. Several studies (European Commission 1993, 2001a, 2001b) make the link between the movement of labour in the economy and the extent of knowledge transfer. Movement of human resources across geographic regions and between industries is an effective way of spreading innovation and good practice. This creates efficient, innovative industries, which in turn promote competitiveness and economic growth.

### **3.1.5. Scientific research**

The issue of labour mobility and knowledge transfer is discussed in particular by the European Commission (2001a) in a report that focuses on the mobility of science researchers and workers in the science industry. The authors reason that research and development is a powerful driving force for economic growth, and introducing a European dimension to scientific careers makes Europe more attractive to top researchers.

The report also argues that mobility is attractive to researchers because it allows them to take advantage of the best opportunities regardless of where they are currently situated. Mobility raises the profile of individual researchers and creates internationally renowned centres of excellence. The idea that research and development can drive economic growth is firmly rooted in the theoretical literature. For example, Romer (2006) presents a number of macroeconomic models where economies grow beyond the constraints of their current factor endowments (labour and capital) through research and development and technological progress.

Further, mobility of scientists between academia and industry can provide better dissemination of research results and optimise the benefit of research for the economy. Along with attracting top researchers, it is important for maintaining and increasing Europe's competitive position. The report also notes that Europe lags behind both the United States and Japan in this respect, with fewer researchers as a percentage of the total workforce and fewer still who are employed in industry.

### **3.1.6. Wider non-economic benefits**

Further to the more standard economic benefits illustrated in the previous sections, the literature also identifies a number of wider non-economic benefits of labour mobility specifically related to the European Union. First, the European Commission (2001) points out that greater labour mobility will contribute to ensuring that the objective of freedom of movement within the EU for its citizens is realised. Legal barriers to the movement of persons have been removed but practical barriers remain important. Secondly, the European Commission report also argues that a greater degree of mobility between Member States will foster closer political integration in the European Union.

Finally the European Commission (1996) claims that mobility fosters a number of personal skills for individuals including understanding of other European societies and cultures, social and communication skills, respect for diversity, acquisition of linguistic skills and development of "European citizenship". Although difficult to quantify, the value of these benefits should not be underestimated.

## 3.2. Studies of teacher mobility

### 3.2.1. European Union based studies

In addition to the more general academic research relating to labour mobility, a number of studies specifically relating to the mobility of teachers have also been reviewed. Among these studies, four focus on the mobility of school teachers in Europe and we examine these in the first instance. The remaining papers discussed relate to teacher mobility in the United States.

The first two studies on mobility of school teachers in the European Union (Beernaert *et al.* 2001; Beernaert *et al.* 2004) apply the same methodology (analysis of legislation and of statistics available) to different countries (15 Member States of the European Union in the 2001 study and the 12 New Member States<sup>6</sup> in the 2004 study). They also convey similar results. From these two reports, it appears that labour mobility is very limited, concentrated in the secondary school workforce and mostly for short periods (one week on average). The estimate of the incidence of labour market mobility amongst the secondary school teaching profession stands at between 0.5% and 2% of the total number of teachers. The authors assert that the mobility of teachers is generally organised within the framework of the European Union programmes with the primary focus of enhancing continuing professional development. The authors (in both cases) conclude that although the concept of teacher mobility is supported by every individual government, there appears to be little consistent strategic policy aimed at promoting mobility within the school workforce.

The general motivation or rationale for promoting mobility identified in the literature relating to teacher mobility are to enhance the quality of the education provided to learners; to promote the culture and language of the country of origin (this appears to be especially the case in France, Germany and Spain); and, in certain cases, to attract in return future teachers from abroad.

In general, teachers believe mobility enhances their language skills and their professional skills, assists them in improving their pedagogical approach and increasing their openness to Europe. For the schools, “it contributes to an environment that motivates learning both at the level of pupils and at the level of teaching staff” (Beernaert *et al.* (2001)). The main obstacle to mobility that has been identified in these previous academic studies relates to the difficulty experienced by schools in relation to the replacement of teachers while participating on mobility programmes. Lack of support from head-teachers, lack of official recognition, insufficient knowledge of foreign languages and distrust in other pedagogical approaches have also been identified as barriers to enhanced mobility.

The second study on teacher mobility in Europe (GHK, 2006) provides some statistical information as well as insights on the main factors that facilitate and impede mobility. GHK illustrate (based on Eurostat data) that the proportion of teachers that come from another Member State is on average 0.7% of the domestic population of teachers (ranging between 0.45% in France to 3.77% in Belgium). Due to data limitations, this study measures longer-term mobility rather than short-term mobility. In addition, the analysis is unable to distinguish between mobility due to personal reasons (better salary, family reasons) and mobility patterns that might be specifically as a result of a national promotion scheme. The study shows that better working conditions (cost of living as well as reputation of the potential host countries), common language in the home and host countries, and schemes to

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<sup>6</sup> Plus Iceland, Liechtenstein, Norway and Switzerland



support mobility are all factors that facilitate mobility. Conversely, poor working conditions, concerns about maintaining current pay, lack of recognition of mobility, language requirements and additional qualification requirements impede labour mobility amongst the teaching workforce.

There are some important points to note in relation to the teaching disciplines of teachers participating in mobility programmes. One of the main barriers to labour mobility (both for teachers and the general population) relates to the lack of language skills. Clearly, those teachers that are involved in teaching languages are less likely to perceive specific (language) issues as a barrier that is insurmountable. However, teacher mobility programmes (and the potential benefits associated with participation) are not limited to language teachers. Although language teachers are more likely to participate in mobility programmes, there is some information to suggest that all teachers participate and benefit from mobility programmes, irrespective of the teaching discipline or the schooling phase (for example, primary, secondary or special educational needs).

The final study focussing on European teacher mobility (Association for Empirical Studies (2007)) is an electronic survey on the impact of the Comenius School Partnerships on the pupils and teachers taking part (and schools more generally). About 7,900 individuals participated in the survey (corresponding to a response rate of 50%). The satisfaction rate of the Comenius project is 89% (with a potential upwards bias due to the methodological approach of the survey): 55% of the respondents are very satisfied and 34% satisfied. For a large majority of respondents, the main benefit of the Comenius project for teachers is the “increased knowledge and understanding of the education system in the partner country”. The cooperation with teachers in the same school and with those in the partner schools “resulted in a significant increase in teachers’ willingness and ability to work in teams” and in an improvement in school climate (school morale). The analysis also illustrated the fact that participation in these mobility programmes also improved their pedagogical skills and strengthened the European dimension in the teaching of the participants. The positive impacts of the project were assessed to be stronger in the EU 15 than in the 12 new Member States though this is somewhat unsurprising given the greater length of time these types of mobility programmes have been in operation in the EU15. The analysis also identified the finding that satisfaction with the Comenius School Partnership programmes is also higher within the more northerly EU15 Member States relative to those Member States that are more southerly. Finally, this analysis also illustrated that the Comenius School Partnerships have been particularly beneficial for pupils in upper secondary schools.

### 3.2.2. United States based studies

The literature from outside Europe, and in particular the United States, focuses on occupational mobility<sup>7</sup>, rather than geographic mobility within the teaching profession<sup>8</sup>. The international studies that do consider geographic mobility focus on *permanent* moves between schools rather than short or long-term visits. As the focus of the study for the European Parliament is non-permanent mobility, we review only one paper investigating permanent mobility (Lukens *et al*, 2004).

<sup>7</sup> Movement in and out of the teaching profession and movement between different types of schools, such as between private and public funded schools.

<sup>8</sup> Harris (2007) provides a good survey of the literature on teachers’ occupational mobility.

Lukins (2004) examines data from a 2000-2001 survey of teachers across the United States. The report considers various outcomes including the general level of mobility in the teaching profession, which locations teachers move to and from, and assesses the characteristics of teachers that are most likely to move or leave their current position, and why teachers move. In terms of the general level of teacher mobility, it was estimated that 4% of all teachers displayed geographic mobility within the public sector, moving from one public school district to another public school district. However, this was much higher (7%) for those with less than five years experience. Among all teachers, 3% moved to another public school in the same district (4.5% for those with less than five years experience). Of the total population of teachers, approximately 1% moved between two public schools and 1% from a private school to a public school.

Considering why teachers moved school the main reasons reported were an opportunity for a better teaching assignment (40% and 42% of public and private school teachers respectively) and dissatisfaction with support from administrators (38% and 41% of public and private school teachers respectively). Private school movers more frequently reported changing schools to obtain a better salary or benefits than public school movers (48 percent compared to 19 percent), whereas many public school movers cited dissatisfaction with workplace conditions (32 percent). Of those from public schools that left the profession entirely, around 21% reported that it was to pursue another career, and 19% also report that it was to obtain better salaries or benefits. For private school teachers who left the profession 31% reported that it was to pursue another career, with 28% also reporting that it was to obtain better salaries or benefits.

## 4. Methodology and approach

### 4.1. Definitions and structure of the research project

#### 4.1.1. Definition of teacher mobility

It is clear that when considering any topic relating to labour mobility, the selection of an appropriate definition is crucial – especially when considering the wide range of mobility programmes that exist, both at a national and pan-European level. Therefore, we consider a number of different types or definitions of mobility in this study. As will be discussed in the subsequent sections, the various national and pan-European mobility programmes have different aims and objectives (such as to improve language skills, develop or augment teaching skills or to promote cultural awareness). In addition, the various programmes target different members of the school workforce (primary school teachers, secondary school teachers, head-teachers or teachers in training for instance) and encourage members of the school workforce to experience alternative teaching environments for varying lengths of time (ranging from as little as 1 week to over 12 months). Therefore, it is necessary to better understand and classify the concept of mobility across a number of features.

First, for the purpose of this analysis, we differentiate between long-term and short-term mobility. Long-term mobility is defined as a trip abroad for training or teaching purposes lasting 3 months or more (generally one term in the school calendar). Conversely, we define short-term mobility as a trip abroad lasting less than a term (3 months).

We also distinguish between different categories of mobility programmes. The first type of programme is those mobility programmes allowing domestic teachers to go abroad (only), hereafter designated *one-way mobility programmes*. The second category relates to those mobility programmes that allow domestic teachers to go abroad **and** foreign teachers to enter the country (though not necessarily in the same post or in the same school as the outgoing teacher). We define these programmes as *exchange mobility programmes*.

#### 4.1.2. Methodological Approach

The approach chosen to assess the extent of mobility in the EU27 is divided into four primary stages:

**Stage 1: Description and analysis of national mobility and Comenius programmes**

**Stage 2: Analysis of supporting secondary data**

**Stage 3: Selection of Member States to collect qualitative information**

**Stage 4: Administration of case Studies**

##### 4.1.2.1. Stage 1

In the first stage, using publicly available information sources, we identified the main national programmes promoting the mobility of (primary and secondary school) teachers in post, teachers in initial training and/or head-teachers. We used this information to describe the main features of the mobility programmes in terms of the school workforce concerned, duration, number of posts offered annually, the degree and type of assistance provided, and whether there were any stipulations or specific requirements for participation. As part of this stage of the analysis, we also examined the extent of participation in the Comenius programme in the different Member States.

To achieve a better and broader understanding of the extent of teacher mobility, we used a number of different information sources. In particular, in relation to the Comenius programme, we made use of the information provided by the central executive agency of the Comenius programmes (European Education, Audiovisual and Culture Executive Agency - EAEAC). This information allowed us to assess the outflow of teachers in post and teachers in training and the inflow of teachers in training in every Member State. This information is presented in more detail in the following section of the report (Section 6).

To identify the main mobility programmes in the 27 Member States (presented in Section 7), we accessed the various websites of the national Ministries and agencies responsible for mobility programmes. Where possible, we also made direct contact with the national Ministries responsible for the various teacher mobility programmes, either to request specific information on national mobility programmes or to clarify the publicly available information. We were able to collect information on national mobility programmes in 16 Member States. These were Austria, Belgium, Czech Republic, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Slovenia, Spain, Sweden and the United Kingdom.

#### 4.1.2.2. Stage 2

In addition to the search of available information from official sources, we also made use of the available large scale data sets that may contain some more general information on teacher mobility, such as the European Labour Force Survey and European Social Survey. Specifically, we used the Eurostat European Labour Force Survey to better understand the various flows of individuals between countries in the education sector<sup>9</sup>. The analysis of the European Labour Force Survey was not intended to provide exact information on either short or long term teacher mobility, but simply to provide some additional background and context on some of the country specific patterns of migration that might be associated with the labour market for teachers. However, due to the unreliability of the data for several countries (as a result of the small sample sizes involved), it was not possible to provide a complete assessment of long-term mobility.

As a complement to the European Labour Force Survey, we also made use of the European Social Survey (ESS)<sup>10</sup> to analyse labour market inflows and outflows for several Member States. The European Social Survey consists of information collected from 30,000 face-to-face interviews across 22 countries in Round 1 (in 2001-2003), 26 countries in Round 2 (in 2003-2005) and 25 in Round 3 (in 2005-2007). In Annex 2, we have included a description of country participation by Round and a more detailed presentation of the information collected from the European Social Survey. Again, due to small sample sizes available relating to the school workforce (see Annex 2), the results presented in Section 6 may not be representative and should be interpreted with some caution.

<sup>9</sup> The education sector (NACE code 80) comprises all individuals (teachers and other staff) working in primary education (NACE code 80.1), secondary education (80.2), higher education (80.3) and adult and other education (80.4).

<sup>10</sup> Source: **ESS round 1:** R Jowell and the Central Co-ordinating Team, European Social Survey 2002/2003: Technical Report, London: Centre for Comparative Social Surveys, City University (2003). **ESS round 2:** R Jowell and the Central Co-ordinating Team, European Social Survey 2004/2005: Technical Report, London: Centre for Comparative Social Surveys, City University (2005). **ESS round 3:** R Jowell and the Central Co-ordinating Team, European Social Survey 2006/2007: Technical Report, London: Centre for Comparative Social Surveys, City University (2007).

### 4.1.2.3. Stage 3

Given the primary aims and objectives of the study and the general difficulties gathering sufficiently detailed information to answer the main research questions, our methodological approach included the selection of a number of country case studies to assist in filling in the evidence gaps and to better understand the operation of the various mobility programmes from the perspective of teachers and other members of the teaching workforce. When undertaking a study of this nature, there was no pre-designed approach associated with the selection of specific countries for further analysis; however, we made the best use of the information available to ensure that to some extent the selection of countries was at least based on some quantitative criteria.

In particular, we selected countries for further analysis based on a rating (High, Medium or Low) against some of the main outcomes of interest as part of this study<sup>11</sup>. Specifically, given the aim of the research project is to better understand and identify elements of good practice and issues relating to barriers to mobility amongst those members of school workforce, we focused on Member States that had the following characteristics:

- A relatively large number of identified mobility programmes,
- A relatively large number of identified *long-term* mobility programmes,
- A large number and wide range of destinations offered,
- Good quality of information available relating the national mobility programmes,
- High relative use of the Comenius programmes,
- High relative inflow and outflow of Comenius participants within the Member State; and,
- Reasonable availability and willingness to participate of policy officials with the various national agencies.

Given our assessment of the available information, we selected five countries for the in-depth case studies. These Member States were **Austria, the Czech Republic, Finland, Spain and the United Kingdom**.

### 4.1.2.4. Stage 4

As previously mentioned, the qualitative research consisted of a series of ‘case studies’ in the five selected Member States, which comprised of a number of different elements of analysis. The primary objective of the case studies was to gather information on the various aspects of the administration and implementation of the mobility schemes from a number of different perspectives.

Specifically, in each of the five Member States selected, we interviewed policy officials responsible or involved in the management and/or administration of the mobility schemes within the national organisations. These interviews were undertaken by telephone using a semi-structured interview tool that was provided in advance of the conversation to allow for preparation. This element of the qualitative research focused on how the national organisations (for instance, national Comenius agencies and national Ministries or Departments of Education) implement the schemes supporting the mobility of teachers. In

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<sup>11</sup> As previously discussed, it was not always possible to collect information from each individual Member State. In these circumstances, we classified the information as missing with the annotation ‘N/A’.

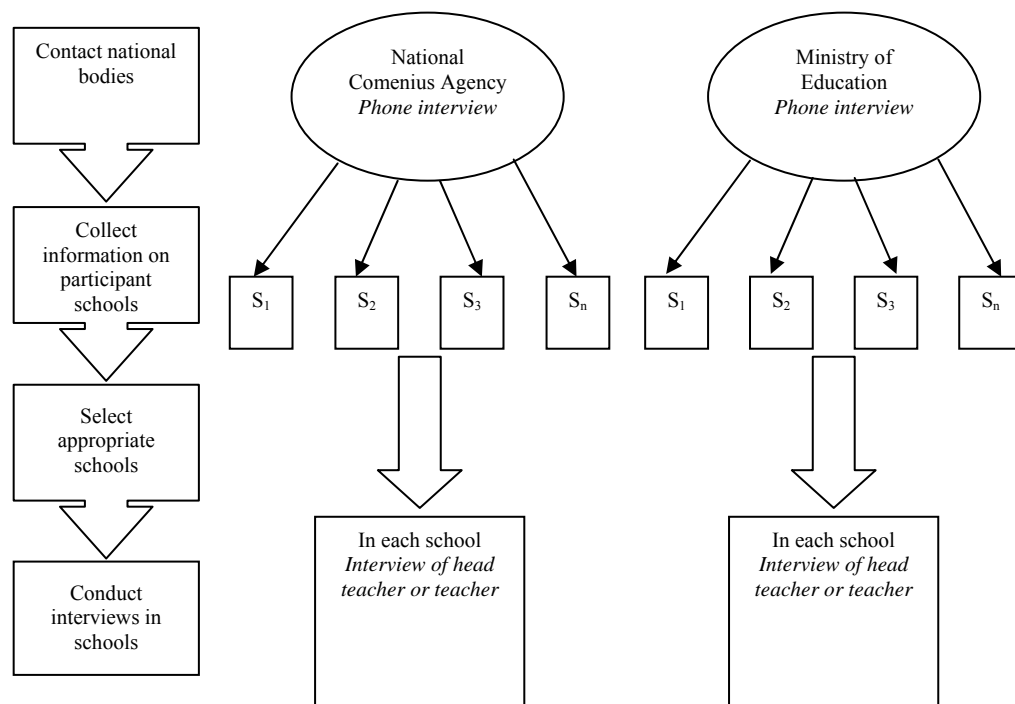
addition to collecting information from respondents on the operation of the national and Comenius programmes in each of the countries, we also requested information from these organisations on specific schools and members of the school workforce that might participate in the second element of this stage of the analysis.

The second element of the case study approach was to better understand how mobility is perceived within participant schools by teachers and head-teachers. We asked respondents to share their thoughts in relation to the perceived strengths and weaknesses of the mobility programmes that they had experienced, and any barriers that may dissuade actual uptake or participation in the programmes (for example, difficulty in finding replacement cover during the stay abroad).

This two stage approach was designed to allow us to better understand the implementation and outcomes associated with the various initiatives as well as to understand the extent to which the initiatives have evolved over time.

The strategy of the case studies is summarised in Figure 1.

**Figure 1: Case studies strategy**



Note: the list of participating schools provided by the national agencies/ ministries included  $S_1, S_2, \dots, S_n$  schools.

#### 4.1.2.5. Case Study Participation/ selection of respondents

The participating schools, teachers and head teachers were selected and interviewed in the following way:

- We requested a list of schools, head teachers and teachers that had participated (or were currently participating) in the Comenius programmes from the national agencies responsible for the management of these programmes in each of the five Member States.
- Similarly, we requested a list of schools, head teachers and teachers that had participated (or were currently participating) in national programmes from the national agencies responsible for these programmes.
- All teachers and head teachers nominated by the agencies in each Member State were contacted by e-mail in the months of August and September inviting them to participate in the study.
- All participants were offered the option of either a phone interview, or a visit to their school by a member of London Economics. All participants indicated a willingness to undertake this research request through a phone interview. We were happy to minimise the burdens placed on schools and accommodate teachers and head-teachers in this request, as it is clear that any visit might be highly disruptive to teaching schedules. This was particularly the case as the new school year had only just begun.
- Each structured interview took a minimum of one hour to complete. Interviews were conducted in English, except for Spain and the Czech Republic, for which the interviews were conducted in the indigenous language by native speakers.

Twenty-eight interviews have been conducted across the case study countries. Below we present specific details on the schools, teachers and head teachers that have participated in the case studies.

**Table 1. Case study respondents by Member State**

Member State	National agency	Comenius agency	School 1	School 2	School 3	School 4	School 5
AT		Interview completed with the Austrian Exchange Service (OAD)	Teacher, school engaged in Comenius School Partnership Programmes	Assistant teacher, school engaged in Comenius Assistant Teachers Programme	Biology teacher engaged in Comenius School Partnership Programme	Early learning teacher engaged in the Comenius School Partnership Programme	
CZ	Interview completed with the Czech Ministry of Education	Interview completed with the Czech National Agency for European Education Programmes	Head teacher, School engaged in Comenius programmes	Head teacher, School engaged in Socrates and Arion	Teacher, school engaged in Comenius, Arion and a national short-term exchange programme		
ES	Interview completed with the Ministry of Education and Science	Interview completed with the Ministry of Education and Science	Head teacher of the school and coordinator of the Comenius programme.	Coordinator of the Comenius programme in the school. Teacher of primary school	Head of Department and previously head teacher. Participated in a number of Comenius programmes.	Coordinator of the Comenius programme	
FI	Interview completed with the Centre for International Mobility (CIMO)	Interview completed with the Centre for International Mobility (CIMO)	Head teacher, school engaged in Comenius School Partnerships and Assistant Teacher Programmes.	Teacher and international coordinator, school engaged in Comenius In-service training and Leonardo da Vinci	Teacher, school engaged in Comenius School Partnerships, Finnish national programme and the international “GLOBE”		
UK	Interview completed with British Council	Interview completed with British Council	School’s Special Project Officer. School participated in Comenius and multiple non-EU international programmes.	Head teacher, school engaged in national UK mobility programmes, Head teacher conferences and international long-term exchange	Head of International Department. School engaged in Comenius School Partnerships and UK national programmes	Deputy Head. School engaged in Comenius and national programmes	Deputy Head. School engaged in Comenius and national programmes

#### 4.1.2.6. Questionnaire design

London Economics designed four related questionnaires, each one of which was adapted according to the specific circumstances of the respondent. In particular, we created a questionnaire of the policy official from each national ministry responsible for national mobility programmes, each policy official responsible for the management and administration of national Comenius programmes, as well as a questionnaire for teachers and head-teachers. All questionnaires combined a number of closed response and open response questions to allow some assessment of the strengths and weaknesses various mobility programmes, as well as allowing respondent to elaborate on their initial responses in greater detail. We have presented the survey instrument used to gather information from national policy officials and head-teachers in the Annexes.



## 4.2. Caveats

There are a number of caveats associated with this analysis, many of which have been identified in previous research work in the area of teacher mobility. Specifically, the analysis presented here is only as good as the information that underpins it. There are a large number of evidence gaps associated with this research area and although we have undertaken a number of case studies to better understand teacher mobility and to fill some of those gaps, there is still a significant degree of variation in the level and quality of data provided by individual countries. In particular, some smaller Member States do not offer national mobility programmes given the fixed costs associated with those programmes and thus there is some relatively poor information in relation to these. In addition to this, where the information is collected, it is not done so on a consistent basis, making comparative analysis more difficult. The variation in the collection and consistency of information related to the Comenius programmes also presents a number of methodological issues. This is despite the fact that each Member State is meant to provide an annual report profiling a number of standard metrics each year, there are variations in the availability of data from each national Comenius agency.

Finally, in relation to the secondary data used as part of this project (the European Labour Force Survey and the European Social Survey), although in theoretical terms the data should be able to provide some indication on the degree of teacher mobility between countries, there is no way of understanding the extent of mobility at a suitably disaggregated level. In particular, it was not possible to consider inter-regional mobility, nor was it possible to estimate the extent of short term mobility (or even longer term mobility). This is unsurprising given the nature of the data collection exercises; however, limits the extent to which conclusions may be drawn from the subsequent analysis.



## 5. Comenius programmes

### 5.1. Description of the Comenius programmes

In 2007, to further encourage the development of an advanced knowledge economy and society through in-service training and mobility, the European Union launched the Lifelong Learning Programme with an investment of approximately €7bn between 2007 and 2013. There are a number of individual programmes covered by the wider Lifelong Learning Programme, including the Comenius programmes. Prior to inclusion within the Lifelong Learning Programme, the Comenius programmes were a key element of the Socrates Programme.

The Lifelong Learning Programme demonstrates the recent emphasis of the European Union on in-service training. It comprises four different programmes:

- Erasmus - higher education;
- Leonardo da Vinci - vocational training;
- Grundtvig - adult education; and
- Comenius - school education.

These four programmes are complemented by a transversal programme focusing on policy cooperation, languages, information and communication technology and the dissemination and exploitation of results<sup>12</sup>. The primary aims of the transversal programme are to promote European cooperation in fields covering two or more sectoral sub-programmes; and to promote the quality and transparency of Member States' education and training systems. The European Commission has allocated approximately €7bn for the delivery of the Lifelong Learning Programme over the period, illustrating the significant benefits that are potentially associated with the promotion and enhancement of labour mobility.

The high level aims of the Lifelong Learning Programme are to foster the development of an advanced knowledge society in the European Union and well as ensuring better cooperation, interaction and mobility between education and training systems across Member States. It is interesting to note that in relation to the Comenius programmes, the primary goals are not stated in terms of 'inputs' or specific measures of teacher mobility, rather in terms of the ultimate potential benefits that might be associated with enhanced teacher mobility (student outcomes). Specifically, in relation to the Comenius programme, the main objective is to "involve at least three million pupils in joint educational activities" between 2007 and 2013.

The Comenius programmes seek to develop understanding of and between various European cultures through exchanges and co-operation between schools in different Member States<sup>13</sup>. There are a number of different programmes and elements within the Comenius programme. These are as follows:

<sup>12</sup> European Commission website on the Lifelong Learning Programme: [http://ec.europa.eu/education/programmes/newprog/index\\_en.html](http://ec.europa.eu/education/programmes/newprog/index_en.html) (last accessed 20 November 2008).

<sup>13</sup> Comenius website: [http://ec.europa.eu/education/programmes/llp/comenius/index\\_en.html](http://ec.europa.eu/education/programmes/llp/comenius/index_en.html) (last accessed 20 November 2008).

- Comenius Schools Partnership Programme
- In-Service Training Program;
- Comenius Assistantship Programme;
- E-twinning; and
- Comenius Networks

We provide additional detail in relation to each sub-programme in the following section.

### 5.1.1. Comenius School Partnership programme

The first sub-programme is the **Comenius School Partnership**. This programme includes bilateral and multilateral (at least 3 countries) co-operation between schools. The programme focuses on establishing common interests between schools and helps them to work on a common project. The form of mobility offered to teachers is in the form of visit exchanges between participating schools. More than 51,000 teachers benefited from this programme in the EU27 in 2006. This programme is operational in 31 countries in total: the 27 Member States plus Iceland, Liechtenstein, Norway and Turkey.

### 5.1.2. In-Service Training programme

A second Comenius programme is the **In-Service Training** programme for teachers and other school workforce staff. With the introduction Lifelong Learning Programme of the European Union, a greater emphasis has been placed on in-service training at the European level. This element of the Comenius programme offers grants to teachers so that they can participate in in-service training lasting between one and six weeks in a country other than the one in which they normally work<sup>14</sup>. The training may take the form of a structured training course, a conference, a seminar, a placement or job-shadowing. After their training course, participants are encouraged to disseminate lessons learnt and other elements of good practice within their home institution. More than 8,100 teachers benefited from this programme in 2006 in the 27 Member States. This programme is also present in 31 countries (27 Member States plus Iceland, Liechtenstein, Norway and Turkey).

### 5.1.3. Comenius Assistantship programme

Comenius programmes generally support short-term mobility of teachers. There is no European programme aimed at encouraging long-term mobility of teachers in post. However, teachers in initial teacher training can also benefit from long-term mobility via Comenius through the **Comenius Assistantship** programme. The Comenius Assistantship programme offers grants to teachers in training so that they can assist in teaching in a class abroad for a period from 3 to 10 months. Student teachers can thus improve their language and pedagogic skills and pupils in the host country benefit from the presence of a native speaking teacher. More than 1,300 student teachers (1,313) benefited from this programme in 2006 in the 27 Member States. Again, thirty one destinations are available for student teachers in the framework of this programme (27 Member States plus Iceland, Liechtenstein, Norway and Turkey).

The three projects above are managed nationally by local Comenius agencies<sup>15</sup>.

<sup>14</sup> Comenius success-stories brochure: [http://ec.europa.eu/dgs/education\\_culture/publ/pdf/comenius/success-stories\\_en.pdf](http://ec.europa.eu/dgs/education_culture/publ/pdf/comenius/success-stories_en.pdf) (last accessed 20 November 2008).

<sup>15</sup> The contact information for all the Comenius programmes can be found at the following website [http://ec.europa.eu/education/programmes/llp/national\\_en.html](http://ec.europa.eu/education/programmes/llp/national_en.html) (last accessed 20 November 2008).

#### 5.1.4. eTwinning and Comenius Networks programme

Comenius also includes different programmes such as the **eTwinning** programme. eTwinning is an internet tool aimed at facilitating cooperation between schools by creating a European network of schools willing to participate in the Comenius programme. Another programme is the **Comenius Networks programme**. Its primary aim is to create networks that comprise at least ten organisations from ten different countries in order to develop education in their subject area; acquire and disseminate relevant good practice and innovation; and provide content support to other Comenius projects and partnerships<sup>16</sup>.

## 5.2. Participation on Comenius programmes

### 5.2.1. Summary Methodology

To perform the analysis of the use of the Comenius programme, we used the data collected from the Comenius executive agency (EAEAC). We first examined the extent of participation in absolute terms. Since the use of the programme is very dependent on the size of the Member State, we use a number of different measures to analyse the degree of participation within each Comenius programme of primary interest (School Partnership, In-service Training, and Comenius Assistantship).

We computed the proportion of teachers participating in the programmes by dividing the number of Comenius participants obtained from the Comenius agency by an estimate of the number of teachers in the country. We tried to use standardised and comparable data for the number of teachers across country, so adopted OECD data when available. The latest OECD data available relate to 2005 so most of the results presented below are for that particular year. For some countries, OECD data were not available. In these circumstances, we made use of data collected by Eurydice. However, for some of these countries, the analysis is based on a year other than 2005 (specifically 2003 or 2006). The list of the countries where the particular OECD data from 2005 were not available and, in parenthesis, the base year for the analysis in those particular countries is below:

- Estonia (2006)
- Cyprus (2005)
- Malta (2003)
- Latvia (2006)
- Lithuania (2006)
- Denmark (2005)
- Romania (2005)
- Bulgaria (2005)

Finally, to understand the extent to which participation in the various Comenius programmes might be greater or less than average across the 27 Member States, the average rate of participation across all Member States was indexed or normalised at 100, so that a country with a metric/score greater than 100 might be considered to be a more active user of the Comenius programme than the EU average and a country with a metric/score less than 100 might be considered to be a less active user of the Comenius programme compared to the average across all Member States.

<sup>16</sup> Information from the Comenius Executive Agency (EAEAC)

The analysis of the Comenius programmes provides some interesting results. The headline findings are summarised below:

- In absolute terms, the most frequent users of the Comenius programmes are the larger Member States, although there is a strong bias due to the population size of the countries.
- In relative terms, we observe the following:
  - Estonia is by far the greatest user of the Comenius programmes;
  - New Member States make greater use of the Comenius programmes than the EU15; and linked to this;
  - Larger Member States do not appear to make the same use of the Comenius programmes relative to smaller European countries.

The Comenius executive agency (EAEAC) also provided us with data on the destination countries for the Assistantship programme (only). In order to better understand the use of the Comenius Assistantship programme, we again examined the number of assistants hosted per country. In order to avoid a bias due to the population size of the various Member States, we also considered two alternative measures of mobility: the ratio incoming assistants compared to outgoing assistants and the ratio incoming assistants compared to the total number of teachers in each particular host country. Both ratios are again indexed (to 100) and compared to the European average (as presented in the previous section).

The analysis of the inflows in the Assistantship programme shows that:

- EU15 countries are the most popular destinations;
- New Member States (with the exception of Slovenia, Cyprus and, in to certain extent, Malta and Estonia) are not widely demanded countries.

A more detailed analysis of the use of the Comenius programmes is presented in the following sections.

### **5.2.2. Comenius School Partnership programme**

The School Partnership programme is divided between Multilateral School Partnerships (3 or more schools in at least 3 different participating countries) and the Bilateral School Partnerships (two schools from two different participating countries). Pupils benefiting from the programme are evenly distributed between the two parts of the programme; however, 94% of education staff participating in the programme are involved in the Multilateral School Partnerships.

Amongst Member States, the biggest users of the School Partnership programme are Italy (around 6,400 school workforce participants), Germany (around 6,100 school workforce participants), Spain (around 5,500 school workforce participants), the United Kingdom (around 4,700 school workforce participants), and France (around 3,800 school workforce participants). Of the 12 new Member States, Poland is the most frequent user (around 3,600 school workforce participants) followed by Hungary (1,450 school workforce participants) and the Czech Republic (around 1,300 school workforce participants). Clearly, the population of individual Member States is the key determinant of the use of the School Partnership programme in absolute terms. We present detailed information on the use of the Comenius School Partnership programme in the table overleaf.

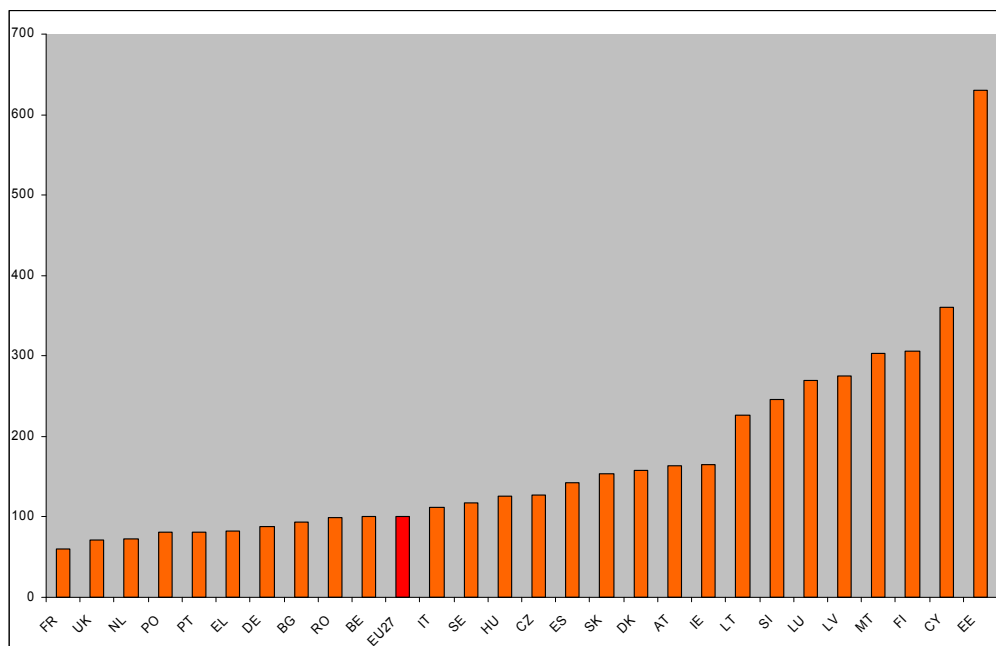
Table 2. Use of the Comenius School Partnership programme in 2006

	Multilateral School Partnerships		Bilateral School Partnerships		Total pupils	Total staff
	Staff	Pupils	Staff	Pupils		
Austria	1310	455	56	280	735	1366
Belgium	1503	594	68	353	947	1571
Bulgaria	568	266	64	304	570	632
Cyprus	325	157	15	70	227	340
Czech Republic	1213	584	111	555	1139	1324
Denmark	875	316	48	360	676	923
Estonia	492	216	6	20	236	498
Finland	1615	323	84	532	855	1699
France	3327	1612	429	3289	4901	3756
Germany	5875	3179	234	1978	5157	6109
Greece	924	418	80	380	798	1004
Hungary	1306	726	144	816	1542	1450
Ireland	740	274	6	30	304	746
Italy	6055	2179	375	2625	4804	6430
Latvia	693	231	30	180	411	723
Lithuania	1068	488	100	475	963	1168
Luxembourg	130	52	18	75	127	148
Malta	225	135	2	14	149	227
The Netherlands	1345	498	105	910	1408	1450
Poland	3305	1928	297	1881	3809	3602
Portugal	1044	261	80	380	641	1124
Romania	1896	803	150	950	1753	2046
Slovakia	768	464	57	266	730	825
Slovenia	432	195	27	153	348	459
Spain	5150	1904	318	2332	4236	5468
Sweden	1317	461	72	432	893	1389
United Kingdom	4496	1085	120	600	1685	4616
<b>TOTAL</b>	<b>47997</b>	<b>19804</b>	<b>3096</b>	<b>20240</b>	<b>40044</b>	<b>51093</b>

Source: London Economics' analysis of Comenius data

Regarding the use of Comenius School Partnership Programme, relative to the size of the school workforce, Estonia is by far the largest participant of the Comenius School Partnership programme (more than 6 times greater intensity of usage compared to the EU27 average). In general, the new Member States use the School Partnership programme to a greater extent than the EU15. Six of the 10 largest relative users are new Member States and the three of the least active users in relative terms are EU15 countries (the United Kingdom, France and the Netherlands). Among the EU15, Finland is the most frequent user (ranking 3<sup>rd</sup> overall). Among the larger Member States, Spain is the most regular user of the School Partnership programme but ranks only 13<sup>th</sup> out of the 27 EU Member States. This information is presented in Figure 1 below.

**Figure 2: Use of the School Partnership programme in Member States compared to the EU27 average**



Source: London Economics' analysis using Comenius, OECD and Eurydice data

### 5.2.3. Comenius In-service Training programme

Regarding the Comenius In-service Training programme, there are a number of immediate observations from the information available.

Unsurprisingly, the most frequent users of the In-service Training Programme (in absolute terms) are the larger Member States: Germany, France, Italy, Spain and the United Kingdom. These Member States accounted for more than 50% of participants in 2006 (and over the period between 2001 and 2006). The most active participants among the new Member States are Poland, Romania and the Czech Republic.

Looking at the data in more detail, there are a number of trends that emerge. First, it is possible to observe an increase in the number of participants between 2001 and 2006 (by approximately one-third). Logically, the biggest growth in the use of the programme over 2001-2006 occurred in the new Member States: Estonia (participant growth of 280%), Latvia (participant growth by 240%), Lithuania (participant growth of 240%), and Cyprus (participant growth of 170%).

Luxembourg increased the extent of participation on the programme (participant growth of 165%) but remains a very small user (only 16 teachers in 2006). Among the larger Member



States, we observe a strong growth in the number of users in the United Kingdom, with the number of participants doubling between 2001 and 2006.

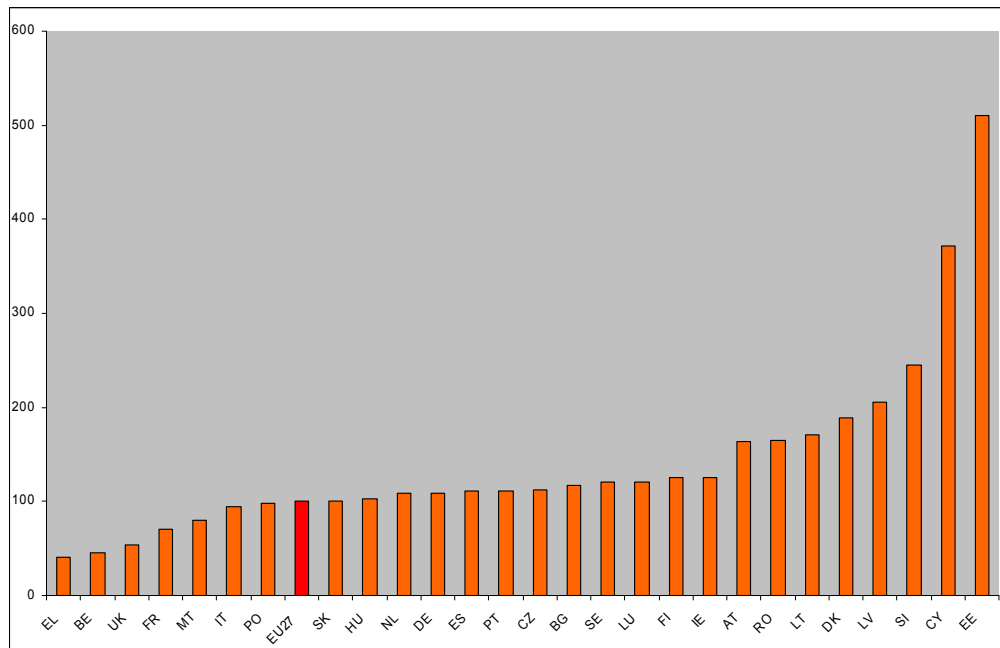
Estonia is the largest user of the In-service Training programme in terms of the proportion of the domestic school workforce. Again, New Member States use this pan-European mobility programme to a greater extent than the EU15. In fact, the four largest users (in relative terms) are new Member States (Estonia, Cyprus, Slovenia and Latvia). Conversely, the 4 least frequent users of the programme are EU15 Member States (France, United Kingdom, Belgium and Greece). Amongst the EU15, Denmark, ranking 5<sup>th</sup>, is the most frequent user, while Spain is the most regular participant amongst the larger Member States (ranking 16<sup>th</sup>).

**Table 3. Use of the Comenius In-service Training Programme (number of participants)**

	2001	2002	2003	2004	2005	2006
Austria	164	177	182	209	207	223
Belgium	106	60	84	105	107	100
Bulgaria	88	100	119	115	119	113
Cyprus	16	21	21	52	53	43
Czech Republic	119	146	121	177	177	189
Denmark	135	145	202	168	167	157
Estonia	16	18	16	74	194	61
Finland	102	90	102	100	105	125
France	679	556	612	675	665	915
Germany	1088	1251	1134	1166	1143	1090
Greece	139	222	205	210	74	180
Hungary	123	128	130	169	178	178
Ireland	138	125	120	88	86	66
Italy	845	860	816	843	821	881
Latvia	24	22	23	76	75	82
Lithuania	39	39	31	109	105	133
Luxembourg	6	2	12	10	10	16
Malta	21	23	9	23	23	32
The Netherlands	186	190	196	334	329	353
Poland	427	269	187	660	657	614
Portugal	133	198	168	209	233	234
Romania	239	255	490	528	517	521
Slovakia	63	39	42	82	82	83
Slovenia	27	17	22	68	69	67
Spain	677	751	687	649	645	713
Sweden	245	178	241	215	215	322
United Kingdom	319	516	587	510	532	682
<b>TOTAL</b>	<b>6164</b>	<b>6398</b>	<b>6559</b>	<b>7624</b>	<b>7588</b>	<b>8173</b>

Source: London Economics' analysis of Comenius data

**Figure 3: Use of the In-service Training programme in Member States compared to the EU27 average**



Source: London Economics' analysis of Comenius, OECD and Eurydice data

#### 5.2.4. The Comenius Assistantship programme (outflow data)

To further understand the extent of teacher mobility across EU Member States, we have also considered information on the Comenius Assistantship programme, based on information provided by the Comenius executive agency (EAEAC). The information indicates that between 2002 and 2006 the use of the Assistantship programme increased by approximately 25% in the EU27. The largest increases were recorded in New Member States – and in particular in Estonia, Latvia, Lithuania and Poland. However, it was not the case that there was a uniform increase in the number of school workforce staff participating in this programme. Specifically, there was a decrease in the use of the programme in a number of countries: Bulgaria posted a decrease in participation by approximately 60%, while Austria and Finland posted a decrease of approximately 25% to 30%.

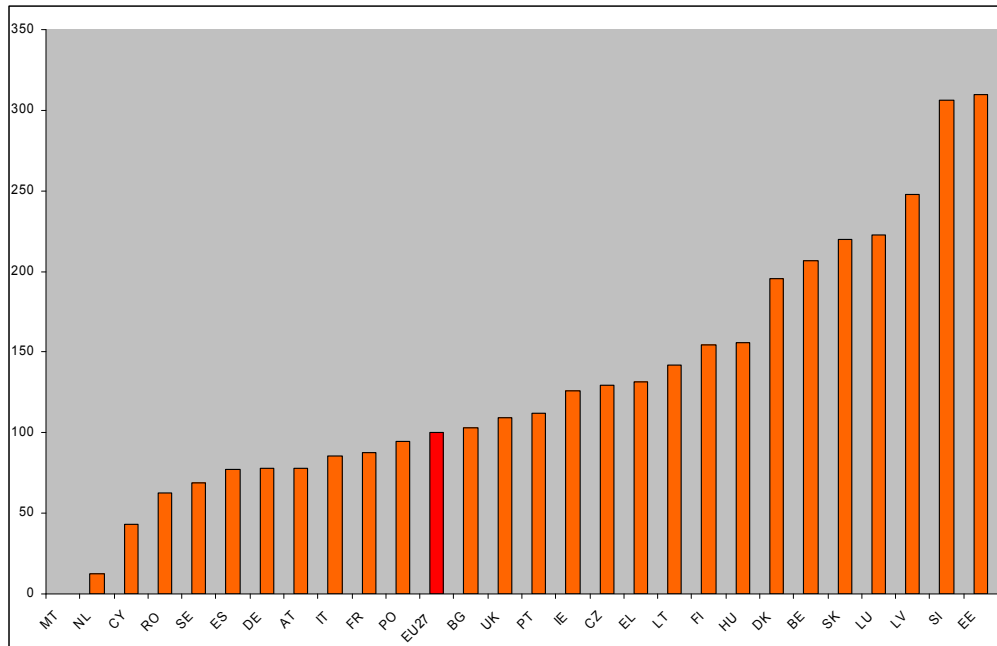
As predicted, the larger Member States (with the exception of Spain) are the most frequent users of the programme in absolute terms. Specifically, France is the largest user from the programme with 189 teachers in training participating in 2006. This is more than the United Kingdom (159 users in 2006), Italy (151 users), Germany (143 users) and Poland (120 users).

**Table 4. Use of the Comenius Assistantship Programme (number of participants)**

	2002	2003	2004	2005	2006
Austria	17	20	16	14	12
Belgium	44	70	79	84	85
Bulgaria	33	23	17	16	11
Cyprus	0	1	1	5	0
Czech Republic	29	23	33	31	30
Denmark	20	12	28	27	22
Estonia	2	1	6	28	12
Finland	31	29	21	19	23
France	128	139	134	152	189
Germany	149	161	132	142	143
Greece	25	11	39	13	27
Hungary	36	30	44	44	43
Ireland	13	17	14	25	22
Italy	136	114	121	132	151
Latvia	6	5	16	18	15
Lithuania	10	10	18	22	21
Luxembourg	0	2	3	5	5
Malta	0	0	0	0	1
The Netherlands	13	24	6	11	17
Poland	60	67	103	120	120
Portugal	35	40	38	43	40
Romania	29	32	32	29	28
Slovakia	21	17	29	29	28
Slovenia	9	11	14	15	11
Spain	63	74	73	76	69
Sweden	23	25	20	18	29
United Kingdom	115	176	174	142	159
<b>TOTAL</b>	<b>1047</b>	<b>1134</b>	<b>1211</b>	<b>1260</b>	<b>1313</b>

Source: London Economics' analysis of Comenius data

In terms of the relative usage of the programme, the analysis of the Comenius Assistantship programme shows a relatively similar pattern than the other two Comenius programmes. Again, Estonia is the most frequent user of the Assistantship programme and new Member States generally participate in the programme to a greater extent than the EU15. Specifically, 4 out of the 5 largest users are new Member States (Estonia, Slovenia, Latvia and Slovakia). However there are huge disparities in the usage of the programme among new Member States with 3 out of the 4 least frequent users also being new Member States (Romania, Cyprus and Malta). Among the EU15, Luxembourg is the most regular user of the programme (ranking 3<sup>rd</sup>), while among the larger Member States, the United Kingdom is the most frequent user (ranking 15<sup>th</sup>).

**Figure 4: Use of the Assistantship programme in Member States compared to the EU27 average**

Source: London Economics' analysis using Comenius, OECD and Eurydice data

### 5.2.5. The Comenius Assistantship programme (inflow data)

Given the severe data limitations, we were only able to collect school workforce inflow data for the Assistantship Programme – and not for the School Partnership Programme or the In Service Training Programme (as this was the only data available from the Comenius executive agency (EAEAC)). The information illustrates the relative importance of different countries in relation to the destination of teachers-in-training and illustrates that the more visited destinations (in absolute terms) are the larger Member States: Spain, the United Kingdom, France, Italy and Germany. These countries hosted 57% of the assistants in 2006. Amongst the new Member States, the countries hosting the highest number of teachers-in-training were the Czech Republic, Slovakia and Poland, Romania and Slovenia. However, to put this in perspective, these five countries hosted only 6% of the assistants in 2006.

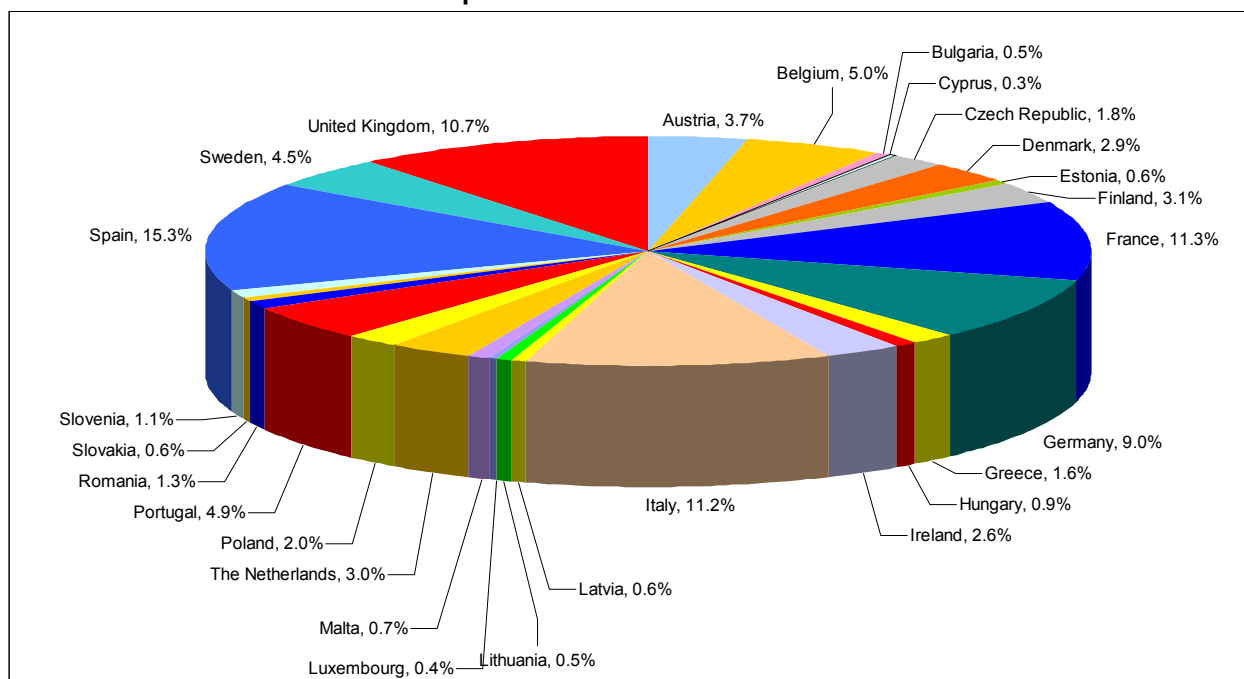
**Table 5. Incoming assistants in the Assistantship Programme (number of participants)**

	2002	2003	2004	2005	2006
<b>Austria</b>	36	39	42	49	55
<b>Belgium</b>	47	51	60	64	73
<b>Bulgaria</b>	6	10	7	4	5
<b>Cyprus</b>	0	0	2	10	6
<b>Czech Republic</b>	16	19	20	26	28
<b>Denmark</b>	35	34	35	32	39
<b>Estonia</b>	4	7	4	8	11
<b>Finland</b>	52	31	31	27	41
<b>France</b>	114	80	153	170	151
<b>Germany</b>	98	98	95	116	125
<b>Greece</b>	21	0	14	24	37
<b>Hungary</b>	9	19	13	0	11

Ireland	20	27	21	38	47
Italy	115	152	125	137	134
Latvia	5	5	9	8	8
Lithuania	6	5	5	5	7
Luxembourg	1	6	6	0	11
Malta	6	8	11	15	4
The Netherlands	45	67	36	7	25
Poland	38	16	19	30	16
Portugal	34	56	63	62	75
Romania	40	7	0	16	12
Slovakia	1	3	8	6	20
Slovenia	7	7	25	13	12
Spain	162	172	180	160	231
Sweden	43	43	53	62	64
United Kingdom	118	95	114	148	162
<b>TOTAL</b>	<b>1079</b>	<b>1057</b>	<b>1151</b>	<b>1237</b>	<b>1410</b>

Source: London Economics' analysis of Comenius data

**Figure 5: Proportion of incoming assistants in the Assistantship Programme by destination over the period 2002-2006 inclusive**



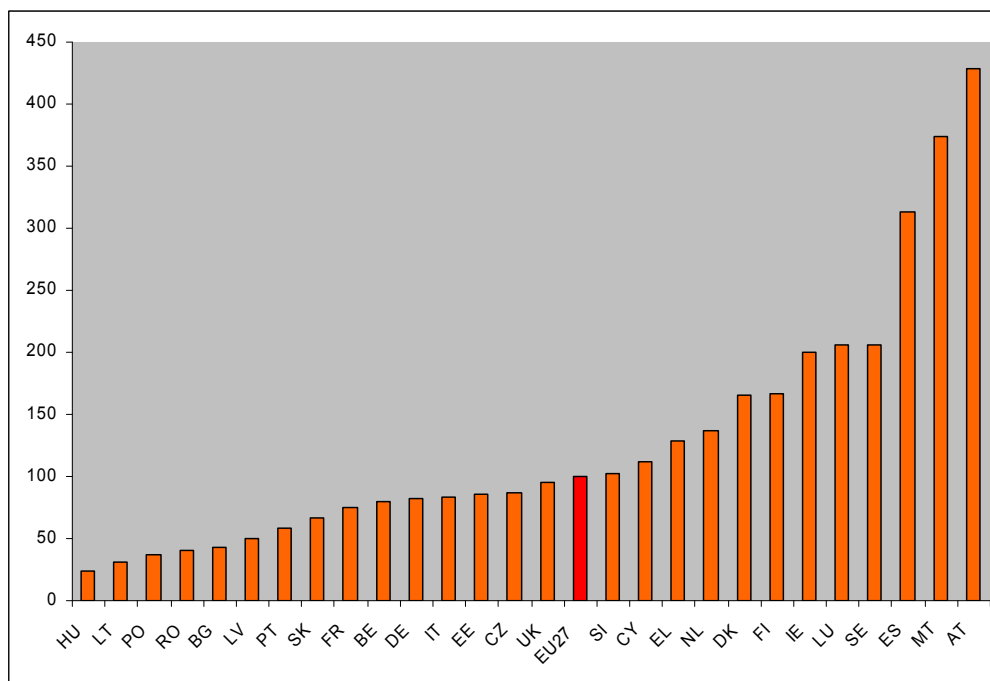
Source: London Economics' analysis of Comenius data

To avoid the bias associated with larger countries, we used two different measures to determine the most visited countries within the Comenius Assistantship Program in relative terms. The first measure was the ratio of incoming teachers-in-training to outgoing teachers-in-training and the comparison of this ratio with the European average across all Member States. The second measure was the ratio of incoming teachers-in-training to the total number of teachers (in the host country). We also compared this ratio with the European average across all Member States.

Looking at the ratio incoming to outgoing teachers-in-training, we can observe that of the 13 countries hosting more foreign teachers-in-training than they send abroad, only 3 are New Member States: Malta, Cyprus and Slovenia. The most ‘visited’ destinations were Austria, Malta and Spain. Conversely, the 5 destinations associated with the lowest relative level of visits were New Member States: Hungary, Latvia, Poland, Romania and Bulgaria.

Care should be taken when interpreting these outcomes. In particular, it might be the case that some of the new Member States have less historical or institutional experience of hosting foreign teachers or teachers-in-training and as such it might take a number of years for the various programmes to embed before the selection of these countries as destinations increases.

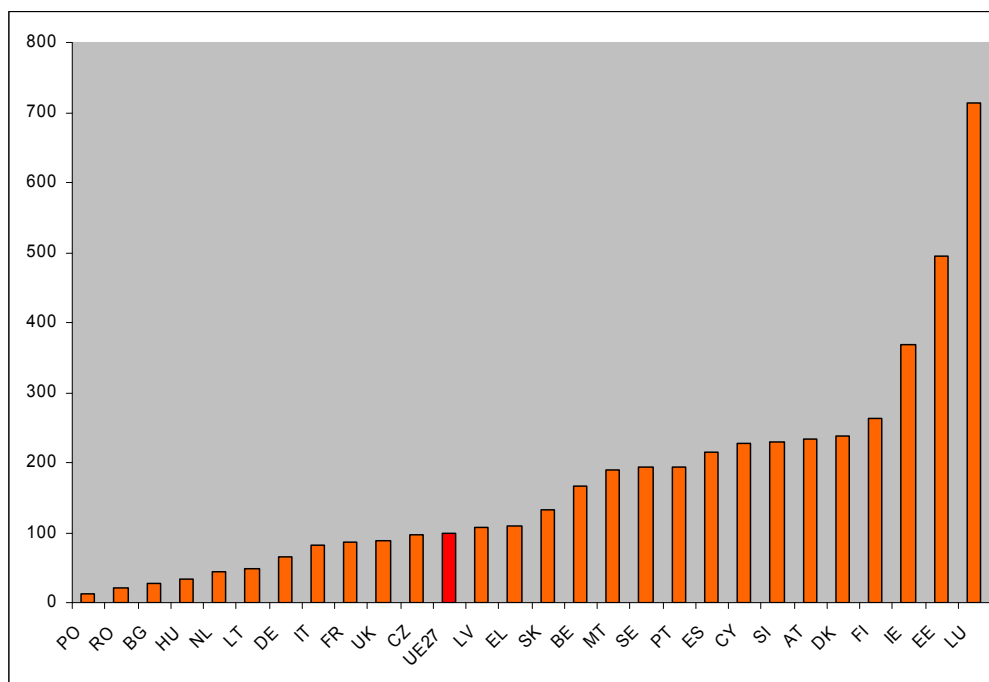
**Figure 6: Ratio incoming/outgoing assistants in the Assistantship programme in Member States compared to the EU27 average**



Source: London Economics analysis using Comenius, OECD and Eurydice data

When considering the ratio of incoming teachers-in-training to the total number of domestic teachers in the host country, we can see that the most common destinations are also countries from the EU15. Among the 5 most common destinations only one is a New Member State: Estonia (ranked second). The other most visited destinations were Luxembourg, Ireland, Finland and Denmark. Among the 10 destinations most often visited, there are only 3 new Member States: Estonia, Slovenia and Cyprus. Conversely, four out of five least visited destinations (relatively) were new Member States: Poland, Romania, Bulgaria, and Hungary.

**Figure 7: Proportion of incoming assistants in the Assistantship programme in Member States compared to the EU27 average**



Source: London Economics analysis using Comenius, OECD and Eurydice data





## 6. National mobility programmes

### 6.1. General information relating to mobility of school workforce

In this section, we examine the extent of long-term mobility in the education sector in the different Member States using Eurostat and European Social Survey data (where possible). We used several sources of information to complete this element of the analysis and some degree of care should be taken when interpreting the findings. This section should not be used to assess the overall degree of either short term or longer term mobility within the education sector, but more as an illustration of some of the longer term origins and destinations of teachers. Specially, we have no information on the motivation of members of the school workforce to live and work in another country and have no information on the length of time that they have spent in the country of destination. In reality, the information from these sources provides a general baseline estimate of the extent to which there has been migration between countries.

In relation to the number of teachers in each country's school workforce, we have again used the most up-to-date information available. This was either national statistical information compiled from Eurydice or the OECD. In relation to labour market inflows and outflows in each country, we used the European Social Survey. However, the data available from the European Social Survey is not particularly robust given the relatively small sample sizes and therefore the result should be interpreted with caution.

### 6.2. Long-term mobility in the education sector

In this section, we examine the extent of long-term mobility in the education sector using the European Labour Force Survey provided by Eurostat. The European Labour Force Survey is a nationally representative survey of households in each Member State and is only useful to identify long-term migratory patterns. The data show the proportion of non-nationals working in a country in the education sector (although we have no specific information on whether these individuals worked in the education sector in their home country). Unfortunately we were not able to obtain figures for primary and secondary teachers separately or a breakdown of individuals working in the education sector by nationality due to the lack of reliability of the data. Furthermore, we have reliable data for only 12 countries: Belgium, Denmark, Germany, Spain, France, Italy, Cyprus, Luxembourg, the Netherlands, Austria, Sweden, and the United Kingdom. In the other countries, the proportion of individuals working in the education sector that were born elsewhere is not statistically reliable.

The table overleaf illustrates that the country hosting the largest proportion of workers in the education sector is Luxembourg. Specifically, in 2007, approximately 15% of employees in the education sector were born elsewhere (all from the European Union). Austria also has a significant proportion of non-domestically born workers in the education sector. Approximately 5.5% of employees in the education sector were born elsewhere (3.4% from the European Union). Unsurprisingly, given the historical nature of immigration, the United Kingdom has approximately 5.2% of workers in the education sector that were born elsewhere (of which approximately 2.4% originated from the European Union). It is also interesting to note that some of the larger countries for which we have data demonstrate a substantially lower proportion of workers in the education sector that are not born in that country. In particular, in France in 2007, only 2.7% of the education workforce was born outside of the country, with a larger proportion of these workers born outside of the European Union than inside the European Union. At the other extreme, the analysis illustrates that in Italy in 2007, less than 1.0% of the education workforce was born outside of the country, with an equal proportion of these workers born outside of the European Union than inside the EU.

Note that it is difficult to observe a trend in long-term mobility within the education sector. The proportion of foreign staff varies only marginally over 2005-2007 in the different Member States. Overall, we can observe that the importance of foreign staff in the education sector (in terms of the proportions) vary significantly across the Member States.

**Table 6. Long-term mobility in the education sector in 2005, 2006 and 2007**

	2005		2006		2007	
	Non national from the EU	Other non national	Non national from the EU	Other non national	Non national from the EU	Other non national
<b>Austria</b>	2.9%	2.3%	2.6%	2.2%	3.4%	2.1%
<b>Belgium</b>	3.2%	0.8%	3.2%	0.7%	3.2%	1.0%
<b>Bulgaria</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Cyprus</b>	4.1%	N.A.	4.9%	N.A.	3.8%	N.A.
<b>Czech Republic</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Denmark</b>	1.9%	1.6%	2.1%	2.1%	1.7%	2.3%
<b>Estonia</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Finland</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>France</b>	1.0%	1.5%	1.4%	0.8%	1.1%	1.6%
<b>Germany</b>	2.7%	3.0%	2.6%	1.8%	2.4%	2.4%
<b>Greece</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Hungary</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Ireland</b>	3.9%	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Italy</b>	0.6%	N.A.	0.4%	0.3%	0.4%	0.4%
<b>Latvia</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Lithuania</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Luxembourg</b>	14.0%	N.A.	15.2%	N.A.	15.4%	N.A.
<b>Malta</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Netherlands</b>	1.5%	N.A.	2.1%	N.A.	1.9%	N.A.
<b>Poland</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Portugal</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Romania</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Slovakia</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Slovenia</b>	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<b>Spain</b>	2.5%	1.2%	3.2%	1.5%	1.6%	1.9%
<b>Sweden</b>	3.2%	1.8%	3.1%	1.6%	2.9%	1.7%
<b>United Kingdom</b>	2.2%	2.2%	2.2%	2.7%	2.4%	2.8%

Source: London Economics' analysis based on Eurostat data

### 6.3. Description of national mobility programmes

In this section, we present some of the information collected on the different national mobility programmes by country and in particular, the 16 Member States for whom we were able to collect reliable information on national mobility programmes. The 16 Member States are: Austria, Belgium, Czech Republic, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Slovenia, Spain, Sweden and the United Kingdom. To gather information on the various national mobility programmes, we undertook an extensive search of the information available from the websites of the national ministries, agencies, non departmental public bodies and NGOs. We also present some information relating to the uptake of the Comenius programme for ease of comparison. The information in relation to uptake of Comenius programmes was based on the information sent by the Comenius Executive agency (EAEAC)<sup>17</sup>. A more detailed summary of national mobility programmes is provided in Annex 1

#### 6.3.1. Austria

##### Summary

In summary, we identified 12 mobility programmes in Austria. This is the third highest number of mobility programmes for teachers (primary and secondary) and teachers in training across the European Union (behind Germany and Spain). Typically the mobility programmes offered in Austria are long-term, with at least 10 long-term programmes identified, which is the highest number of all the Member States. Half of the programmes are available to both primary and secondary teachers; however, a significant number (four out of twelve) are only available to secondary teachers and two programmes are aimed at teachers in training. All the programmes are managed by the Ministry of Education. Half of the programmes require specific teaching experience, with the long term, bilateral programmes on the whole having the most stringent requirements. All the programmes except one provide some form of financial assistance to participants.

##### Short term programmes

Below we outline some of the main characteristics of each of the teacher mobility programmes identified in Austria by type, and present some information relating to the uptake of Comenius programmes in Austria.

We have been able to identify one short term, one-way programme:

- Pedagogical study visits (1)

This programme is administered by the Ministry of Education and is available to secondary school teachers. The participants teach in one of four possible countries, namely Denmark, Greece, Slovenia or Sweden, for a period of between two weeks and two months. Selection is based on an application form, and teachers are required to teach a foreign language, German or geography. For participants teaching in Slovenia a good knowledge of English is required. Participants are given study leave with full salary.

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<sup>17</sup> To calculate the proportion of teachers using the Comenius programmes, we use data on number of teachers from the OECD, so that the data are standardised (when available) and Eurydice information if OECD data were not available. We divided the number of teachers using the Comenius programme by the total number of teachers in the country.

## Long term programmes

There are five long term, one-way programmes:

- Teaching in Tyrol (2)
- Professional Teacher Development Project “Teaching in Philadelphia” (3)
- Teachers for Austrian Schools Abroad (4)
- Teachers for German Schools Abroad (5)
- Teachers for European Schools (6)

All five of these programmes are administered by the Ministry of Education. Three are offered to both primary and secondary school teachers (3, 5 and 6); one is available to secondary teachers only (4); whilst the fifth is available to teachers in training (2).

Of the programmes offered to both primary and secondary teachers, one programme sends participants to the United States for up to two years (3), the second involves participants teaching in German schools in foreign countries for a minimum of two years (5) and the third sends participants to teach in one of seven European countries with European Schools (6). The countries are Belgium, Spain, Luxembourg, United Kingdom, the Netherlands, Italy and Germany.

The programme for secondary teachers only involves participants teaching in Austrian schools in foreign countries for a minimum of two years (4). In the programme available to teachers in training, participants undertake teacher training courses and teach in Italy for one year (2).

Following application, selection for participation onto each of these programmes is made by the Austrian Federal Ministry for Education, the Arts and Culture (BMKK). Only two of the five programmes (3 and 6) require some specific teaching experience, and these two programmes also offer participants salaries in their destination countries (\$3,426 (United States) and between €2,160 and €2,380 per month respectively). The other three programmes offer participants expatriate benefits in supplement of Austrian pay.

## Long term bilateral programmes

We have been unable to identify any short term, bilateral programmes. However there appears to be three long term, bilateral programmes:

- Bilateral teacher exchange with France, Spain, and Switzerland (7)
- Japanese Exchange and Teaching Programme (8)
- Bilateral language assistant exchange (9)

Again, all of these programmes are administered by the Ministry of Education (BMKK). Two are offered to primary and secondary school teachers (8 and 9), whilst the third is only offered to secondary school teachers (7). One of the programmes for both primary and secondary teachers involves participants teaching German or English in Japanese high schools for between one and three years (8). The other (10) involves participants assisting in German lessons in host schools in one of ten countries, namely Belgium, France, UK, Italy, Croatia, Ireland, Russia, Spain, Slovenia or the Netherlands, for six to ten months. The programme for secondary teachers only sends participants to teach in France, Spain or Switzerland, normally for one year (7).

Selection to these long-term bilateral programmes is made by the relevant authority (BMKK (7), The Japanese Embassy (8) and Verein Oesterreich Kooperation (9)) and in each case is based on an application process. Two of the three programmes require experience of teaching foreign languages (7, 9), whilst the third requires a good knowledge of English (8). Furthermore, two of the programmes (8, 9), have maximum age limits for teachers at the time of application (39 and 30 respectively). All three programmes offer financial assistance to participants. Specifically, two offer salaries (8, 9) and the third offering a financial supplement on top of basic Austrian remuneration rates (7). We found that only one of the programmes guarantees reintegration assistance of participants following the end of the programme (7), although we found no information on the form this takes (for the other two mobility programmes there was no information on this).

### **Other programmes**

There are three programmes for which there is no information either on the duration of the programme or whether the programme is one-way or an exchange programme:

- Professional Teacher Development (10)
- Teachers for Bilingual Schools in neighbouring countries (11)
- Graduate Teacher Programme (12)

One of these three programmes is administered by the Ministry of Education (BMKK) in cooperation with the British Council (12), whilst the other two are administered by the Ministry of Education (BMKK) alone (10 and 11). One programme is offered to both primary and secondary school teachers (10), the second is available to secondary teachers only (11) and the third is for teachers on initial teacher training (12). During the programme for both primary and secondary teachers, the participants teach in the United States for one year. The programme for secondary teachers only (11) sends participants to teach in Slovakia, Czech Republic or Hungary, and the programme for trainees (12) sends participants to undertake a “familiarisation” course and undertake teaching in the United Kingdom for at least two years.

Selection to these three programmes is made by the Vienna International Exchange (10) and the national Education Ministry (12) based on an application form. In two cases there are no specific requirements, whereas in one (10) teachers are required to be graduates and have a good knowledge of English. In one case (11) no financial assistance is available, whereas salaries are offered in the other two. However, there is considerable variation in these salaries.

### **Participation on Comenius**

Despite the large number of mobility programmes for teachers in post, the Comenius programmes are also widely used in Austria. Almost 1.4% of the teachers benefited from the Comenius School Partnership programme in 2005, which is approximately 60% higher than the EU27 average. Around 0.2% of teachers participated in the Comenius In-service Training programme, which is again approximately 60% greater than the European Union average. A reason for the success of these Comenius programmes is perhaps the lack of short-term programmes for teachers in post. Given the specific long term mobility programmes available in Austria, teachers in initial training are generally less likely to participate on the Assistantship programme, with the usage of the programme standing at 22% less than the EU27 average. Additional information on these programmes is provided in Annex 1.

### 6.3.2.1 Belgium (Dutch-speaking)

#### Summary

In summary we identified five mobility programmes in Dutch-speaking Belgium. Four of these teacher mobility programmes are offered to Flemish teachers willing to teach abroad. In terms of the target participants, one of these programmes is only available to primary school teachers; one programme is offered only to secondary teachers; whilst the remaining two are available to the both primary and secondary teachers. Two of the four programmes offering Flemish teachers the chance to go abroad are long term, bilateral programmes. The other two are one-way programmes for training purposes, and at least one is short term. However it should be noted that the destinations offered to Dutch speaking Belgian teachers are very limited: only France, Germany and the Netherlands. In addition to these programmes, there also exists a short-term training programme for foreign teachers from 4 European countries to come to Flanders. No mobility programmes for teachers in-training in Flanders were identified.

We describe each of the teacher mobility programmes available in Dutch-speaking Belgium broken down by type.

#### Short term programmes

We have been able to identify two short-term, one-way programmes:

- GROS programme (1)
- In-service courses (immersion) in France (2)

The GROS programme allows primary and secondary school teachers from the Netherlands, Luxembourg, Germany, France and the United Kingdom to come to Flanders on short visits for participation on training courses (1). The second programme sends primary and secondary school teachers to France for a 10 day immersion courses for training purposes (2). The French programme is administered by the International Relations Division in conjunction with the French embassy (there is no information on the management of the other programme).

#### Long term bilateral programmes

There are two long term, bilateral programmes:

- GENT Agreements (3)
- Exchange in Germany for one year (4)

The first of these mobility programmes sends primary school teachers to the Netherlands for one academic year (3). The other programme involves teachers spending one year in Germany to teach and to attend in-service training courses (4). For this second programme the teachers are required to teach French or German.

#### Other programmes

There is also one programme for which there is limited information either on the duration of the programme or whether the programme is one-way or an exchange programme:

- Formacom II (Formacom III for 2008-2010) (5)

This programme is administered by Form@com and gives secondary school teachers the chance to spend time in France for training purposes. Selection is based on application form and teachers are required to teach French. Participants are provided with financial assistance through Comenius grants. Following the completion of the programme participants are required to organise workshops for their French-teaching colleagues.

Some additional information on the Comenius programmes in Belgium can be found below in the section on French-speaking Belgium

### **6.3.2.2 Belgium (French-speaking)**

#### **Summary**

In summary, in French-speaking Belgium six mobility programmes are available to teachers and teachers-in-training. Of these six, three programmes are available to primary and secondary school teachers, one to secondary school teachers and university professors, one only to secondary school teachers and one specifically for teachers-in-training.

The great majority of programmes (five out of six) are one-way programmes. There is at least one of these programmes available to each type of teacher and trainee. The range of destinations offered as part of these mobility programmes is large, both inside and outside of the European Union. There is also significant variation in these programmes in terms of duration, ranging from as little as one week up to a maximum of six years for one programme.

It is interesting to note that the aims and objectives associated with the various mobility programmes are fundamentally different from each other. Specifically, for some of the longer term programmes, the stated aims are to promote the Wallonie region and the teaching of French language. On the other hand, for some of the shorter term programmes, the ultimate aims are to improve language skills of teachers (See Annex 1).

In addition to these programmes, there are some bilateral agreements encouraging the exchange of teachers between French-speaking Belgium and 10 European countries (though these cannot be considered mobility programme in the strictest sense). Interestingly, we did not find any state-run programmes designed for teachers in training within the European Union (though one was identified for teachers-in-training to travel to Canada).

Below we describe each of the teacher mobility programmes available in French-speaking Belgium broken down by type, as well as presenting some information on the Comenius programme in Belgium (as a whole).

#### **Short term programmes**

We have been able to identify three short term, one-way programmes:

- Internships for Future Teachers (1)
- Trip Abroad for Teachers (2)
- Education element of the Marshall programme (3)

Two of these programmes are administered by Taxibrousse asbl (1 and 2), whereas the third is administered by the Wallonie Region (3). The Internships for Future Teachers programme is offered to future secondary school teachers (1) and provides 10 participants per year the chance to spend between 3 weeks and 3 months teaching in Quebec (Canada). Selection is based on an application form and participants have to be university students specialising in education related studies. The other two programmes are available to both primary and secondary school teachers

(2 and 3). The first of these programmes involves a 2 week stay in Senegal to study (2), whilst the second is a one-week programme for training purposes (3), though we were unable to identify any information on the geographic location of the training. In addition, although the Marshall Programme provides financial assistance in the form of individual fellowships, we were unable to identify any additional information relating to the conditions associated with the assistance<sup>18</sup>

### **Long term programmes**

There are two long term, one-way programmes:

- CODOFIL Louisiana (4)
- Teachers in bilingual secondary schools or Assistant Professor in University (5)

Both of these programmes are administered by Wallonie-Bruxelles International. The first programme (4) provides around 30 primary and secondary school teachers the opportunity to teach in the United States for ten months (one academic year). The other programme (5) sends secondary school teachers and university professors to teach in one of a number of European and non-European countries for between one and six academic years.<sup>19</sup>

Selection for one of the programmes (4) is based on an application form and requires candidates to have a university degree, a degree conferring the right to teach and a basic knowledge of English. The other programme (5) requires candidates to take competitive exams and interviews, have a degree in the relevant subject and have a degree allowing them to teach. Both programmes provide a range of financial assistance measures to participants.

### **Other programmes**

We have identified one exchange programme for which there is no information on the duration of the programme:

- Bilateral agreements (6)

This programme is administered by the Wallonie Region and is offered to secondary school teachers. Participants spend time teaching in Germany, Austria, Spain, Estonia, Italy, Lithuania, Luxembourg, the Netherlands, Portugal or the United Kingdom.

### **Participation on Comenius**

The lack of mobility programmes managed by public authorities for teachers-in-training in Belgium (Dutch-speaking and French-speaking) may explain why the Comenius Assistantship programme is the only Comenius programme widely used in Belgium. Participation is approximately twice as high as in the rest of the EU27 and this is a noticeable contrast with Comenius programmes designed specifically for teachers. Around 0.85% of teachers in post benefited from the School Partnership programme in 2005, which is approximately equal to the EU27 average. Belgium ranks 26th out of 27 when we consider the use of the In-service Training programme with only 0.06% of the teachers participating on it.

Additional information on these programmes is provided in Annex 1.

<sup>18</sup> No information was available on the destinations of programme (3), and no further information was available on selection requirements or assistance to participants for programmes (2) or (3).

<sup>19</sup> For secondary teachers these countries are Hungary, Poland, Slovakia or the Czech Republic, whereas university professors may go to Estonia, Hungary, Italy, Lithuania, Poland, UK, Slovakia, Slovenia, Czech Republic, Bulgaria, China, Croatia, Israel, Macedonia, Moldova, Romania, Russia or Turkey.



### 6.3.3. Czech Republic

#### Summary

In summary, the information suggests that the Czech Republic is the new Member State offering the largest number of teacher mobility programmes with five in total. Four of these programmes are for Czech teachers who want to go abroad. Among these four, there is a balance of one-way and bilateral programmes, and a balance of long term and short term programmes. The programmes give Czech teachers the opportunity to teach in a wide range of geographically diverse destinations (nine in total ranging from the EU to South America).

Most of the programmes for Czech teachers involve participants going abroad to teach; however there is one programme (the bilateral Norwegian Scholarship Fund programme) which can involve a wider diversity of activities. Correspondingly, this programme can also be either short or long term.

The fifth programme (Teaching English in Czech Republic) is designed for foreign teachers willing to teach English in Czech Republic, and there is no restriction on the origin of applicants for the programme. Administration of the programmes is always undertaken by a national public body such as the Academic Information Agency or the Ministry of Education.

#### Long term programmes

In the Czech Republic, we have been able to identify three long-term, one-way programmes:

- Teaching English in Czech Republic (1)
- Teaching at European Schools (2)
- Czech Teachers Abroad (3)

The Teaching English in Czech Republic programme (1) invites primary and secondary teachers from other countries to come to the Czech Republic to teach English. This programme is administered by the Academic Information Agency (AIA) and lasts for approximately one year. In the most recent year for which information exists, it received 35 applicants, 6 from within the European Union. Applicants must submit CVs and are required to have a university degree in English or teaching English as a foreign language (or a related degree). No financial or administrative assistance is provided for this programme.

The other two programmes identified (2 and 3) both allow eleven to twelve Czech teachers to spend a year teaching abroad. One of these programmes (2) is administered by the Ministry of Education whilst the other is administered by the AIA. The primary destinations of these programmes range from other EU countries to South America.<sup>20</sup> The Czech Teachers Abroad programme (3) requires applicants to have a qualification in the Czech language and two years experience in teaching the subject. There is no information on specific selection requirements for the other programme.

#### Short term programmes

We have also identified one short term, bilateral programmes:

- Visegrád Scholarship Programme (4)

<sup>20</sup> Belgium (Brussels), Luxembourg, Germany (Karlsruhe) for programme (2), and Croatia, Romania, Serbia, Ukraine, Poland, Argentina, Brazil, Germany and Russia for programme (3).

This programme is offered to secondary school teachers who are given the opportunity to make short to medium term study visits to a number of other EU countries (Hungary, Poland, Slovakia, Germany and Austria). The stated aims of the programme are to improve language learning, remove prejudices and build confidence through the development of mutual knowledge and understanding.

### **Other programmes**

Finally, there is one bilateral programme which can be either short or long term:

- EEA/Norwegian Scholarship Fund (5)

This programme is administered by the National Agency for European Educational Programmes (NAEP). The programme is available to a wide range of individuals including secondary school teachers and others and lasts for between one and six months. During the programme, participants teach, job shadow and attend courses, seminars, workshops and conferences. Destinations of the programme are Iceland, Liechtenstein and Norway. Applicants to the programme must be Czech citizens working at the eligible institutions, such as secondary schools, higher vocational schools or any other higher education institution. Participants are paid €150 per day, given insurance and reimbursed for their travel costs. Following the end of the programme, participants are required to submit a final report.

### **Participation on Comenius**

Despite the range of national mobility programmes offered (particularly for a new Member State), the use of Comenius programmes is also particularly high. The proportion of teachers benefiting from the School Partnership programme is 25% higher than the EU average. The proportion of teachers benefiting from the In-service Training programme is 13% higher than the EU average. Finally, the Comenius Assistantship programme is used 30% more often in the Czech Republic than in the EU27, which is not surprising given the lack of mobility programmes available for teachers in training.

Additional information on these programmes is provided in Annex 1.

### **6.3.4. Finland**

#### **Summary**

In summary, there are no teacher mobility schemes run by public bodies in Finland. However, Finnish teachers are involved in mobility programmes run by foreign public bodies and Finnish NGOs. In total there are four programmes available to Finnish teachers, all of which are exchange programmes. The four different programmes vary in terms of the activities undertaken by the participants, from pure teaching to project work. A number of the programmes available in Finland provide some financial assistance to participants, and selection processes appear to be quite ad hoc.

#### **Short term programmes**

In more specific terms, we have identified two short term, bilateral programmes

- DUO Korea (1)
- Pohjola-Norden exchange programmes (2)

One of these programmes (1) is run by a foreign public body (DUO Korea), whilst the other is run by a Finnish NGO (2). The first of these programmes gives Finnish teachers the opportunity to teach in Korea for one month. The second programme sends participants (who may come from any EU country) to one of the Nordic countries and involves a wider range of activities

including study visits, training and class exchanges. The stated aim of this programme is to enhance school co-operation in Nordic countries. As such, these programmes only extend to these particular Nordic countries. The activities encouraged are study visits, training (105 posts offered in 2007 for these two activities) and class exchanges (more than 200 teachers accompanied their class in 2007).

### **Long term programmes**

There is also one long term, bilateral programmes:

- Fulbright Teacher Exchange Programme (3)

This programme is administered by a foreign public body (the U.S. Embassy in Finland) and offers one to four Finnish primary and secondary teachers per year the opportunity to go on year long exchanges to the United States. Participants are required to secure a leave of absence with salary for a full academic year and round-trip international airfare from their home school districts. No financial assistance is given to participants on the programme.

### **Other programmes**

There is one bilateral programme for which there is no information on the duration of the programme:

- Nordplus Junior (4)

The improvement of Nordic cooperation, as well as supporting international communication, are the stated aims of a programme run conjointly by Finland, Sweden, Norway, Denmark, and, since 2008, Estonia, Latvia, and Lithuania. Different activities are offered in the framework of this programme, predominantly relating to teaching, study visits, and training. Around 90 teachers have participated in the programme in 2007, with approximately 5 participating through the teacher exchange programme and around 85 through class exchanges. This programme is administered by the Swedish National Office.

Applicants submit a description of their proposed project including an evaluation of the costs linked with the main objectives of the programme (improving the quality of education or vocational training provided, health promotion, reducing non-completion, improving entrepreneurship and multicultural classrooms). The financial assistance afforded to participants is part of the activity cost (€1,065 per month) and grant for travel costs (€660 for travel to the Faroe Islands and Iceland, €300 for other countries). Upon completion of the programme participants are expected to write a report.

### **Participation on Comenius**

The lack of national mobility programmes may explain the extensive use of the Comenius programmes. In particular, the School Partnership programme affects approximately 2.25% of teachers (ranking 3rd highest out of the EU 27 Member States). In 2005, the proportion of teachers who participated on the In-service Training programme stands at 0.16%, which is 25% higher than the EU27 average. The Assistantship programme is used 54% more regularly in Finland than in the EU27 on average.

## **6.3.5. France**

### **Summary**

In summary, we identified 11 mobility programmes offered to teachers in France. Eight of these programmes are managed by the Ministry of Education or non departmental public bodies. There is a full range of mobility programmes are offered to teachers in post. There are short-

term training programmes (both one-way and exchange programmes) and long-term programmes allowing French teachers to teach in the host country. The number of posts offered is large (approximating 1,000 per annum) with the majority of the posts offered to teachers being for training purposes (584 posts offered for the Language Course Abroad Programme, and around 400 for the Training in the UK programme). The destinations offered in these short-term programmes are rather limited (only 9 countries of which six are EU Member States). The main aim of these programmes is to improve the pedagogic skills, cultural knowledge, and the international awareness of the participants.

The number of destinations offered by the 4 long-term mobility programmes is even more limited (excluding the Secondment Abroad programme where there is no theoretic restriction on the destinations offered). Only 8 countries (including 5 European Union Member States) are offered to applicants. The main stated aim of these programmes is to support the professional development of teachers as well as the teaching of French language.

The main mobility programme offered in France is to students (including would-be teachers) that wish to become language assistants abroad. Approximately 2,500 students per annum participate in this programme (generally for an extended period). There are 21 destinations offered in this exchange programme.

There are two programmes not directly managed by the French Ministry of Education. They both offer long mobility periods in the United States (including one exchange programme). The number of posts offered is quite low - approximately 60 per annum. One of these programmes (French Immersion USA) clearly indicates that one of the goals of the project is to support French language teaching in the United States.

There is also only one programme for foreign teachers to come to France. These incoming teachers do not generally come to teach but for a short-term study visit. It is designed for German teachers teaching French and the stated objective of this programme is to improve their knowledge of the French education system.

### **Short term programmes**

Specifically, we have been able to identify two short term one-way programmes

- Language courses abroad (1)
- Study visit of German teachers (2)

Both these programmes are administered by CIEP (Centre International d'Études Pédagogiques - a public body linked to the Ministry of Education). The first programme (1) allows French primary and secondary school teachers to attend language courses abroad. This programme consists of two seminars during the summer hosted in Germany, Italy, United Kingdom, Egypt, Spain, Portugal, Canada, Ireland or the United States.<sup>21</sup> The second programme (2) encourages German teachers to visit France for 3 week duration.

Selection for the language course programme for French teachers (1) is based on an application form, and applicants must be language teachers, or teach in a European department of a secondary school. Applicants to the programme for German teachers (2) must teach French. One

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<sup>21</sup> There are 584 posts available in total: 100 for primary teachers (20 in Germany, 10 in Italy and 70 in the UK), and 484 for secondary teachers (47 in Germany, 12 in Egypt, 145 in Spain, 62 in Italy, 14 in Portugal, 22 in Canada, 78 in Ireland, 82 in the UK, 22 in the US).

programme (1) provides financial assistance to participants (the course fee and living expenses are paid for), whilst the other does not.

### **Long term programmes**

We have also identified two long-term, one-way programmes:

- Secondment Abroad (3)
- Primary education teachers' trip to the US (4)

The first programme (4) is administered by the Ministry of Foreign Affairs and provides primary and secondary school teachers the opportunity to spend three years in a foreign country where they undertake both teaching and non-teaching duties. The second programme (4) also lasts for three years and sends primary school teachers to teach in schools in the United States.<sup>22</sup>

For the Secondment Abroad programme (3), participants are required to have two years of experience and have good understanding of the English language. Unfortunately, there is no information available for either programme on the assistance given to participants, or the requirements on participants following completion.

### **Long term bilateral programmes**

There are four long-term, bilateral programmes

- Exchange of language assistants (5)
- Exchange of posts for secondary school teachers (6)
- Exchanges between France and Germany (7)
- Fulbright exchange programme (8)

Two of these programmes (5 and 6) are administered by CIEP; one (7) is managed by the Ministry of Education, whilst one (8) is run jointly by Fulbright and CIEP. Three of the programmes are available to teachers (6, 7 and 8), whereas the other programme (5) is offered to students (including future teachers).

The programme for student teachers lasts for between 7 to 11 months and sends participants to a large, diverse range of countries to assist French teachers in the host country.<sup>23</sup> Participants are required to be a French citizen aged between 20 and 30 years old, have a university degree and have a good knowledge of the language of the host country.

Two of the programmes offered to teachers are available to secondary school teachers only (6 and 8), whilst the other (7) is available to primary teachers only. The durations of these programmes range from one term (6) to one academic year (7 and 8), and up to two years in exceptional cases for programme Exchanges between France and Germany. One of the programmes (6) gives participants the opportunity to go to a range of countries in Europe, North America and Australia, whilst the other two programmes each have just a single destination.<sup>24</sup>

One of the teacher programmes (6) requires participants to find a partner in the host country and have two years of teaching experience in the language, whilst another (8) requires participants to

<sup>22</sup> There is no information available on the management of the other programme.

<sup>23</sup> The destinations available are Germany, Argentina, Australia, Austria, Canada, Colombia, Ecuador, Spain, the United States, Italy, Ireland, Japan, Mexico, New Zealand, the Netherlands, Peru, Portugal, the United Kingdom, Switzerland, Taiwan and Venezuela.

<sup>24</sup> The United States in the case of programme 6 and Germany in the case of programme 8.

be an English language teacher, have 2 years of experience and not to have participated in an exchange programme in the last 3 years. All three teacher programmes provide participants with financial assistance, and one also provides logistical assistance. Two the programmes ensure teachers come back to their previous posts upon completion (6 and 7), one (6) requires former participants to write a report about the programme, and one (7) requires former participants to give support for German language teaching in their home district after the programme has ended.

### **Other programmes**

Finally, there are three programmes for which there is information unavailable on either the duration of the programme or whether the programme is one-way or bilateral.

- Exchange of posts for primary school teachers (9)
- Training in the United Kingdom (10)
- Stays in the United States (11)

One of these programmes (9) is an exchange programme run by CIEP which gives primary teachers the opportunity to go to Quebec in Canada. After completing this programme participants are reinstated in their previous posts. A second programme (10) is administered by the Ministry of Education and sends 800 English and French teachers to the UK for four week training courses. The final programme is managed by French Immersion US. The participants are primary and secondary school teachers who are sent to Louisiana in the US to teach for one academic year. Participants are selected for this programme via an application for and interview and must hold a university degree and have at least three years of teaching experience.

### **Participation on Comenius**

In relation to the Comenius programmes, it is important to note that all the programmes are used to a lesser extent in France than in the EU27 and is not unduly surprising given the existence of existing national programmes with similar duration and destination. Only 0.09% of the teachers benefited from this programme in 2005 (ranking 24th out of the 27 EU Member States). It is interesting to note that the School Partnership programme is used only by 0.50% of teachers in post, which makes France the least frequent user of this programme among the EU27. The main explanation for this is perhaps that the school partnership concept is not particularly common in the French educational system. Despite the general lack of mobility programmes for trainee teachers, the Assistantship programme is also used to a lesser extent in France than in the EU27.

Additional information on these programmes is provided in Annex 1.

## **6.3.6. Germany**

### **Summary**

With 17 identified mobility programmes available for school teachers, head-teachers or would-be teachers, Germany offers the largest number of mobility programmes of any Member State (more than Spain, Austria, and the United Kingdom). In addition to these programmes that are offered across Germany, it is important to note that with the devolved nature of education provision between the various Landers within Germany, there may be some additional regional mobility programmes not included in this analysis.

The most important body in terms of the management of mobility programmes in Germany is the PAD which manages and administers thirteen of the 17 programmes

Nine of these programmes are designed for German teachers in post to go abroad. Four of them are managed by a public agency: Pädagogischer Austauschdienst (PAD) of the Permanent Conference of Culture Ministers. PAD offers mostly short-term programmes (3 out of the 4 programmes it runs). The number of places offered is rather limited: around 220 per annum for short-term programmes, and around 25 per annum for the long-term programme (exchange programme). In addition, the range of destinations offered is not particularly large: Japan (only short-term), Italy (only short-term), Belgium (only short-term), Spain (short and long-term), US (short and long-term), France (short and long-term) and the UK (only short-term). The stated aims of the long-term programme is to improve language teaching in Germany and the host country and to support continuing professional development, whereas the objectives of the short-term programmes seem to be the introduction and experience of different cultures and teaching methods. The programmes not managed by PAD offer only one destination (the United States). These are both short-term (training) programmes and long-term programmes (teaching). Unfortunately, we were not able to collect information on some of their features like their goals and the number of posts offered.

There do not seem to be many programmes designed for teachers in initial teacher training. We identified only two programmes. One is managed by the Amisty Institute and is also offered to teachers. Furthermore, teachers in training must have some teaching experience to be able to apply. The other mobility programme is run by the PAD and offers a limited number of places (around 45 per annum). However it is a long-term programme which offers a large range of destinations: Central, Eastern and Southern Europe.

The largest programme in terms of the number of participants (more than 1,300 posts) is a PAD run exchange programme for students willing to enter the teaching profession. Students can become teaching assistants for a period of 6 to 10 months in a large range of destinations (Australia, Belgium, France, UK, Ireland, Italy, Canada, New Zealand, Switzerland, Spain, USA, and Russia). Around 1,400 German students and 1,000 foreign students benefited from this programme in 2006/07. The stated goal of this programme is to improve the language skills and cultural knowledge of the participants.

A specific feature of the German mobility programme is the large number of programmes offered to foreign teachers willing to come to Germany. These are all training programmes for a short period (from 1 to 6 weeks). Incoming teachers can come from Russia, Eastern Europe, Islamic countries, Italy, Belgium or German schools abroad (177 schools based in 61 countries). Around 225 posts are offered each year. The objective of this programme is generally to improve the knowledge of the German education system.

Lastly, it should be noted that Germany welcomes American secondary school head-teachers for a short period (15 weeks). Each year, 15 head-teachers are invited to discuss education issues with their German colleagues, especially the question of quality measurement.

We provide additional detail in the following section.

### **Short term programmes**

We have been able to identify ten short term one-way programmes

- Study visits of teachers from Russia and Central and Eastern Europe (1)
- Study visits of teachers from Italy and Belgium (2)
- Study visits of teachers to Italy, Belgium, Spain and the US (3)
- Study visits of primary and secondary school teachers to the UK or France (4)

- 21st Century Partnerships: Anglo-German Fellowships for teachers (5)
- High School Principal Programme (6)
- Study visits to Japan (7)
- European-Islamic school dialogue (8)
- Eastern German Teachers Visitor Programme (9)
- American Studies Summer Institute for Secondary School Educators (10)

Eight of these ten programmes (1 to 8) are administered by the public agency the Pädagogischer Austauschdienst (PAD), whilst one is managed jointly by the US Embassy in Germany and the United States Department of Education, and one is run by Fulbright.

There is considerable diversity in terms of the teachers that these ten programmes are available to. Five of the programmes are available to teachers in other countries who wish to visit Germany. The countries of origin of the teachers involved in these programmes are Russia and Eastern Europe (1), Belgium and Italy (2), the United Kingdom (5), Islamic countries (8) and the United States (6) (the latter programme is exclusively available to head-teachers from US high-schools). All of these programmes (except 6) are available to both primary and secondary school teachers.

The other five programmes are available to all teachers in Germany, giving them the chance to go abroad. These programmes allow German primary and secondary school teachers to go to Italy (3), Belgium (3), Spain (3), France (4) and the United Kingdom (5). Other programmes are designed specifically for secondary school teachers (7, 9 and 10), and involve travel to Japan (7) and the United States (9 and 10).

There is also a significant amount of variation between these programmes in terms of their durations. The shortest last just one to two weeks (2) whilst the longer programmes last up to six weeks (3 and 10). The most frequent duration is two weeks (5, 6, 7, 8 and 9).

The most common requirement for selection to the programmes is to be in possession of some teaching experience (programmes 1, 3, 4, 6, 7, 8 and 9). For teachers wanting to come to Germany from other countries, experience of teaching German is sometimes required (programmes 1 and 2), whilst teachers from Germany wishing to go abroad are sometimes required to have experience of teaching a foreign language. The great majority of these programmes provide financial assistance to participants in the form of grants or stipends (programmes 1, 2, 3, 5, 6, 7, 8 and 9).

### **Long term programmes**

We have identified two long term one-way programmes

- Professional development for teachers in German schools abroad (11)
- International awareness in schools (12)

Both of these programmes are administered by PAD. One of these programmes (11) is available to teachers who teach in German schools outside of Germany. The participants in this programme are invited to teach in Germany for one year, in order to gain a better understanding of the German education system. The other programme (12) is available to students studying to become secondary school teachers in Germany and recent graduates (specifically those studying to be German, social science or science teachers). Participants of this programme visit Central, Eastern and Southern Europe for three to six months.



For the programme aimed at teachers from outside Germany (11) participants are required to teach at a German school abroad in German, to have a very good knowledge of the German language. The other programme has no formal requirements, other than the above. Both these programmes provide financial assistance to the participants in the form of grants.

### **Long term bilateral programmes**

There are three long term bilateral programmes:

- Teacher exchanges (13)
- Foreign-Language Assistants in schools (14)
- Exchange Teacher Programme (15)

Two of these programmes are administered by PAD (13 and 14), whereas the other is run by the Amity Institute. Two of the programmes are available to primary and secondary school teachers (13 and 15), whilst the other is offered to German and foreign language students wishing to enter the teaching profession (14).

The programmes available for teachers wishing travel abroad offer participants the chance to teach in the host country for ten months (15) to a year (13). The destination countries are France, Spain and the United States in the case of one programme (13) and the United States only in the case of the other (15).

The programme for students involves classroom assistance for a period of six to ten months in a range of countries, mostly in Europe but also in other parts of the world.<sup>25</sup>

Selection for these programmes requires at least three years of relevant teaching experience for the programmes available to teachers (13 and 15), and two require having spent two years at university in the case of the programme for students. Partial funding is available to students on the language assistant programme.<sup>26</sup>

### **Other programmes**

Finally, there are two programmes for which no information is available on the duration.

- Intern Teacher Programme (16)
- School Teacher Exchange Programme (17)

One of these programmes (16) is a one-way programme administered by the Amity Institute. This programme is available to primary and secondary school teachers and teachers in initial training with some teaching experience. The programme offers participants the chance to teach German in high schools in the United States. The other programme (17) is an exchange programme managed by Checkpoint Charlie Stiftung, and is available to primary and secondary school teachers and qualified teachers not teaching. Participants teach German at a US school (for German teachers), or participate in a course on the German education system (for United States' teachers).

### **Participation on Comenius**

Due perhaps to the large number of national mobility programmes offered to teachers, the Comenius programmes are not widely used in Germany. Around 0.75% of teachers used the

<sup>25</sup> The destination countries are Australia, Belgium, France, the United Kingdom, Ireland, Italy, Canada, New Zealand, Switzerland, Spain, United States and Russia.

<sup>26</sup> No information was available on the financial assistance given to teachers on the other two programmes.

School Partnership programme (approximately 10% less than the EU27 average). The Assistantship programme is also not taken up to a significant extent in Germany: 20% less than the EU27 average. However, the In-service Training programme is marginally more popular (10% more) in Germany than in the EU27. Additional information on these programmes is provided in Annex 1.

### 6.3.7. Greece

#### Summary

We identified 7 mobility programmes in Greece. Five of these programmes are available to the Greek teachers in post, one is for trainee teachers and the final programme offers teachers from outside Greece to come and teach a foreign language in Greece. The programmes in Greece fall into one of two groups: long term one-way programmes (three in total) or short term bilateral programmes (two in total). In addition there are two other small programmes for which little information is available). All of these programmes are administered by some department within the Greek government. The most important programme (the ‘detachment’ programme) provides Greek teachers with the chance to teach in Greek schools abroad, or in foreign schools offering Greek language education. More than 1,750 teachers have participated from this programme. This programme also provides a very wide range of possible destinations for its participants. Other programmes for Greek teachers are short-term exchange programmes for training purposes. There is also a mobility programme aimed at encouraging foreign teachers to come to Greece to teach in a European School based in Crete. However, the number of posts offered to foreign teachers is very limited: only 9 posts for the previous academic year (2007/08).

#### Long term programmes

In particular, we identified three long term one-way programmes:

- Detachment of Greek teachers (1)
- School of European Education in Crete (2)
- Leave (3)

One of these programmes is run by the Directorate for International Education Relations (1), whereas the other two are administered by the Ministry of Education and Religious Affairs (2 and 3). One programme (2) is available to the primary and secondary teachers who want to come and teach a foreign language in a particular school in Crete. The other two are offered to Greek primary and secondary teachers who wish to go abroad. One of these programmes (1) offers a very wide range of destination countries, including 28 European countries, 18 African countries, 11 Asian countries and 5 North and South American countries. The durations of these programmes are quite flexible, and can last from one to five years.

One programme (1) requires applicants to have at least two years teaching experience, a good knowledge of the language where they wish to teach and the requirement to complete a training course. For teachers wishing to come to Crete to teach a foreign language (2), applicants must be a native speaker of the language to be taught and be able to teach at primary level in the country of origin.<sup>27</sup> One programme (3) provides participants with financial assistance in the form of additional pay and reimbursement of travel costs.<sup>28</sup>

<sup>27</sup> There is no information on the selection requirements for the other programme (3)

<sup>28</sup> There is no information on assistance given to participants on the other two programmes (1 and 2).

### Short term programmes

There are two short term bilateral programmes:

- Operational Programme for Education and Initial Educational Training (4)
- Short-term exchanges (5)

Both these programmes are administered by the Ministry of Education and Religious Affairs. One programme (4) offers Greek secondary school teachers the chance to spend one to two weeks on a study visit in another country, to exchange best practices and improve their knowledge of the other country's education system. Participants' travel and accommodation costs are covered by the Ministry as part of the programme. The other programme (5) is a short term exchange programme lasting for less than two weeks. Again the Greek government covers the costs of transport and accommodations for the participant.

### Other programmes

There are also two programmes where there is no information on the duration of the programmes or whether they are one-way or bilateral programmes:

- Bilateral agreement in education: (6)
- The Teacher Further Training Organisation (7)

These are both small programmes. The first of these programmes (6) entails the exchange of teachers, whereas the second (7) encompasses bilateral exchanges of trainees and trainers. No further information on these programmes was available.

### Participation on Comenius

The relative importance of national mobility programmes (in terms of the number of teachers) is probably one of the reasons that best explains the relatively low use of the Comenius programmes in Greece. Only 0.69% of teachers use the School Partnership programme (20% less than the EU27 average). Furthermore, Greece ranks lowest out of 27 countries in the use of the In-service Training programme (only 0.07% of the teachers benefited from the programme in 2005). Only the Assistantship programme seems to have some success in Greece (being used 30% more often in Greece than in the EU27 as a whole).

## 6.3.8. Hungary

### Summary

We identified 2 different mobility programmes offered to teachers in Hungary. One programme allows exchange between Hungary and 3 countries (Norway, Liechtenstein and Iceland) and approximately 100 teachers have benefited from this programme. The other programme identified offers the opportunity for newly qualified teachers or teachers in-training to come and teach in Hungarian vocational schools. The stated aim of this programme is to improve language teaching in Hungary and to support the professional development of incoming teachers. Thirteen posts are offered to foreign teachers but the demand for this programme is relatively low. Interestingly, we did not identify any programme allowing Hungarian teachers in-training to go abroad.

## One-way programmes

There is one one-way programme of flexible duration (it can be classed as long or short term):

- World-Language Programme 2008 (1)

This programme is administered by Tempus Public Foundation. It is offered to trainee and newly qualified secondary school teachers from around the world who wish to come to Hungary to teach for between two and four months. The aim is to improve language education in Hungary and the for the guest teacher to gain teaching experience. Selection is based on an application form, and applicants are required to be trainee teachers or newly qualified teachers, teach at least one vocational subject, have one year of pedagogic training, one year of pedagogic experience in a vocational subject and have a good knowledge of English or German. Participants are provided with financial assistance of between €500 and €1,000 per month, depending on their qualifications.

## Bilateral programmes

There is one bilateral programme of flexible duration (it can be classed as long or short term):

- Fund for International Mobility Programmes in the non-EU member EEA Countries (2)

This programme is also administered by Tempus Public Foundation. It is available to secondary school teachers and gives participants the chance to visit Iceland, Norway or Liechtenstein. The participants carry out joint projects between schools with the aim of increasing international awareness and synergies with national initiatives. Selection is based on an application package and the projects are financed from a budget which is managed by the schools. Participants are required to write a report once the programme is completed.

## Participation on Comenius

The lack of national mobility programmes for teachers in training may explain the incidence of would-be teachers that use the Comenius Assistantship Programme (50% higher than the EU27 average). The In-service Training Programme is used by 0.13% of teachers (the same proportion as in the EU27 as a whole). Finally, around 1.05% of teachers benefit from the School Partnership Programme (25% higher than the EU27 average).

### 6.3.9. Ireland

#### Summary

In summary, we have been able to identify five mobility programmes in Ireland. Three of these programmes are available to teachers, including primary school teachers (three programmes), secondary school teachers (two programmes) and head teachers (one programme). One programme is available to pupils as well as teachers. The other two programmes are available to future teachers.

Most of the programmes (three out of five) are short term (one one-way programme and two exchange programmes).<sup>29</sup> The destinations offered are limited: the United Kingdom for programmes run by national public bodies, and Northern Ireland and two African countries for programmes managed by NGOs.

There is a focus on programmes linked with Northern Ireland (one programme for teachers and two for teachers in training). The programmes with Northern Ireland aim to foster better understanding between the two parts of Ireland and promote better cooperation between the two

<sup>29</sup> For one programme there is no information on the duration.

jurisdictions. On the other hand the programmes with mainland United Kingdom aim to support professional development and mobility. We did not identify a programme that specifically encourages foreign teachers or would-be teachers to come to Ireland.

### **Short term programmes**

In more detail, we have been able to identify one short term one-way programme

- Global Teachers Programme (Scotland and Ireland) (1)

This programme is managed by Link Community Development (LCD) and gives primary and secondary school teachers and head teachers the opportunity to visit Malawi or Uganda for five weeks with the aim of improving pedagogic and organisation skills in the host country and supporting school development. Selection is based on an application pack. Participants are required to carry out follow-up work using the learning from the placement.

There are two short term bilateral programmes:

- East West School programme (2)
- Student teacher/youth worker placements (3)

The first of these programmes (2) is run by Léargas (National Agency for the management of National, European and International co-operation programmes). This programme is available to primary school teachers. Participants spend one week teacher shadowing or in a placement in partnership school in the United Kingdom. Selection is based on an application form and grants are provided to fund the projects.

The other programme (3) is administered by NcompasS and is offered to future teachers. Participants spend three weeks in Northern Ireland with the aim of encouraging more structured links between the education systems, and to promote understanding of the respective systems. Selection is based on an application form and students must be from the border counties of Northern Ireland. Financial assistance is provided to cover the cost of the placement. Following completion of the programme, participants are required to undertake interviews to share the learning gained.

### **Long term programmes**

There is one long term bilateral programme:

- Belfast and Dublin Education Exchange programme (project in 2005/2006) (4)

This programme is managed by the Belfast Education and Library Board and is offered to primary and secondary vocational school teachers. Participants spend one academic year in Northern Ireland undertaking a joint project on determined themes. Funding is provided through the EU Structural fund.

There is also one bilateral programme for which there is no information on the duration of the programme.

- North/South Student Teacher Exchange Phase II (5)

This programme is administered by the Centre for Cross Border Studies and is available to future teachers. Participants spend time teaching in Northern Irish primary schools. Funding for this programme is provided by the EU Structural Fund.

## Participation on Comenius

The lack of variety in the destinations offered to teachers in post or in training may explain the extensive use of the Comenius programmes. All the different programmes are more heavily used in Ireland than in the EU27 on average. In particular, 1.37% of teaching staff benefit from the School Partnership programme, 60% more than the European average. The In-service Training programme is used by 0.16% of teachers, 25% more than the EU27 average. The Assistantship programme is also used 25% more often in Ireland than in the EU27.

### 6.3.10. Italy

#### Summary

Our research shows that Italy offers the fewest number of mobility programmes to school teachers amongst the larger and more established Member States (France, Germany, Italy, Spain, and the UK). This is the case irrespective of whether individual teachers are in post or in training. In total, we were only able to identify 4 national mobility programmes. Moreover there is no national mobility programme offering Italian teachers in post the opportunity to go abroad for an extended period of time. Only would-be teachers and incoming teachers from the United States can benefit from a long-term mobility programme. It should also be noted that the number of posts offered is quite low. Only 100 posts are offered to teachers in post, and around 300 to would-be teachers. Except for 3 posts to Japan, all the posts offered are for European destinations. From the information we were able to collect, it seems that the main aim of the mobility programmes is to increase international awareness of participants.

We describe each of the teacher mobility programmes available in Italy, broken down by type, and present some information relating to the uptake of Comenius in Italy.

#### Short term programmes

We have been able to identify one short term one-way programme

- Trip to Japan (1)

This programme is administered by the Ministry of Education and the Japan Foundation. The programme is offered to secondary school teachers, and gives participants the chance to visit Japan for three weeks to improve their knowledge of Japanese education system and to support international openness. Selection is based on an application form, and participants are required to have a good knowledge of English. Financial assistance is provided in the form of flights and housing costs.

#### Other programmes

There are also three programmes for which information is unavailable either in respect to their duration or whether they are one-way or bilateral:

- Language assistants exchange programme (2)
- Specialisation courses abroad for Italian teachers (3)
- Fulbright programme (4)

The first of these programmes (2) is managed by the Ministry of Education. It is an exchange programme for language assistants (teachers in training) and participants have the opportunity to travel to Austria, Belgium, France, Ireland, Germany, Spain and the United Kingdom. Unfortunately, no further information is available about this programme.

The second of these programmes (3) is also managed by the Ministry of Education. This programme is available to secondary school language teachers. Participants spend between one and three weeks undertaking training courses in Austria, Germany, France or Spain. Selection for the programme is based on an application form and CV. Applicants are required to be secondary teachers and have knowledge of one of the host country's language. Applicants must also not have participated in the programme in the last three years. Course fees, meals and housing costs are paid by host country.

The final programme (4) is managed jointly by the Ministry of Education and the Fulbright Commission. This one-way programme is available to secondary school teachers from the United States who are invited to come to Italy.

### **Participation on Comenius**

Despite the small number of different mobility programmes and of posts offered, the Comenius programmes are not extensively adopted in Italy (compared to the EU27 average). Fewer than 1% of the teaching workforce benefit from the School Partnership Programme (10% more than in the EU27) and 0.12% of teaching staff benefits from the In-service Training Programme (marginally less than the EU27 in average). The Assistantship programme is also less well used in Italy than in the EU27 on average. Overall, it seems that Italy can be considered as one of the countries where the mobility of school teachers is particularly low.

#### **6.3.11. Luxembourg**

##### **Summary and participation on Comenius**

We were not able to identify any national mobility programme in Luxembourg. Consequently, it is not surprising that the Comenius programmes are widely used as an alternative means of promoting teacher mobility in Luxembourg. In particular, the proportion of teachers in-training benefiting from the Assistantship programme in Luxembourg is more than twice the EU27 average. In a similar vein, the teacher participation in the School Partnership programme is more than twice as high in Luxembourg than in the EU27. In particular, 2.25% of Luxembourg's teachers benefit from School Partnership programme. The In-service Training programme covers approximately 0.15% of teachers in post, which is 20% higher than the EU27 average.

#### **6.3.12. The Netherlands**

##### **Summary**

In summary, there are a two teacher mobility programmes in the Netherlands, plus some bilateral agreements with three other Member States. Just one national mobility programme is available for Dutch teachers in post. This programme (Plato+) is a short-term programme which offers teacher and head-teachers the opportunity to go abroad for a relatively short period (up to 3 weeks) to other EU Member States, Candidate countries and Morocco. Interestingly the stated aims of this project are specifically to promote mobility, as well as to support professional development. In addition to this, primary and secondary school teachers appear to have the opportunity to go France, Germany and Belgium under bilateral agreements; however, we have been unable to gather any information in relation to the main features of this programme (duration, selection process, etc.). The Netherlands also attracts German native-speakers (approximately 10 per year) to teach German in Dutch schools in order to improve German language education in the Netherlands.

### **Short term programmes**

Specifically, we were able to identify only one short term, one-way programme:

- Plato + (1)

This programme is administered by Europees Platform. It is available to primary and secondary school teachers, head-teachers and student teachers. Participants visit another EU27 Member State, candidate countries or Morocco for study visits and training. The duration of the programme is between five days and three weeks. Financial assistance is available to participants in the form of a grant.

### **Long term programmes**

There is one long term, one-way programme:

- PITON (2)

This programme is also managed by Europees Platform and is offered to primary and secondary school teachers-in-training from Germany and Austria. Participants are invited to the Netherlands to teach German for at least two years. Applicants to the programme are required to be a German native speaker and have a university degree in German or in teaching German as a foreign language. Financial assistance is provided in the form of a monthly grant during the first year.

### **Other programmes**

There are also bilateral programmes for which there is no information on the durations of the programmes:

- Bilateral agreements (3)

These agreements are made with Belgium, France and Germany and are available to primary and secondary school teachers. They offer participants the opportunity to visit one of these countries for study visits, training and teaching purposes. The objectives are to enhance knowledge of foreign languages and build long-term collaboration between schools.

### **Participation on Comenius**

In relation to the Comenius programme, it is interesting to note that the Assistantship programme is not particularly popular in the Netherlands. Only 17 future teachers benefited from it in 2006. The Netherlands was ranked 26th out of 27 EU Member States in relation to the usage of this programme. The School Partnership programme affected 0.6% of the teaching staff (ranked 25th out of 27 EU Member States). The In-service training was used to a marginally greater extent in the Netherlands than in average in the EU27.

### **6.3.13. Slovakia**

#### **Summary**

In summary, we were unable to identify any specific mobility programmes managed by the Slovak government for Slovak teachers. Similarly, we were unable to identify national programmes for future teachers or teachers in-training. Teachers in Slovakia do have the opportunity to teach abroad in the United States on a long term programmes by applying to the Fulbright programme.

We have identified two programmes that facilitate foreign teachers coming Slovakia to teach English or French. One of these programmes is managed by the Fulbright Commission and the other one by the French Foreign Ministry through the auspices of the French embassy.



## Long term programmes

Specifically, there is one long term, one-way programme:

- Bourse incitative d'expatriation aux lecteurs français

This programme is managed by the French embassy in Slovakia. The programme is available to primary and secondary school teachers who wish to come to Slovakia to teach French. The programme gives participants the chance to teach in Slovakia for one academic year. Selection to the programme is based on a CV and cover letter. Applicants who have taken an examination allowing them to teach are preferred, as are applicants who have a good knowledge of an Eastern European language and have already travelled abroad. Financial assistance is provided to participants in the form of a fellowship.

There is one long term programme which may be either one-way or bilateral:

- Fulbright programme

This programme is administered by the Fulbright Commission and gives teachers from Slovakia the chance to teach in the United States, and conversely provides teachers from the United States the opportunity to teach in Slovakia. The duration of the programme is ten months. Applicants to the programme are required to have three years of teaching experience. A stipend is provided for Slovak secondary school teachers going to the United States.

## Participation on Comenius

Other than the Fulbright programme, the only option for teachers in post in Slovakia who wish to teach abroad is the Comenius programme. Further, teachers in training in Slovakia must apply to the Comenius Assistantship programme to go abroad. This provides some rationale as to why the Comenius Assistantship programme is extensively used in Slovakia (more than twice more than the EU27 average). The Comenius School Partnership is used to a greater extent by teachers in post in Slovakia than in the EU27 in average. Approximately 1.3% of teachers in post participate in the programme. However the Comenius In-service Training Programmes is used by approximately 0.13% of the teachers, a proportion similar to the EU27 average.

### 6.3.14. Spain

#### Summary

With 14 identified mobility programmes available for Spanish school teachers or would-be teachers, Spain offers the second largest number of mobility programmes of any Member State (less than Germany but more than Austria, the United Kingdom and France). Spanish teachers have the opportunity to go abroad for either short or long-term visits (ranging from 1 week to two academic years) with many destinations both inside and outside Europe being offered to teachers. Despite the wide range of destinations, it appears to be the case that the most common destinations for teachers are the United Kingdom and France – even for those not involved in teaching languages.

We also identified several programmes for foreign teachers to come teach or train in Spain, as well as a number of programmes aimed at spreading the Spanish language and culture abroad (such as the Posts Abroad Programme, which sends Spanish teachers to Spanish schools abroad and European Schools). Each programme seems to have a different stated objective. Clearly, one of the primary stated aims is to increase language skill of the teachers; however, other programmes aim at promoting the Spanish language abroad or supporting bilingual education and international awareness.

The largest programme in terms of the number of teachers participating (more than 5,000 posts) is a Ministry of Education run programme sending primary school teachers to English speaking nations (both within and outside the EU). This programme offers an extended period in the host nation (at least three months) and also offers significant financial assistance whilst abroad (up to €4,000).

We describe the teacher mobility programmes available in Spain by type. A large number of programmes were identified for Spain. However some of these have been omitted from the detailed discussion below due to a lack of information on the programmes, but are included in Annex 1.

### **Short term programmes**

We have been able to identify one short term one-way programme

- Training for foreign teachers of Spanish language (1)

This programme is managed by the Organismo Autónomo Programas Educativos Europeos (OAPEE). It is available to primary and secondary school teachers who wish to come to Spain to train as Spanish teachers. Participants come from countries in South America, North Africa, the Middle East, Central Europe and Asia. The training courses last for 150 hours. Applicants to the programme are required to be primary school teachers, less than 45 years old, speak Spanish and teach Spanish language or literature. Financial assistance is available to participants in the form of medical treatment, travel expenses and monthly aid.

### **Long term programmes**

There is one long term one-way programme

- English courses for primary and trainee primary teachers (2)

This programme is administered by the Ministry of Education. There are 5,000 posts available for Spanish primary school teachers on this programme. Participants travel to Australia, Canada, the United States, Malta, Ireland, the United Kingdom or New Zealand for three months to learn English. Financial assistance of €4,000 is provided to participants.

There is one long term bilateral programmes

- One-to-one exchange programme (3)

This programme is also managed by the Ministry of Education. The programme is available to secondary school teachers and gives participants the opportunity to spend between one term and one year in Austria, France or Switzerland. Participants are reimbursed their travel costs.

### **Other programmes**

There are a number of programmes where there is no information on either the duration of the programmes or whether the programmes are one-way or bilateral. Among these two programmes are identified as long term, but cannot be categorised as one-way or bilateral:

- Posts Abroad Programme (4)
- Foreign Assistants Programme (5)

Both of these programmes are administered by the Ministry of Education. The Posts Abroad Programme (4) is offered to primary and secondary school teachers in Spain who wish to go abroad. This programme sends participants to schools in one of fifteen countries (including seven Member States) for two academic years.<sup>30</sup> The Foreign Assistants Programme (5) brings participants to Spain to from one of ten countries (including seven Member States) to act as foreign language teaching assistants for one to two years.<sup>31</sup>

Selection for the programmes is based on competitive exams (in the case of (4)), and application forms, qualifications and experience for the other (5). For the Posts Abroad Programme (4) applicants must be a civil servant who has worked in Spain for the last three years (as a minimum) and have a working knowledge of the host language. For the other programme (5) applicants must be final year students or graduates, and have experience abroad and teaching experience. For the Posts Abroad Programme (4), upon completion of the programme participants are given preferential right to hold a teaching post in the town or area to which they were originally assigned.

There are also six programmes for which there is no information on either the duration of the programmes or whether the programmes are one-way or bilateral:

- Programme to go to the USA, Canada or Germany (6)
- Assistant Auxiliares (7)
- Teachers in bilingual section in Central Europe or China (8)
- Linguistic and cultural immersions programmes (9)
- Visiting Irish or British teachers (10)
- Training for foreign teachers of Spanish language (11)

All of these programmes are administered by the Ministry of Education. Four are programmes for Spanish participants who want to go abroad (6, 7, 8 and 9), whilst the other two programmes bring the participants for other countries to Spain (10 and 11). Some programmes are available to primary and secondary school teachers (7 and 11), whereas some are only available to secondary school teachers (8 and 9).

Between these programmes for Spanish teachers the range of possible destinations is quite diverse (including Germany, Austria, Belgium, Canada, France, USA, Italy, Portugal, New Zealand, UK, Ireland, Bulgaria, Slovakia, Hungary, Poland, Czech Rep, Romania, Russia and China).

Selection for the programmes is often based on interviews (6 and 8), and applicants teaching experience and related degrees are usually considered preferable. Financial assistance is provided for two programmes (6 and 11).<sup>32</sup>

<sup>30</sup> The destination countries for this programme are Andorra, Argentina, Brazil, Morocco, France, Colombia, Italy, Portugal, UK, Netherlands, Belgium, Luxemburg, Australia, USA and Switzerland.

<sup>31</sup> The countries of origin for this programme are Germany, Austria, Belgium (French), Ireland, Italy, New Zealand, Australia, US, Luxemburg and the Netherlands.

<sup>32</sup> There is no information on the financial assistance provided for the other programmes.

## Participation on Comenius

Despite the large number of national mobility programmes offered to teachers in post, the Comenius programmes are widely used in Spain. Around 1.2% of teachers used the School Partnership programme (40% higher than the EU27 average) and 0.15% use the In-service Training programme. Despite the high participation in these programmes, the Assistantship programme for future teachers is less used in Spain than in the EU27.

Additional information on these programmes is provided in Annex 1.

### 6.3.15. Sweden

#### Summary

From the information that we have been able to gather, there appear to be only 2 mobility programmes run by the Swedish government. They both offer school teachers short trips abroad for training purposes or to undertake a project with a linked school. Swedish teachers can also benefit from the Nordplus Junior programme, which is an initiative run jointly by a number of Scandinavian countries (Sweden, Finland, and Norway). The main coordinator for Nordplus Junior is the Swedish National Office. Both the mobility programmes discussed are exchange programmes and their stated aim is to support international cooperation. However; the programmes appear to be restricted to Scandinavia and only offer a limited range of destinations (either to Scandinavian countries, Baltic countries, or a number of Eastern European countries). In addition to these specific programmes, it is also the case that foreign language teachers in training must go abroad as part of their instruction; however, we have been unable to gather any information in relation to the specific features of this programme (destination offered, duration, etc.).

#### Short term programmes

Specifically, we have been able to identify only one short term bilateral programme:

- The Visby Programme: Projects and Network

This programme is available to upper secondary school teachers (teachers of post-compulsory students). Participants travel to Estonia, Latvia, Lithuania, Poland, Russia and the Ukraine for between one and two weeks to carry out joint projects and network building activities with aim of stimulating long-term cooperation. Selection is based on an application form and the willingness of the partner school to participate. Financial assistance is given to the in the form of scholarships for travel and board and accommodation costs.

#### Other programmes

There is one bilateral programme for which there is no information on the duration of the programme:

- Nordplus Junior

This programme is managed by Norden (the main coordinator at the Swedish National Office) and is available to Swedish primary and secondary school teachers who wish to go abroad. Participants travel to Denmark, Estonia, the Faroe Islands, Finland, Greenland, Iceland, Latvia, Lithuania, Norway, and Åland to make study visits, teach or carry out joint projects. Selection for the programme is based on the description of the project submitted by the applicant, the costs and the link with priority objectives of Nordplus Junior.<sup>33</sup> Financial assistance is given to

<sup>33</sup> The objectives of Nordplus Junior are quality in education, vocational training, health, prevention of drop-out, entrepreneurship and multicultural classrooms.

cover part of the cost of the project and a grant for travel. After completing the programme participants are required to write a report of the programme.

In addition to these mobility programmes there are also a number of scholarships for schools which give participants the chance to travel. These are offered to primary and secondary school teachers with the aim of encouraging international contact. These schemes comprise of study visits, joint projects and conference attendance. Financial assistance is given in the form of scholarships.

### **Participation on Comenius**

Swedish teachers use the Comenius programme to a greater extent than the EU27 average. The number of teaching staff involved in the School Partnership Programme represents nearly 1% of all teachers in post. The In-Service Training Programme was used by 0.15% of the teachers in post in 2005 (20% more than the EU27 average). However trainee teachers do not use the Comenius Assistantship programme to a significant extent (30% less than the EU27). One possible reason for this anomaly may be that would-be language teachers have to go abroad as part of their instruction in any case.

### **6.3.16. United Kingdom**

#### **Summary**

The United Kingdom offers a wide range of programmes with primary and secondary level teachers being able to benefit from either short-term or long-term mobility programmes. British would-be teachers (and young trainee teachers/graduates) can also benefit from long-term programmes. In addition to these programmes aimed predominantly at classroom teachers, there is also a mobility programme specifically designed for head-teachers. Overall more than 3,200 places are offered in mobility programmes each year, of which approximately 2,200 are intended for would-be teachers and the remaining 1,000 for teachers who are already in post.

In addition to these programmes that are offered across United Kingdom, it is important to note that with the devolved nature of education provision between the various Home Nations within the United Kingdom, the Scottish and Welsh governments also manage specific mobility programmes within their own national education sector. Mobility is also supported by programmes run by a number of associations and NGOs. The main objective of the mobility programmes is to improve the foreign language and/or pedagogic skills of the participants. Interestingly, and unsurprising given the shortages of teachers in many parts of the country, the United Kingdom is also one of the only countries to provide training for foreign teachers willing to teach (permanently) in the United Kingdom.

#### **Short term programmes**

We have been able to identify four short term one-way programmes:

- Teacher International Professional Development Programme: study visits (1)
- Scottish Continuing International Professional Development (Scotland) (2)
- Study visits (Wales) (3)
- Global Teachers Programme (Scotland and Ireland) (4)

One of these programmes is run by the British Council, two are Scottish programmes which are run by Learning and Teaching Scotland (2) and Link Community Development (LCD) (4) and the final programme is a Welsh programme run by the General Teaching Council of Wales (3). All four programmes are available to primary and secondary school teachers, and one

programme also aims to attract head-teachers (4). The durations of the programmes range from as little as five days (1) up to five weeks (4).

Some of these programmes offer a wide range of destination countries (up to 70 countries (1)), whilst others only send participants to a small number of specific countries (Malawi and Uganda (4)). The activities undertaken on these programmes are study visits and project work. Selection for the program is based on application forms, which sometimes have to detail the rationale and objectives of the trip (2) or a project proposal (3). Common requirements for the programmes are experience (1) and approval by the head-teacher (2). Financial assistance is usually provided (1, 2 and 3).<sup>34</sup> Follow-up work is also required after completion of most of the programmes, including report writing (1 and 2) and dissemination of the experience.

There are two short term bilateral programmes:

- Catalonia Teacher Exchange (Scotland) (5)
- Head-teacher exchange programme (6)

These programmes are administered by Learning and Teaching Scotland (5) and the British Council (6). The first (5) is available to primary and secondary school teachers and the other is offered to head-teachers. The durations of the programmes are around a week to ten days. One programme (6) has a wide range of destinations including thirty countries, where as the other (5) only sends participants to one region of Spain (Catalonia).<sup>35</sup> Selection is based on an application form (5 and 6), and a report on the rationale and objectives of the trip (5 only). For one programme (6) participants are required to have at least three years experience, whereas the other programme has to be approved by the head-teacher. Travel and accommodation costs are reimbursed for one programme (5), and participants are required to write reports following completion of this programme.<sup>36</sup>

### **Long term bilateral programmes**

There are three long term bilateral programmes:

- Language assistants exchange programme (7)
- Commonwealth Exchange Programme (8)
- Scotdec projects (Scotland) (9)

These programmes are run by the British Council (7), League of the Exchange of Commonwealth Teachers (8) and Scotdec (9). One of these programmes is available to students (7), whilst the other two are offered to teachers who wish to teach abroad (secondary school language teachers (8) and primary and secondary teachers (9)).

The duration of the programmes range from 6 months to a year. The programme for students (7) involves participants acting as teaching assistants and one of the programmes for teachers (8) sends them to teach in a foreign country. The other programme for teachers aims to share experiences on health education and citizenship.

<sup>34</sup> There is no information regarding financial assistance for programme 4.

<sup>35</sup> The destinations for programme 6 include Australia, Brazil, Canada, China, Croatia, Cuba, Czech Republic, Egypt, France, Germany, Greece, Estonia, Hungary, India, Indonesia, Japan, Poland, Russia, Singapore, Spain, South Africa, Taipei, Thailand and the United States.

<sup>36</sup> There is no information on financial assistance or follow-up work for programme 6.

The range destinations for the programmes vary from just two countries for one programme (9: South Africa and East Timor) to a wide range of countries (7: Austria, Belgium, Canada, China, France, Germany, Italy, Spain, Switzerland, Latin America, Russia, Senegal). Selection for the programmes is based on application forms. No financial assistance is given for two of the programmes (7 and 8).

### **Other programmes**

There are also three programmes where there is no information on either the duration of the programmes or whether they are one-way or bilateral:

- Graduate Teacher Programme (10)
- Fulbright UK/US teacher exchange (11)
- Lesotho Teacher Placement and Exchange Programmes (from 2008) (12)

These programmes are managed by the British Council (10), in conjunction with the US Department of Education in one case (11), and the Welsh Assembly Government (10). One programme is offered to future, foreign born secondary school teachers who wish to come to the United Kingdom for teaching and ‘on-the-job’ training. Participants on this one-way programme come mainly from Austria, France, Germany and Spain, though other countries are possible.

The other two programmes are for UK teachers (primary and secondary school teachers) who wish to go abroad. One of these programmes (11) is an exchange programme whilst the other can be one-way or an exchange programme (12). For one programme (11) the only destination is the United States, whereas the other programme sends participants to Lesotho. The activities involved in both these programmes are teaching and studying.

Selection for these three programmes is based on application forms, cover letters, essays, CVs and interviews. For the student programme applicants are required to be a French, German or Spanish native speaker, hold a university degree, have a good knowledge of English and mathematics and be a European citizen. For one programme (11) applicants are required to have three years experience. No financial assistance is provided for one programme (10), whereas for another (11) travel costs are reimbursed.

### **Participation on Comenius**

Regarding the Comenius programme, the proportion of teachers benefiting from the Comenius School Assistantship programme and the In-service Training programme is respectively 0.59% (ranking 26th out of 27 Member States) and 0.07% (25th out of 27 Member States) of the entire teacher workforce. The extent of national mobility programmes offered to UK teachers can explain why the Comenius programmes are less used by teachers in post in the UK than in the rest of the European Union.

Additional information on these programmes is provided in Annex 1.





## 7. Selection of case studies

Given the data that has been collected to date, we have summarised and classified the information presented in the previous sections to assist in the determination of countries that should be brought forward for case study selection. Clearly a balance needs to be achieved between a number of factors when considering countries for inclusion; however, for each country where information exists, we have tried to assess the number of national teacher mobility programmes offered; the general uptake of mobility programmes; the general use of the Comenius programmes relative to the size of the existing domestic teaching profession; the availability of contact information for policy officials responsible for the administration/management of mobility programmes; and an initial willingness to participate in fieldwork. We have also attempted to provide a set of case studies that cover a range of different types of mobility programme available across Member States to provide as complete a picture as possible of the activities that take place on the ground.

It is clear that in every exercise of this nature, there is some degree of subjectivity associated with the selection of different countries. We do not claim that the responses provided are representative of all teachers or schools participating in the various programmes; however, we believe that even with the limited sample sizes involved in this analysis, some lessons may still be learned.

This information is presented in the table overleaf. We used a High (H), Medium (M) and Low (L) ranking for the main variables of interest. These are as follows:

- the number of identified programmes;
- the number of identified long-term mobility programmes;
- the number of destinations offered;
- the quality of information available for the national programmes;
- the use of the Comenius programmes;
- the inflow of Comenius assistants into the country; and
- the *quality* of contact made with national agencies.

### 7.1.1. Number of Identified Programmes

For the number of programmes, a country is considered having a *High* number of mobility programmes if there is more than one programme identified for every 25,000 domestic teachers in the school workforce. We have classified a country to have a *Medium* number of programmes if there is more than one mobility programme available per 75,000 teachers in post. A country is defined as having a *Low* incidence of national mobility programmes if there is less than one mobility programme available per 75,000 teachers in post<sup>37</sup>. We have adopted this framework to remove the impact of general population size on the number of programmes that might be available.

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<sup>37</sup> As previously discussed, it was not always possible to collect information on the incidence or characteristics of mobility programmes from each individual Member State. In these circumstances, we classified the information as missing with the annotation 'N/A'. This same annotation also applies to other programme characteristics where no information was available.

### 7.1.2. Number of identified long-term mobility programmes

For the number of identified long-term mobility programmes, a country is classified as having a *High* proportion if long-term programmes represent more than 50% of all mobility programmes; a *Medium* proportion if long term mobility programmes represent between 25% and 50% of all mobility programmes and a *Low* proportion if long term programmes account for less than 25% of all programmes. The inclusion of this criterion for selection of case studies was as a result of the specific aims and objectives of the study to consider longer term teacher mobility.

### 7.1.3. Number of destinations offered

For the number of destinations offered, we assessed the number of European and non-European destinations, taking into account the size of the country. Classification as *High* implies that the mobility programmes cover most of the EU27 (more than 15 Member States) plus several non-European destinations (more than 5). *Medium* implies the mobility programmes cover most of the EU27 Member States (more than 15) and a few international destinations (fewer than 5). *Low* is classified as including only neighbouring countries or major EU27 Member States. As before, the quality of this ranking depends on the availability of statistics and the completeness of the information available on national websites.

### 7.1.4. Use of the Comenius programmes

For the use of the Comenius programmes, we considered the incidence of participation as a proportion of the total domestic teacher workforce in each particular country compared to the EU27 average. A country was classified as having a *High* rate of Comenius participation if the proportion of teachers participating was (at least) 50% greater than the average rate of participation across the EU27 Member States. Comenius usage was rated *Medium* if participation was between 1% and 50% higher than average participation across the EU27 Member States. Participation was considered to be low, if participation was below the average take up across the EU27 Member States.

### 7.1.5. Inflow of Comenius assistants into the country

For the inflow of Comenius assistants, we examined the ratio of incoming to outgoing assistants and the incidence of inflow of assistants as a proportion of the total teacher workforce in each particular country of destination compared to the EU27 average. Inflow of Comenius assistants was rated *High* if the average of both ratios was (at least) 50% greater than the EU27 average. Inflow was rated *Medium* if the average of both ratios was between 1% and 50% higher than the EU27 average. Inflow was rated *Low* if the average of both indicators was below the EU27 average.

A summary of the various ratings is presented overleaf.

Given the information available and the research work undertaken, we selected 5 countries for case studies: The selected countries and primary rationale for selection were as follows:

- Austria (Member State with a relatively high number of long-term mobility programmes);
- United Kingdom (Member State with a high number of destinations offered);
- Spain (Member State with a high number of national mobility programmes);
- Finland (Member State where the Comenius programme is widely used (inflow and outflow)); and
- Czech Republic (most successful new Member State in promoting mobility)

Table 7. Selection of countries for case studies

	Total number of identified programmes	Number of programmes managed by national public body	Number of identified long-term programmes	Number of identified short-term programmes	Number of destinations offered	Quality of information available for national programmes	Comenius usage	Comenius Assistantship demand	Contact made with national bodies ; Comenius national agency	Selection for case studies
Austria	H ; 12	12	H ; 10	1	M	H	M	H	L ; L	Selected
Belgium (D)	H ; 5	5	M ; 2	3	L	L	L	M	L ; M	
Belgium (F)	H ; 6	4	M ; 2	4	H	M	L	M	M ; H	
Bulgaria	NA	NA	NA	NA	L	L	L	L	L ; L	
Cyprus	NA	NA	NA	NA	L	L	L	H	M ; L	
Czech Republic	H ; 5	4	H ; 3	3	M	M	M	L	M ; H	Selected
Denmark	NA	NA	NA	NA	L	L	H	L	L ; M	
Estonia	NA	NA	NA	NA	L	L	H	H	H ; M	
Finland	H ; 4	0	L ; 1	2	L	H	H	H	L ; H	Selected
France	M ; 10	8	H ; 6	4	M	M	L	M	H ; H	
Germany	M ; 17	12	M ; 5	11	M	H	L	H	M ; M	
Greece	H ; 6	6	H ; 3	2	H	L	L	H	L ; L	
Hungary	M ; 2	3	H ; 2	2	L	H	M	L	H ; L	
Ireland	H ; 4	2	L ; 1	1	L	M	M	L	L ; L	
Italy	L ; 4	4	H ; 2	2	L	M	L	H	L ; Not contacted	
Latvia	NA	NA	NA	NA	L	L	H	L	L ; H	
Lithuania	NA	NA	NA	NA	L	L	H	L	L ; L	
Luxembourg	NA	NA	NA	NA	L	L	H	H	L ; H	

Malta	NA	NA	NA	NA	L	L	M	L	L ; M	
Netherlands	L ; 3	3	M ; 1	1	M	M	L	H	L ; M	
Poland	NA	NA	NA	NA	L	L	L	L	L ; H	
Portugal	NA	NA	NA	NA	L	L	L	L	L ; L	
Romania	NA	NA	NA	NA	L	L	L	M	L ; L	
Slovakia	M ; 2	0	H ; 2	0	L	M	H	L	L ; L	
Slovenia	NA	NA	NA	NA	L	L	H	H	L ; H	
Spain	M ; 14	14	M ; 6	2	H	H	M	H	not contacted	<b>Selected</b>
Sweden	M ; 3	2	L ; 0	3	L	L	L	M	L ; L	
United Kingdom	M ; 12	9	M ; 4	8	H	H	L	L	H ; H	<b>Selected</b>

Source: London Economics

## 8. Case study findings

This section presents the findings from the five case studies, Austria, Spain, Finland, the Czech Republic, and the United Kingdom. Given the fact that there is a significant difference in the experiences of teachers and individual schools, we have decided to present the findings from the stakeholder consultations separately. Specifically, to better understand the range of opinions and experiences encountered by the participants, for each Member State, we provide detail of the individual school and teacher experience against each element of the terms of reference. As presented in the introduction, the Terms of Reference for the school case studies include considering the following themes:

- The practical organisation of mobility at the school;
- The main obstacles and difficulties encountered by the schools when implementing mobility programmes;
- The attitude of the school hierarchy towards the mobility of teachers;
- The advantages and disadvantages of mobility for the teacher and school; and
- The experience, motivations and expectations of teachers in mobility programmes.

We also provide a description of the schools and teachers participating in the mobility programmes and a broad overview of the positive and negative experiences associated with mobility programmes.(at both school and teacher level)

Due to the fact that we collected very detailed information from each school and teacher, and because each school and teacher's experience differs from the next, we considered it important to describe each school individually. However, after each section of the discussion presented, we provide a summary box that draws together the most common features across the schools.

Following the presentation of the schools' and teachers' experiences, we present the information collected in the structured interviews with the national agencies that manage the mobility programmes. Information collected in the agency interviews is reported against the following headings. These relate to:

- How the agencies inform schools and teachers about the programmes?
- How the agencies promote the image and brand name of the programmes?
- What assistance is provided by the agencies to applicant schools and teachers?
- What preparation assistance is provided by the agencies to successful candidates?
- What assistance is provided to candidates during the programme?
- Does the reintegration of teachers take place post-completion? and
- What is the overall evaluation of the programmes from the point of view of the agencies?

## 8.1 Austria

An overview of the Austrian school sample is presented in Table 8. As part of the Austrian Case Study, we interviewed four different schools and their representatives.

**Table 8. School sample Austria**

School	Broad characteristics	School representative	Mobility programmes
AT.1	A polytechnic school for secondary school students located in an administrative region in western Austria	Teacher in communications technology.	Participated in Comenius School Partnership Programme. First project in 2004 and second in 2006. The project topics were robotics, the Solar System, Mars and the role of the European Space Agency. Partner schools were located in Belgium, U.K., the Netherlands and Denmark for the first project. France, Portugal and Norway for the second.
AT.2	An Austrian assistant teacher currently in the Comenius Assistant Teacher programme and located in Northern Austria.	Assistant teacher, teaching conversational English in a Spanish secondary school.	Comenius Assistant Teacher Programme
AT.3	A secondary school located in Vienna	Biology teacher	Comenius School Partnership Programme. Project focus is development of environmental indicators for schools. The objective is to provide measurements to baseline schools' environmental performance.
AT.4	A school for students 5 years to ten years of age located in Vienna	Head of Kindergarten	Participated in three Comenius School Partnership Programmes, including one which focused on kindergarten and family partnerships to help early learning..

### 8.1.1. Broad overview of experience with teacher mobility programmes

The schools and teachers interviewed generally consider the mobility programmes as a positive experience. One particular issue that made engagement in the mobility programmes difficult for some teachers was a lack of understanding by head-teachers. This point is discussed in greater detail in the subsequent sections below.

Broad features of the programmes that were considered particularly positive were the following:

- The Comenius programmes improve teachers' language skills, particularly at a conversational level. This was raised as a significant benefit by school representatives AT.1 and AT.2. The representative at AT.3 considered that home stays, within the Comenius School Partnership Programme, for both students and teachers, was a good way of promoting improved language skills.
- Greater understanding of other European cultures, which is not possible as a tourist on holiday. This was particularly important to school representatives AT.1 and AT.4. The representative at AT.3 reported that observing and sharing environmental beliefs, perceptions and behaviours in different Member States was a strong benefit of mobility.
- The ability to bring interesting experiences to their students, which would not be possible without participation on the mobility programme. Reported by both school representatives AT.1 and AT.2.
- The use of modern communications technology to communicate to partner schools in other countries. This outcome was seen as increasing students' interest in information and communications technology, and as a result increasing their skills. This point was raised as a benefit by school representative AT.1.

The Comenius programmes promote understanding and appreciation of other European cultures

Mobility encourages teachers to learn other European languages, at least to conversational level

The Comenius School Partnership Programme generates student enthusiasm to learn (or improve) skills because the learning is linked to an interesting project.

Broad features of the programmes that were considered not as strong, or negative, were the following:

- The success of the mobility programme, and the ability for teachers to travel, is very dependant on the support of the head-teacher. In some cases, the head-teacher did not have good information or understanding about the mobility programmes and the associated benefits, and this can act as a barrier to participation. This was reported by school representative AT.1.
- School administrative support is also important for teachers' engagement in mobility programmes. Absence of coordination support across different parts of the school, particularly in larger schools if there is no international coordinator or overseeing administrator for external programmes, can increase the administrative and coordination burden on teachers and act as a barrier to participation. Providing targeted information to school administrators, in conjunction with that provided to head-teachers, could reduce this barrier. This was reported by school representative AT 3.
- The administrative burden is considered high for the Comenius School Partnership Programme. However; changes made in recent years has decreased this burden. For example, the application process is now on-line and only the co-ordinating school has to send the application. If the coordinating school is accepted than all partner schools are accepted. Reported by school representatives AT.1.
- Language was not perceived as a barrier for teachers in either AT.1 or AT.2. While not everyone engaged in the programmes may speak a common European language. There is always a way around it. Reported by school representatives AT.1 and AT.2

Head teacher support is very important for success of mobility from the point of view of participating teachers.

Language is not a barrier, even if participating teachers do not speak a common European language.

### 8.1.2 Specific findings and observations in regard to teacher mobility programmes

- Practical organisation at school level
  - School AT.1 participates in the Comenius Schools Partnership Programme as a partner school. That is, the school plays a more passive role and is invited by the convening school to form a relationship. For the two projects AT.1 has been engaged with, they have been invited because they have met representatives from the convening school at robotics conferences.
  - The teacher from AT.2 reported that the teacher training college they attended provided information on the programme. There were posters in corridors of the training college, and trainers informed all students about the opportunities. The teacher wanted to go to Spain for cultural and personal reasons, and the Comenius programme facilitated this where otherwise it would not have been possible. The Spanish school they are currently working in advertised the position with the Spanish National agency responsible for the Comenius programme.
  - The representative from AT.3 was informed of the Comenius School Partnership Programme by the project's convening school. This came about because the AT.3 representative had attended conferences focusing on environmental sustainability; the topic of the partnership project. The representative at AT.3 also felt that the regional coordinators for the programme were very helpful in raising teachers' awareness about the programme.
  - The AT.4 representative reported that they were informed of the Comenius programme through events run by the national Comenius agency.

In the sample, there is no common pattern in how mobility programmes are practically organised at the school level: Each school, and individual teacher, adopts a very different approach.

- Obstacles and difficulties encountered by the schools when implementing mobility schemes
  - School representative AT.1 reported that the main barrier when implementing the Comenius School Partnership Program, from the schools' perspective, was the time lag between application in January or early February, and when the programme begins in September. The school does not know which students will be engaged in the project at the time of application. One of the reasons this is a problem is that the school is unable to inform students' parents in advance that their child will be engaged in a Partnership programme.
  - School representative AT.2 did not report any difficulties in implementing the Comenius Assistantship Program, and in fact they reported that the first teaching assistant they had been allocated pulled out at the last minute and it was good that another (our responding school representative) was available so quickly.
  - The representative at AT.3 reported that the time lag between application for the Comenius School Partnership Programme in January and the beginning of projects in September was too long. The main problem for the representative from AT.3 was that they had forgotten the issues to be addressed in project by the time September came.



- School representative AT.4 reported that they received no feedback from the national Comenius agency on evaluation of the projects after completion. They would like some feedback on their final reports, and they said that this study was the first time they had ever been asked about their experiences with the programme.

Timing between application and start of the School Partnership Programme is too long, and can negatively impact upon planning within the school.

- Attitude of the school hierarchy towards the mobility of teachers
  - School representative AT.1 reported the attitude of the school hierarchy was a very important factor as to whether the teachers could successfully engage in mobility programmes. For example, this teacher completed the School Partnership application form in English. The contract was then sent to the teacher in English, but the head-teacher would not sign the contract because it was not in German. The teacher had to translate the contract into German for the head-teacher and this was an administrative burden from the point of view of the teacher. School representative AT.1 reported that this has also happened in some of the partner schools (Portugal), and teachers can spend quite a lot of time translating documents for their head-teachers.
  - Head-teachers can sometimes be very sceptical of mobility and this is because they may not be well informed about the objectives of the programme and how it will benefit the wider school population. The AT.1 school representative reported that the national and European agencies managing the mobility programmes could target head-teachers more to ensure they have good information about the direct and indirect benefits associated with the programmes.

School representative AT.1. also reported that national processes for gaining approval to travel are highly bureaucratic. For example, in order to visit a partner school, the teacher at AT.1 has to receive permission from the head-teacher, the District Government and the Regional Government. “It takes a lot of work to get permission”.

- The representative from AT.3, also made the point that head-teacher support is very important. The AT.3 school representative reported that their head-teacher provided the required support.
- School representative AT.4 reported that more senior staff in the school often do not see the importance of teacher mobility. Further, this representative felt that there could be more external support, at a regional as opposed to national level, at the beginning of the project. Some assistance, external to the school, could also help to raise the prominence of the programmes amongst more senior school staff. The example given was a regional project co-ordinator who maintained close contact with all schools engaged in the Comenius programmes within their region.

Teacher participation in mobility programmes is highly dependent on head-teachers' opinion of such programmes.

- Advantages and disadvantages (teacher and the hosting school)
  - School representative AT.1 considered that the greatest benefit of the Comenius School Partnership Programme was that it increased participating teachers' motivation to teach, and increased both teachers' and students' openness to Europe. Further, it introduced teachers to different pedagogic practices. This reduces scepticism towards other approaches and provides teachers with new skills and knowledge about how to work with students.
  - Disadvantages were reported as bureaucracy in the application process, both at the national programme level, and at the regional government level (i.e. gaining permission to travel).
  - School representative AT.2 considered the greatest benefit, in regard to the Comenius Assistantship Program, was learning Spanish.

However, school representative AT.2 found that the Comenius Assistantship stipend was low and that their accommodation costs could be up to 80% of the total stipend per month. In order to reduce this problem they shared accommodation with others. They did not report any other disadvantages.

- The representative at AT.3 reported that the greatest benefit of the Comenius School Partnership Programme was developing improved language skills, and identifying common challenges across different schools in regard to environmental performance.
- School representative AT.4 reported that the benefit of mobility programmes was to help teachers make children more aware, interested and open to other cultures and religions. 'Connecting children to globalisation', was the term chosen. Further, to contribute to peace through early stage education.

The Comenius School Partnership programme increases both teachers' and students' openness to Europe.

Mobility programmes can reduce scepticism of other pedagogical practices.

The bureaucratic burden can sometimes be high, but it is not always due to the programme processes, but rather it can be due to national or regional government processes.

- Experience, motivations and expectations of teachers

School representative AT.1 reported that the recent changes in the Comenius School Partnership Programme have been positive from the point of view of teachers. For example, teachers (and schools) now apply for project funding every two years as compared to applying every one year. Further, it used to be necessary for each participating school to send an application form, but now the convening school sends in the application form on behalf of all partner schools, and if the convening school is accepted then all the partner schools are accepted.

However, a weakness of the programme is the timing of payments. For example, in Austria, for the School Partnership Programme, the school receives 80% of the funding within 40 days of being awarded the contract and 20% upon completion of the project. However, this teacher has had to take out a commercial loan for the (final) 20% so that they could continue the project. It would be more useful if the payments were staged

across the life of the project because reimbursement at completion of the project is of little practical use to the teacher.

School representative AT.1 reported that most of the information about the Comenius School Partnership programme is sourced from the national agency's website, and it is possible to contact the agency directly. The national agency was thought to be very helpful. Further, the project day (discussed further below) conducted by the national Comenius agency was considered very useful and the agency's representative was extremely knowledgeable about the project and exceptionally helpful.

- School representative AT.2 reported that for an assistant teacher, the main problem is making friends of their own age in the host city. They meet many 'older' teachers, but not many young teachers. It could be useful for the national agencies to host forums that bring together Assistant teachers so that they can develop social networks.
- The representative at AT.3 reported that the national Comenius agency was very helpful. Further, the AT.3 representative considered that staying with families from the host school was a very beneficial feature of the Comenius programme as it facilitated two-way language exchange. Namely, both teacher and students learnt some conversational French and the host families learnt some German.
- School representative AT.4 considered that the exchange of pedagogical practices and insight into other education systems was the greatest benefit of mobility programmes, particularly for early learning stages.

The recent changes in the application process for the Comenius School Partnership Programme are seen as a positive by teachers

Assistant teachers can sometimes feel isolated in the host country, and the national agencies could perhaps assist in integrating young teachers into the new country

### 8.1.3. The Austrian National Agencies

To date we have interviewed the Austrian national agency that administers the Comenius programme; the Austrian Exchange Service 'Österreichischer Austauschdienst' (OAD). We have contacted the Austrian Ministry of Education, however, no policy official responsible for the management or administration of the mobility programmes was available to participate in this study.

The interview respondent in the Austrian Exchange Service was the Team Leader of Comenius and Adult Education. Two other members in this team also helped provide information for the interview.

#### *Informing schools and teachers*

OAD undertakes a number of information activities to ensure Austrian teachers know about the Comenius programmes and how to access information. The activities are primarily though:

- The OAD website (<http://www.oead.ac.at/>), which is the main source of information for teachers;
- The OAD sends prospective teachers and schools information leaflets;

- Information days (also called project days) are conducted by the OAD in all Austrian provinces; and
- The OAD publicises information on the Comenius programmes at European and Austrian teacher conferences

### ***Promoting the image and brand name of the programmes***

The OAD works with external specialists on programme management to improve the management of programmes the OAD is responsible for. Other activities include presentations at teachers' conferences. The most important promotion and information sharing processes occur through 'multipliers'. These are regional representatives that promote the Comenius programmes in each Austrian province. The OAD conducts training courses for the multipliers twice a year, and sends e-mails to the multipliers every two months to inform them of any new information or developments. The agency has close personal contact with each multiplier.

### ***Assistance to applicant schools and teachers***

The OAD provides all information on the application process, and criteria for selection, on its website. They also provide guides for prospective applicants and publish a number of handbooks. Applicants can also contact the OAD direct, either by phone or e-mail. Further, the regional multipliers (as discussed above) play an important role in providing information and assistance to schools' in their region.

### ***Preparation assistance for successful candidates***

The OAD publishes a list of successful applicants for all Comenius programmes on the OAD website. For the school partnership programme, project days are conducted (this links to the multiplier process as mentioned above), and teachers can come and ask personalised questions with specialists from the OAD. Letters are sent to all successful schools, and information on evaluation methods are sent to schools. The objective of this is to improve schools' skills in project evaluation.

The OAD does provide some assistance for participating teachers to improve their English language skills. The School Partnership Programme can allocate funds to teachers for language training. However, while the European Language Passport does help in comparative assessment of language skills across teachers, it is a self-assessment process and the OAD cannot observe teachers' language skills directly.

In regard to learning plans for the Comenius programme, schools develop their own plans and can ask for assistance from the OAD if they want it.

### ***Assistance to candidates during the programmes***

The main source of assistance is via direct contact with representatives from the national agency, and with the regional multiplier. As reported above, the schools and teachers interviewed considered this a very good process and the one they relied on to the greatest extent (the other source was the OAD website).

### ***Reintegration of teachers and assistance post-completion***

Reintegration assistance is available from the OAD if the teacher requests it.

### ***Evaluation of the programme***

Comenius participants must send a final report at completion of the programme. The OAD has people working on programme evaluation and thematic modelling to continually improve the programmes.

### ***Overall evaluation of the programmes from the agency view point***

- *Comenius School Partnership:* The programme provides opportunities for Austrian schools and regions to become more integrated with the rest of Europe, and this is seen as very important. The programme promotes improved personal organisation skills for both teachers and students and is considered to have a significant impact on improving teacher self image and self awareness. The weaker aspects of the programme are that the size of the payments for projects can differ across Member States, as this is determined by each Member State's national agency. The differences in award amounts can sometimes pose a problem. The selection process could be faster as it does not align with the different school timetables (in term of semester dates) between Member States.
- *Comenius Assistantship Program:* There is a large choice of countries for assistant teachers; however additional countries that assistant teachers have expressed interest in visiting include the Ukraine, Croatia and Moldova. The programme provides flexibility in the duration of stay (with a minimum of three months); however, assistant teachers have flexibility in when they go and how long they go for. However, it was thought that the matching process was very complicated. It is difficult for the agency to match teachers to schools (however, no information on how this could be improved was provided). As there is only one application per year (i.e. the application is made in February for take-up in September) sometimes the assistant teachers have changed jobs. As such, it might be preferable if there were two to three application slots annually.

### **General observations from the Austrian case studies**

- Head teacher support is very important, and sometimes head-teachers are sceptical of teacher mobility programmes. National agencies could perhaps undertake a more active role for disseminating good practice and the benefits of participation to head teachers.
- The timing between application and when the programme starts, for both the Comenius School Partnership programme and the Comenius Assistantship programme could be reduced. In addition, there might be some merit in increasing the number of application dates available to teachers rather than limiting the process to just one per annum.
- Recent changes in the application process for the Comenius School Partnership Programme has had a positive impact upon teachers.

## 8.2 Finland

An overview of the Finnish school sample is presented in Table 9.

**Table 9. School sample Finland**

School	Broad characteristics	School representative	Mobility programmes
FI.1	Located north of Helsinki in a rural municipality. A special needs school for children in school years 1 to 9	Head teacher who had been in the position for 4 years. The teacher has taught special needs classes for young children for the past twenty years. Before locating to the municipality north of Helsinki, the teacher had been located in a number of schools in more remote regions in central Finland	Participated for three years in the Comenius Assistantship Programme and has had two projects in the Comenius School Partnership Programme. The Partnership Programme included partner schools in Spain, France and the United Kingdom.
FI.2	Located in the Helsinki region. A special needs and vocational training school for adults with disabilities.	International co-ordinator and language teacher. The teacher taught English and Swedish. The teacher had been teaching adults with disabilities for 3 years, prior to which they had taught children with disabilities in years 1 to 10. This teacher has been teaching languages since 1987.	Participated in the Comenius In-service Training Programme, and has been involved in mobility programmes (both teacher and student) since the early 1990s. More recently, participation has included the Leonardo da Vinci Programme for vocational learning.
FI.3	Located in an industrial region north of Helsinki. An upper secondary school.	Language teacher who taught English and Swedish. They have been at this school since 1985, and has been teaching languages since 1979.	Participated in the Comenius School Partnerships Program, a Finnish Board of Education programme that involves teacher and student exchanges with Russia, and an international programme called “Globe” which focuses on environmental knowledge and monitoring skills for both teachers and students. Globe included teacher exchanges with Sweden and the United States

### 8.2.1. Broad overview of experience with teacher mobility programmes

All the schools and teachers considered their experiences with (all) the mobility programmes as positive. The common theme was the promotion of knowledge about different countries and cultures, and increased openness to Europe.

Broad features of the programmes that were considered particularly positive are the following:

- The Comenius Programmes have allowed ‘poorer’ EU Member States to participate in teacher and student exchanges as previously such countries had not been able to participate. This was seen as an important feature by school representative FI.2, and it has facilitated long-term links with people in other EU Member States about which the school had little previous knowledge or experience.
- Related to this first point, the perception of other countries has improved since participating in mobility programmes. For example, the teacher from school FI.3 has developed links in a Member State about which the teacher had previously a poor impression. Furthermore, the teacher has learnt the language of the Member State in which the partner school is located at a conversational level. The teacher feels they are now able to pass these positive opinions and experiences onto their own students.
- The programmes have facilitated links between schools in the EU facing similar challenges. For example, FI.1 and FI.2, had links with other special needs schools, and the mobility programmes have helped these schools to observe, and then adopt in their own school, best practice methods for teaching people with special needs. This included focusing on Art and Information Communications Technology (ICT) and better understanding how such methods can assist learning by people with special needs, and solving architectural design issues (building design) for people with special needs.

The Comenius programmes assist 'poorer' Member States to participate in mobility where previously they could not.

Mobility programmes improve the teachers' perception of other European Countries, and this is passed on to their students.

The Comenius Programmes facilitate links between schools facing similar challenges, and helps them to adopt new ways of managing those common challenges.

Broad features of the programmes that were considered not as strong, or negative, are the following:

- The administrative burden associated with application process for Comenius programmes was considered to be a weaker feature by all teachers and head teachers, interviewed. In particular, the size of the administrative burden was considered high relative to the size of the grants received. This burden, however, did not prevent any of the teachers or schools from participating in Comenius Programmes or planning to continue participation in the future.
- The time period between application and when the visit abroad occurred was considered too long. For example, one school had been expecting an assistant teacher to visit from another Member State and had built this into their work programme for the year. However, due to the time lag between the assistant teacher receiving the award, and the timing of the visit, the assistant teacher had found a new job and moved on. School FI.3 also raised this issue, and reported that the time lag between January/February when applications were made and the trip, which could be up to year later, was too long. However, for the In-service Training Programme the period between application, selection and the beginning of the programme was considered reasonable.
- Covering for teacher absence was also considered a burden for the schools and teachers. In more wealthy regions of Finland, the municipal authorities may pay for teacher cover, but in smaller and poorer regions, this was not possible. If other teachers have to cover for absences, this can lead to tensions between teachers and how the head teacher managed this process was important. In schools where the head teacher is very supportive and engaged in the programmes, other teachers' willingness to provide cover is generally greater.

The quantity of administration for Comenius programmes is considered high relative to the size of the grants received.

For the Comenius programmes, the time period between application and when the visit occurs is considered too long.

Covering for teacher absence is a burden and a barrier for all mobility programmes. The extent to which this is a barrier depends on the head teacher support and understanding of the programme.

### 8.2.2. Specific findings and observations in regard to teacher mobility programmes

- Practical organisation at school level
  - School representative FI.1 integrates the School Partnership Programme into the school's yearly plans. The school has 100 pupils, 12 teachers and 15 teaching assistants, and the school builds their projects adopting a whole school approach. The head teacher does not provide approval before participation, and reported that, in fact, it is the other way around and teachers recommend to the head teacher interesting projects and partnerships that would be beneficial to the school. As previously mentioned, the "e-twinning" portal is used extensively to identify projects and partnerships.
  - School FI.2 has an International Projects Co-ordination Officer, and this officer attends seminars conducted by the national education agency. The International Co-ordinator then informs other teachers in the school about the mobility programmes available. The Co-ordinator will conduct teacher meetings within their own school to illustrate to other teachers the benefits of participating in mobility programmes. However, often other teachers consider the programmes require too much time and resources to participate meaningfully, and therefore the International Co-ordinator did not think that the meetings worked that well. The International Co-ordinator was the one teacher that participates on mobility programmes.
  - School FI.3 adopts a "liberal approach". For example, the exchange programme with Russia was suggested by a new young teacher who had "heard about it" before joining the school. The onus is on individual teachers to identify opportunities. Opportunities are also identified through communications to the school by the national agencies, internet and personal contacts made at teacher conferences, and via colleagues either in the school or from other schools in Finland. The head-teacher has final approval for participation.

In the sample, there is no common pattern in how mobility programmes are practically organised at school the level: Each school adopts a very different approach.

- Obstacles and difficulties encountered by the schools when implementing mobility schemes
  - School representative FI.1 reported that when they have hosted teachers from other Member States, they have found that sometimes visiting teachers are selected late to the project. This was particularly the case in a partnership project with France. The host school considered that this placed significant uncertainty both the host school and the visiting teacher, as the host school did not know what skills the visiting teacher may have and therefore how they would fit most effectively into the school. In the case of the visiting teacher, they were not as well prepared as might have been the case if provided with more lead time.

Visiting teachers from Spain have been provided with little information from their own national agencies and schools about visiting Finland, and this means the visiting teacher may not gain as much benefit from the visit as otherwise possible. School representative FI.1 considered that the language skills (English) of visiting teachers was sometimes weak; however, in order to overcome language barriers the visiting teacher may participate in music or home economics classes that are useful when



language is barrier. School representative FI.1 also reported that it is sometimes difficult to co-ordinate visits as there is only a three month overlap in semesters between their partner schools.

- School representative FI.2 reported that when they host visiting teachers via the Comenius In-service Programme they do not receive any advice from the national agency (from the visitor's country or their own) on how to effectively host people, nor any information on the nature of the person they will be hosting. School representative FI.2 believed that the visiting teacher received more information than the host. This information asymmetry is a greater hurdle when a school and teacher are new to mobility programmes, but as their experience increases, this hurdle decreases (i.e. teachers and schools learn to host through learning by doing)
- School representative FI.3 reported that the application process could be simplified for Comenius programmes. The process is over complicated for the size of the grants awarded. Further, the evaluation process by the national agency for completed projects appeared opaque, and it was not clear how the agency evaluates the projects within the School Partnership Programme. It would be useful to have more information on how the projects are evaluated by the agency, but any change must be introduced carefully so as to not increase the administrative burden of participation. Therefore a booklet or information page on the internet may be a useful approach.

The quantity and quality of information provided to foreign teachers visiting Finland by their own national agencies is often limited or poor. This can reduce the benefits gained by the visitor.

Evaluation of the Comenius School Partnership projects appears opaque and teachers do not understand how the national agency evaluates the interim and final reports. Some feedback relating to how projects are evaluated, and the differences between project 'rankings', could be useful to schools.

- Attitude of the school hierarchy towards the mobility of teachers
  - School representative FI.1 considers that teacher mobility programmes increase the motivation to teach of the wider teaching force within the school (i.e. those teachers that may not travel themselves), and improves both the pedagogic and language skills of all teachers. Further, there are improved relations between all teachers. Therefore, there is significant support between teachers for mobility programmes. The head-teacher takes responsibility for the re-allocation of resources across the school to account for teacher absence.
  - School representative FI.2 reported that the head teacher is always very helpful to teachers participating in mobility programmes. However, in relation to the Leonardo programme in particular, other teachers may not be very supportive and that participation in mobility does not improve relationships with teachers that do not participate.
  - FI.3 reported that the head teacher is very supportive of teacher mobility. Further, other teachers are very supportive in terms of providing cover for teacher absences. In situations where students may travel with a teacher (i.e. the Schools Partnership Programme), in some instances, other teachers may raise concerns about students being away from their own classes and consider that student absence can be disruptive to the lessons.

Overall, head-teachers are supportive of mobility.

If the teacher visit includes taking students with them, non-participating teachers sometimes express concern that the trip is disruptive to their own lessons.

- Advantages and disadvantages (teacher and the hosting school)

- School representative FI.1 considered that the greatest benefits from participation in teacher mobility programmes was observing alternative pedagogical practices, establishing contacts with others who use different pedagogical practices, and reducing the scepticism of alternative practices. Other benefits include: improved relations between participating teachers and students in their own school; interdisciplinary co-operation in their own school; and increasing students' motivation to learn. In the case of the Comenius Assistantship Programme, it provided young teachers international exposure, which was considered important for their personal development.

In terms of disadvantages, while the grant from the Comenius Programmes cover flights and accommodation of travelling teachers (both inflows and outflows), there remains a burden on the local community to carry the costs of teachers leaving and hosting. Some additional financial assistance would be useful particularly in smaller communities that can struggle to afford the financial costs.

- School representative FI.2 also considered that teacher mobility introduced new and practical pedagogic methods that could then be adopted in their own school (where appropriate) and these new methods increased the motivation to learn for both the teachers and their students. Further, improved language skills (English) in teachers, and an increase in vocabulary was a benefit. Increased inter-disciplinary co-operation was also strengthened by participation in both the In-service Training and Leonardo Programmes (for example, interrelationships between English and Finnish, English and Art and English and Physical Education).

School representative FI.2 thought that mobility programmes for both teachers and students was a strong selling point for the school as parents considered the programmes and experiences good for their children. The local community is also very supportive often reporting the projects and visits in the local paper.

Disadvantages as reported by School representative FI.2 were that while the national agency is very helpful and there is a lot of information on the website about the programmes, the ability to become engaged in mobility programmes is; however, directly correlated with the distance of the school from Helsinki. For example, information meetings are held in Helsinki and if the school is located a distance from the city it can be difficult to attend and therefore distance can decrease the chances of 'winning' a project (or alternatively increases the administrative burden of participating as teachers in more remote locations have less information availability).

- School representative FI.3 also considered that improved pedagogic and linguistic skills were significant benefits of teacher mobility programmes. In addition, in those situations where students travel with teachers, the travel activity significantly improved relationships between participating teachers and students and this helps teaching upon return.

Disadvantages, for both the school and the local community, were (again) the cost of hosting teachers and students. For example, financial assistance for hiring a bus to transport visitors would be useful.

Observation and knowledge of alternative pedagogical practices, and a decrease in scepticism of alternative practices, is a benefit of mobility programmes.

Improved linguistic skills predominately at conversational level, and inter-disciplinary co-operation in school, is a benefit of mobility programmes.

The cost of hosting visiting teachers and students for the school and local community can be a disadvantage - particularly in smaller communities.

The amount of assistance available from the national agency for schools and teachers in the application process can decrease as the geographical distance from Helsinki increases.

- Experience, motivations and expectations of teachers

- School representative FI.1 found that the breadth of experience gained and the benefits accrued by teachers depends on the individual teacher's motivation. In regard to information availability, the national agency is very helpful if the teacher asks them for assistance. Teachers, however, do not consider the need to ask (as opposed to being offered information) to be a weakness. In fact, teachers consider that the national agency is very active in advertising the programmes available - "75% of teachers in Finland know about the agency and the programmes they offer".

This school was pleased with the flexibility in choice of how to report outcomes of the School Partnership Programme to the national agency. Methods included the provision of cooking books and information on local foods in the host countries, or films/CD-ROMs about the visit. This facilitated the teachers and the school as a whole to build the evaluation of the program into their school curriculum more effectively than if the reporting was prescribed by the national agency.

- School representative FI.2 reported that in terms of a learning plan, these can sometimes be "vague" with no clear objectives. For some locations, the responding teacher thought it would be useful to get more structure and this is particularly the case for the newer Member States, but less important for places like the United Kingdom or Germany as the teacher has more prior knowledge about the teaching practices and school organisation in these countries.

The amount of preparatory help provided by the host school (in the case of teacher outflow) varies across schools. In some instances the receiving school provides a study plan, information on the school and the local area and books to read in advance. In other cases, there is no preparatory help (provided by the host school) and a discussion takes place once the teacher arrives to determine how the teacher can effectively participate in the host school.

- School representative FI.3 considered that the aims of the School Partnership Programme were not very clear, and while the flexibility to develop aims that align with the school's objectives was a strength, the teacher felt that it may be useful to have clearer broad aims provided by the programme administrators in the national agency. Also, how the national agency evaluated the programmes was considered opaque (as mentioned above), and given the final financial payment is not made until the project has been evaluated, it would be useful to understand how the final report that they submit to the agency is evaluated. However, placing this in context, this school has never failed an evaluation process and therefore they do not know what would happen if they did fail.

The teacher from F.I.3 considered that the benefits from mobility are often greatest when the visit is to a smaller (host) region away from tourist areas. This allows both teachers and students to see how the “real people” live. Further, both the teacher and the participating students have established strong ties with people they would have never met otherwise, and these relationships have endured long after the programme has finished.

Flexibility and choice in regard to the how the final report for the School Partnerships Programme is presented is seen as a real strength of the programme.

The freedom for schools to develop their own project aims is seen as a strength, however, more clarification on the overall/broad aims of the School Partnership Programme would be useful.

The learning plans provided to teachers visiting Member States outside Finland varies in detail across different schools they visit, and it would (often) be useful to have more information.

### **8.2.3. The Finnish National Agency**

The Centre for International Mobility (CIMO) is responsible for the management of all mobility programmes in Finland. We interviewed the head of the School and Adult Education Unit within CIMO. The CIMO officer had been in this position for seven years and provided information on both the Nordplus Junior programme, and the Comenius Programs.

#### ***Informing schools and teachers***

CIMO undertakes a number of information activities to ensure Finnish teachers are fully informed about the mobility programmes and how to access information. The activities are:

- The CIMO website ([www.cimo.fi](http://www.cimo.fi)) is the main source of information for teachers;
- Advertisements in teachers’ (industry) papers, and targeted e-mail lists of teachers in post to which CIMO may periodically send information on the programmes;
- Information leaflets are posted to schools in Finland;
- CIMO attends education fairs, conferences and works with teachers unions and municipality associations to ensure information is disseminated to teachers; and
- Regional promoters/co-coordinators play an important role. These ‘promoters’ have contacts within regional government, deliver information directly to schools, and arrange regional promotion events. This is a common feature across most of the case study Member States, and is considered a real strength by most of the schools and teachers interviewed.

#### ***Promoting the image and brand name of the programmes***

The main aim of CIMO is to provide transparent administration of all mobility programmes. This is important as it is a feature of all Finnish cultural activities. The teachers also made this point, that they are proud of the open access and relationships between schools, teachers and administrators of the programmes in Finland.

Other promotional activities include handing out pens and other promotional materials at teacher conferences and fairs, and regional co-ordinators’ face-to-face meetings with schools.

### ***Assistance to applicant schools and teachers***

CIMO provides all information on the application process and criteria for selection on its website<sup>38</sup>. In addition, for the Comenius School Partnerships Programme and Assistant Teachers Programme, CIMO holds one-day training sessions for applicants. Six of these sessions are held in Helsinki and two are held outside the capital. For the Comenius In-service training programme and the Nordplus Junior programme, participants receive written information which is sent to them directly.

There is also telephone help-line, which is available to answer teachers' questions about any part of the application process.

### ***Preparation assistance for successful candidates***

General preparation information is provided in written form. For the Comenius Assistantship programme, the Commission Guide for Assistants is sent to all successful candidates. In the case of the School Partnership Programme, an information letter is provided with the grant agreement. Information on the semester times in other EU Member States and the Comenius handbook is sent to all successful candidates. Information leaflets are also sent to Nordplus participants.

The information helpline is also available to answer any questions candidates may have.

### ***Assistance to candidates during the programmes***

The main source of assistance is via the teacher helpline for all programmes managed by CIMO. In the case of Comenius, the regional promoters can also assist.

### ***Reintegration of teachers and assistance post-completion***

There is some promotion of teachers that have participated in both the Comenius and Nordplus programmes. This includes the following:

- Articles in teachers' magazines and local newspapers on teachers and schools that have participated.
- The best Comenius final reports and project outcomes are presented at education fairs.
- CIMO is currently developing a database of Comenius projects which may be accessed via the internet.
- The national co-ordinators conduct a closing/de-brief session for teachers.
- Best practice and positive project experiences are reported in information leaflets on the programmes on an on-going basis.

### ***Overall evaluation of the programmes from the agency view point***

- Comenius School Partnership: The programme is well-known across Finland. It is well organised by the national agency and offers many different possibilities to participants. However, the programme in general is considered to be too bureaucratic and funding for schools is relatively limited.

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<sup>38</sup> The selection criteria for the Comenius programmes are set by the European Union. The national agency does not set criteria for these mobility programmes. Selection criteria for Nordplus are set by the Nordic countries and these align with the countries' own policy objectives.

- Comenius In-service training: Again, the programme is well known, and in this case it is considered to be well funded and the range of activities offered within the programme is considered strong (i.e. courses, conferences, job shadowing). However, as for the School Partnership Program, the processes are considered highly bureaucratic and funding allocation is complicated. Furthermore, there is no possibility for longer exchanges, which is an area where CIMO has observed persistent demand over a number of years.
- Comenius Teaching Assistantship: Targeting of student teachers is considered an important element of mobility and the programme provides good support and training processes for young teachers. The range of countries available is also considered a significant strength of the programme. However, the time period between application and selection is considered to take too long, and some of the differences in curriculum between countries mean that the experiences may not be directly transferable to Finland.

### **Observations from the Finnish case studies**

- In relation to mobility programme information sessions, a greater proportion could be held outside Helsinki in the regional areas. This was one of the comments made by the participating teachers, namely, that it is easier to source information and assistance the closer one is to Helsinki.
- The teacher information helpline is considered very useful by teachers, and CIMO responds very quickly to any e-mail enquiries made by teachers. Teachers consider CIMO very helpful, and feel that access to the relevant people within CIMO is generally very easy.
- The Comenius School Partnership programme is considered very bureaucratic by teachers, and this same weakness was reported by CIMO. In particular, the extent of bureaucracy relative to the size of funds awarded for projects may be out of alignment.

## 8.3 United Kingdom

An overview of the United Kingdom school sample is presented in Table 10.

**Table 10. School sample United Kingdom**

School	Broad characteristics	School representative	Mobility programmes
UK.1	A secondary school with a specialism in languages located in eastern England	Special projects consultant and international officer. Has been a teacher for over 30 years. Responsible for specialist knowledge within the school i.e. sustainability policy, and provides assistance to teachers writing international programme applications, teaches English as a second language.	Both the representative and the school have been involved in over ten different types of mobility programmes, many outside of Europe. The most recent programme this representative has been engaged in is the Comenius In-service training.
UK.2	A secondary school located in a large city in the north west of England	Head teacher and school projects officer with the local council. Has been a head teacher for 10 years.	Participated as a school in the national UK programme 'Connecting Classrooms' with schools in South East Asia, the Middle East and Central Asia.  Participated in Head teacher conferences in the Czech Republic, and a long-term teacher exchange programme with Canada.
UK.3	A secondary school located in a rural area in south west England	Head of the school's international department which also runs the International Baccalaureate programme. Has been a teacher for 10 years.	The representative has been directly involved in a number of Comenius school contact seminars for schools wishing to make contact with partner institutions. From 2004 to 2008, the school was engaged in a Schools Partnership Programme with Germany, Norway and Spain, and in 2008 the school participated in a British Council Connecting Classrooms project with Thailand Further. The teacher has been directly involved in the UK Department for Children, Schools and Families Teachers' International Professional Development (TIPD) that facilitates short-term visits. This teacher has visited Indonesia and Siberia.
UK.4	A special needs school located in the north of England catering for 175 pupils of varying abilities. All pupils have 'learning difficulties'. The school has a sensory department and a department for pupils with autism. Pupils are aged 2-19.	Deputy Head and international programmes co-ordinator. The representative has been a deputy head for special needs schools for 20 years.	The school has participated in the Comenius programme for the past 6 years. A recent project example was a Comenius project focusing on the environment. The partner schools and organisations were located in Portugal, Finland (an agency committed to social inclusion, working with students in a variety of enterprising centres) and Hungary. The project was cross curricular and covered the areas of Science, Maths, English, ICT, Geography, History, Arts, Technology, social integration and Enterprise. Forthcoming projects focus on International Development and anti-bullying in special needs schools.
UK.5	A secondary school located in an urban centre in central England. The school focuses on the creative arts.	Deputy Head for 5 years and has been teaching for 20 years.	The school has participated in two Comenius projects since 2002, and has partner schools in Hungary, Finland, Sweden, Slovakia and France. The programmes have been focused on international diversity and have included cross-discipline activities including Art, English, Geography, Food Technology, Science and Modern Languages.

### 8.3.1. Broad overview of experience with teacher mobility programmes

The schools and teachers interviewed generally consider the mobility programmes as a positive experience. The support of the head-teacher is important for teachers in the United Kingdom, as it is in all the case study countries. Absence of head-teacher support, or scepticism in relation to the benefits of mobility by the head teacher, can be a significant barrier to participation. Further, covering for teacher absence is a barrier for all teachers engaging in mobility programmes.

Broad features of the programmes that were considered particularly positive are the following:

- Teacher mobility programmes, and broader international education programmes, have gained greater prominence within the schools' curriculum since the introduction of the International School Award in 1999, and the integration of the award into schools' self evaluation framework in 2008. This framework is used as an input to school inspection reports by the government regulator for school standards (Ofsted). All schools reported an increase in the integration of mobility programmes into their curriculum since 2000/01, and an expected increase in prominence of such programmes into the future.
- Local Authorities, in conjunction with the regional Comenius Ambassadors, provide good support to the schools and teachers, and ensure that information about the programmes flow to the schools. The Comenius Ambassadors were considered very important and useful by all schools, while four of the five schools interviewed considered the Local Authorities very helpful. The fifth school reported that the Local Authority officers were not very helpful because they had no direct experience of mobility programmes.
- Teacher mobility programmes help teachers bring real life experiences to their students. Such international experience is very important in schools where students may not get the opportunity to experience other cultures directly. This was considered particularly important for UK.4.
- Teacher mobility increases teachers' confidence, and understanding of other teaching approaches. This strengthens their skills within their own school, and increases students' interest to learn by presenting interesting contexts. A particularly strong example of this is ICT, where the use of video conferencing and e-mails, which are used to communicate with partner schools abroad.

Teacher mobility programmes, and international programmes more broadly, are increasing in prominence within schools' curriculum and this is expected to continue into the future. A strong driver for such integration is the incorporation of an International School Award into the monitoring/inspection process for schools.

Comenius regional ambassadors are a strength of the programme, and help teachers to access information and assistance.

Mobility programmes, build teachers' confidence and teaching skills, this then feeds through to the students.



Broad features of the programmes that were considered not as strong, or negative, were the following:

- Covering for teachers' absence is an obstacle faced by all schools.
- Only one school, UK.1, had previously participated in long-term mobility programmes, and considered such programmes to be highly disruptive to the school. In particular, bi-lateral exchange programmes raised problems for the school because the quality of the exchange teacher could not be screened by the host school. UK.1 felt very strongly that long-term mobility programmes should be discouraged.
- The administrative burden associated with Comenius programmes is seen as being high. However, both schools and teachers report that it is 'worth it'. This was reported specifically by UK.2 and UK.5.
- Head teacher support is very important for successful engagement in mobility programmes. Second, parents' understanding of the benefits that may flow from mobility is important, and this, in turn, can influence the head-teacher's support for mobility programmes.

Head teacher support is very important for success of mobility.

Long-term mobility programmes can be disruptive to the school, and in particular schools' cannot effectively screen visiting teachers to ensure their skills levels are adequate for the school.

Teacher cover can be an obstacle to engaging in mobility.

### 8.3.2. Specific findings and observations in regard to teacher mobility programmes

- Practical organisation at school level
  - School representative UK.1 reported that it is the head teacher and the school board that determines how international linkages are made including teacher mobility. There is greater incorporation of international mobility and experiences, both teacher and student, into (all) schools' curriculum since the UK Department for Children, Schools and Families (DCSF) introduced the International School Award (ISA) in 1999, and the integration of the award into schools' Self Assessment Framework, which is then used to inform regulatory inspections of schools by Ofsted.
  - School representative UK.2 "strongly embeds international programmes into the curriculum". The head-teacher and other senior staff allocate teachers to different mobility programmes depending on the teacher's experience and the subjects that they teach. Further, the Local Authority runs a number of teacher mobility programmes in conjunction with the private sector. For example, two teachers per year from China visit schools in the local region. This is jointly funded by the Local Authority and a private bank.
  - School representative UK.3 is very active in International Educational opportunities, and its programme has developed over the last few years from one-off and isolated activities such as "Europe Day" to a situation where now the school is recognised within the Local Authority and by other organisations such as the International Education office, British Council, BECTA and Global-Leap, as an innovator in

International Education opportunities. The school has an international department that co-ordinates all international education opportunities including teacher mobility programmes.

- School representative UK.4 receives most of its information in regard to international programmes, including teacher mobility, from the Local Authority's International Projects Officer. The school conducts whole of school weekly meetings, which often include presentations or information sessions on international programmes and mobility. The school also holds regular Comenius project meetings, and considers it very important to include non-teaching staff in these meetings. Non-teaching staff may include students' aides as this is a special needs school.

If teachers wish to initiate a project or participate in teacher mobility programmes then they send a letter to the head-teacher outlining how the trip will impact upon the school, how the trip is aligned with aims of the school and how it will raise the standard of teaching within the school.

- School representative UK.5 has close contact with both the national agency responsible for administering the Comenius programme, and with the regional Comenius Ambassadors. Nearly every student in the school has been involved in the Comenius School Partnership Programme in some form and each year two students participate in a student evaluation meeting organised by the partner schools. Interestingly this school reported that the Local Authority was not a very effective information contact as representatives from the local authority had not necessarily participated in the Comenius programme. This is very different to the experiences reported by UK.1 and UK.4 which reported that the Local Authorities play an important role in international programmes.

Mobility programmes, and international programmes more broadly, are increasingly being integrated in schools' core curriculum.

- Obstacles and difficulties encountered by the schools when implementing mobility schemes
  - School representative UK.1. reported that the main obstacle and difficulty for the school was covering for teachers' absences. No funding was provided for teacher cover, and therefore, in order to minimise the disruption due to teacher absence, most trips are taken during UK school holidays.
 

A second obstacle can be parents' perceptions. Sometimes parents think teachers are just "going on holiday", and this can 'drive' head-teachers to refuse participation on mobility programmes.
  - School representative UK.2 reported that paperwork and administration can be a burden, for all programmes, until one 'gets the hang of it'. Other barriers to teachers participating can include family issues, but that it varies across schools, and despite this, there is strong representation from women in many of the teacher mobility programmes.
  - School representative UK.3 (also) reported that providing for teacher cover is a significant barrier. For schools, teacher cover can cost between £600 and £800 per week which is beyond the school's budget. In some instances the Local Authority assists with these costs, though this is not automatic.

A further obstacle is senior leadership support, and how the school leaders perceive the benefits of teacher mobility as compared to the costs. While costs include the financial cost of teacher cover (as mentioned above) they also include teachers missing lessons and how this may impact upon the schools exam results.

- School representative UK.4 provided an interesting comparison between a mobility programme run by the local council and a private bank (the same programme as UK.2 participated in) and the Comenius programme. In relation to the first programme, the school received £5,000 for teacher cover and this funding reduced the burden on non-participating teachers. Normally non-participating teachers would need to take on additional work to accommodate for teacher absence. School representative UK.4 reported that it would very useful if the Comenius programme to provide some funding for covering both teaching and non-teaching staff. Non-teaching staff are particularly important in UK.4 as it is a special needs school.

School representative UK.5 reported that participation in the Comenius programme can take a lot of time, but considered that the benefits outweighed the costs of participation. The school noted that the administrative burden and bureaucracy has improved compared to pre-2000/01. Further, the school considered that transparency of the programme had also improved since their initial involvement. These improvements have been made by the establishment a single point of contact for the school within the national agency.

- School representative UK.5 reported that while some visiting teachers may not speak English, this has not been a barrier. Language teachers in the school help where possible, and the school also relies on basic sign language, similar to if you visit a country on holiday and you can't speak the local language.

Covering for teacher absence is the most significant obstacle for schools.

Administrative burdens can be high, but this does not prevent the schools from participating in mobility programmes

- Attitudes of the school hierarchy towards the mobility of teachers
  - School representative UK.1 indicated that the head-teacher is very supportive, and the school has a special projects/ international officer to ensure the efficient use of teacher mobility programmes. The school's process for determining which teachers may participate is well regulated. For example, teachers that are absent a lot due to high attendance at other professional courses, or a high incidence of sick leave, will not be allowed to participate in a mobility trip. Most teachers will get a go, but it is not a "strictly formal process".

The school has strong links with the Local Authority, and they work collaboratively to ensure the benefits of teacher mobility flow to the wider community by integrating the school's international programmes with the wider community programmes managed by the Local Authority.

The use of head-teacher seminars, conducted by the British Council, helps head-teachers to see the 'big picture' in regard to teacher mobility and international linkages more generally.

- For UK.2, the head-teacher is (again) very supportive, and holds the position of School Projects Officer in the Local Authority. This role helps to ensure the benefits of mobility and international programmes flow to the wider community in a similar way to that reported by UK.1 above. The School Projects Officer estimates that 20% of schools in the local area support teacher mobility. Scepticism arises because some head-teachers and some parents think teachers are just taking a holiday.
- UK.3 uses its international focus as a selling point of the school, and this helps them to differentiate themselves from other schools in the area. However, there does exist some scepticism of the benefits of teacher mobility and concern as to how teacher absences may impact upon the school's ranking as measured by exam results.
- UK.4 considers that teacher mobility programmes are very important for the school. In particular, given UK.4 is a special needs school and many of the students do not have the opportunity to travel, international programmes and teacher mobility programmes 'bring the world to them'. The Comenius programme has also allowed the school Governors to become more involved with the education the school offers. The school's Governor responsible for Personal, Social and Health Education (PSHE) and Citizenship has participated in a Comenius trip to Finland. On his return, the governor stated that it had improved their understanding of education, and built a sense of 'ownership' for the PSHE and Citizenship subject. "Participation in Comenius has reinforced our team spirit as opportunities for travel are given to all staff, regardless of position"
- UK.5 senior staff consider that teacher mobility increases the motivation of all teachers in the school to teach, and promotes inter-disciplinary co-operation within the school. Further, the Comenius School Partnership programme improves relationships between teachers and pupils in the school, and thereby promotes improved learning by students. The Comenius programme was referred to during the discussion as "the best thing I have ever done" (deputy Head teacher).

The schools have close links with the local government authorities and work collaboratively to ensure the benefits of mobility, and international programmes more broadly, flow to the wider community.

A successful arrangement is one in which a senior member of the school staff, often the Head teacher, holds a role within the local government authority's international programme.

- Advantages and disadvantages (teacher and the hosting school)

- School representative UK.1. reported that mobility programmes and international school linkage programmes, for both teachers and students, promote teamwork across 'new frontiers'. This includes both inter-disciplinary co-operation and inter-country or cross-national collaboration. Further, teacher mobility provides teachers with new experiences which they can then share with students. The benefits of being able to talk about first hand experiences in different countries and cultures flows beyond the school to the wider community.

School representative UK.1. considered that long-term programmes of three weeks or more are highly disruptive to the school, and should be discouraged. Long-term bilateral exchange programmes are not good for a school because it is very difficult for the host school to monitor the quality of teacher they will receive in exchange.

- School representative UK.2 provided some specific examples of benefits to their school from participation in teacher mobility programmes. The links with the Chinese schools, facilitated by the local council programme, has encouraged children in the school to learn Mandarin. Another benefit is the development of information and communication technology skills by the students, encouraged by linkages with schools in other EU Member States.
- School representative UK.3 reported that teacher mobility provides teachers with first hand experience of other countries and cultures, and this experience increases teachers' passion and motivation to teach. This increase in enthusiasm is then passed onto their students. Teacher mobility programmes improve the teacher student relationship within the school and increases students' motivation to learn. Video conferencing is particularly good to promote ongoing linkages between the UK school and other schools abroad.

The main disadvantage, as reported above, is a concern held by other teachers, parents and sometimes the school hierarchy that teachers participating in mobility miss classes and this can have a negative impact on the schools measured performance via exam results.

- School representative UK.4 considered that the Comenius School Partnership Programme is very useful means of promoting students' understanding of immigration issues and the integration of different cultures, which is important as the UK has experienced a substantial increase in immigration from other countries both within and outside the EU. A particular focus at the moment is better understanding the Roma population flowing into the region. Further, the Comenius projects provide teachers with a greater understanding of other countries' educational systems, teaching styles and methods used.
- School representative UK.5 thought that participation in teacher mobility programmes created significant advantages for the school as a whole. The programmes improved teachers' professional skills, personal skills and promoted friendship between teachers, and between teachers and students, both within the school and with partner schools.

School representative UK.5 identified few weaknesses or disadvantages of the programmes, but did report that the school would like more time to disseminate their learning experience to the wider community. The school does try to do this through articles in the local press and the school newsletter, but reported that they would like to do more.

The Comenius School Partnership Programme increases both teachers' and students' openness to Europe. This is particularly important in cases where students do get a lot of experience of other cultures directly.

A disadvantage experienced by teachers relates to head-teacher and parental concerns that teachers may miss classes, and that this is disruptive to the school.

- Experience, motivations and expectations of teachers
  - School representative UK.1. reported that the most important thing a teacher must have when participating in mobility programmes is an 'open mind' and to 'expect the

unexpected'. Briefing sessions conducted by the British Council and the Comenius regional 'programme champions' assist teachers to extract the most benefit from their trips, and teachers are encouraged to keep a diary or internet 'blog' from their trip.

School representative UK.1. considered that the dissemination of learning experiences from the teacher visits could be improved. The school's representative raised the example of the "mice-t.net" evaluation programme (<http://mice-t.net/mice.html>). A self-evaluation of Comenius projects for schools was a very useful tool and should be re-instated.

- School representative UK.2 reported that teachers, and students, have the opportunity to learn about other cultures. A good example is the national programme managed by the British Council called "Connecting Classrooms", and linkages with schools in Korea and Taiwan. These linkages encourage both teachers and students to learn about other cultures through sports. A similar example is linkages with schools in Yemen, which allows Yemeni teachers to visit the UK school and the focus on cultural festivals and understanding cultural differences.

The head-teacher at UK.2 participates in a number of head-teacher mobility programmes. This includes head-teacher visits to schools in Hong Kong that focuses on information and communications technology, and visits with Swedish schools focusing on the use of interactive white boards.

- School representative UK.3 reported that their experience with the administrating agencies was very good and this helped teachers engage in mobility. Contact with the national agency that manages Comenius (the British Council) was very good and that the contact seminars that are aimed at senior staff help UK schools to find partner schools were very helpful.
- School representative UK.4 considers that teacher mobility programmes improve teachers' communication skills, and raises teachers' confidence and self esteem. This is promoted via teachers giving presentations at schools in foreign countries. The focus on linkages with schools for special needs in other countries helps this school and its teachers integrate best practice for special needs students within the school.

In addition, the international programmes help to present learning for students in a meaningful manner and thereby raised achievement of their students. Further, it increased students' ICT skills by engaging students in interesting learning formats.

- UK.5 reported that their school benefited to a greater extent when their own teachers visited a foreign school compared to hosting teachers from abroad. However, they considered that hosting was quid-pro-quo. Overall, the teachers considered the mobility programmes as a great experience and improved their own international knowledge. Mobility allowed them to pass on their own international experience to the students, which was particularly important as students in UK.5 may not get much exposure to other countries independently.

Teachers' experience with the Comenius administrating agency in the UK is very good. Teachers feel they receive good support from the agency.

Head teacher mobility programmes are very good at promoting support from the Head teacher, and this, in turn, assists teachers to engage in mobility.

### 8.3.3. The UK National Agencies

We have interviewed the British Council (BC), which is the agency that administers both the Comenius and national teacher mobility programmes in the United Kingdom.

The interview respondents were the Director of the Lifelong Learning Programme and the Advisor for the United Kingdom's World Links, Contracts and Projects. The national programmes are called "Connecting Classrooms" and "China and Japan Programmes".

#### *Informing schools and teachers*

The BC undertakes a number of information activities to ensure British teachers know about the Comenius programmes and how to access information. The primary activities are:

- The BC website (<http://www.britishcouncil.org/new/>), which is the main source of information for teachers
- The BC conducts talks and seminars and presents at education conferences, all of which are advertised on the BC website
- The BC uses regional Comenius ambassadors that have close links with schools in their region

#### *Promoting the image and brand name of the programmes*

The BC has a communications team that works on promoting the national programmes. They also have a logo for both programmes which is used on BC publications, on participating schools' websites, and on all advertising at education conferences.

For the Comenius programmes, the BC adopts a complementary approach to the national programmes to ensure consistency across EU and national programmes in the United Kingdom. Further, the Comenius logo is used on all publications and it (again) appears on participating school websites.

#### *Assistance to applicant schools and teachers*

The BC provides all information on the application processes and criteria for selection, for both the national and Comenius programmes, on its website. They also provide case studies of successful proposals and projects.

In the near future, the BC reports that the European Commission will distribute a "Guide for Comenius Applicants". It is anticipated that the guide will provide technical information on how to apply for the Comenius programmes. The BC will actively support the distribution of the information contained within the report to teachers and schools.

In addition the BC can provide individual coaching – in most instances via telephone for applicants.

#### *Preparation assistance for successful candidates*

The BC, in the case of Comenius, sends programme newsletters to successful applicants and conducts briefing workshops on administrative issues and the policy framework within which the Comenius programmes operate. The information on *Europath* is also seen as a good complement to the Comenius programmes. *Europath* is an on line vocational language tool ([http://www.euro-paths.net/en/index\\_en.html](http://www.euro-paths.net/en/index_en.html)), and operates as part of the Leonardo da Vinci programme for vocational learning.

For the national programmes, a similar process is undertaken. The interviewee did stress the importance of receiving feedback on individual success or failure and the reasons why in the instance of the national programmes.

Interestingly, the Comenius interviewee reported that the European Charter for Mobility is not distributed to successful candidates, and the national interviewee said they did not know what the Charter was.

### ***Assistance to candidates during the programmes***

The BC provides general information to successful participants on the nature of the country the teacher is visiting i.e. health care, culture and customs, as well as information on the partner schools. Further, for both the national and Comenius programmes, the BC provides briefings for teachers and example case studies of past visits. For the Comenius Assistants Programme, the BC provides individual briefings for the outgoing assistants and the host school.

Throughout the programmes, teachers can call the BC for individual assistance and advice.

### ***Reintegration of teachers and assistance post-completion***

The BC invites participants on events specific to their subject area for dissemination, identification of best practice and to facilitate networking amongst teachers. The BC observes that many applicants re-apply for the programmes, and therefore the relationships become long-term.

### ***Evaluation of the programme***

Comenius participants must send a final report at completion of the programme. The report is analysed by the BC and final payment is conditional on the submission of a satisfactory report. The national programmes adopt the same approach.

### ***Overall evaluation of the programmes from the agency view point***

- Comenius School Partnership: The strengths of the programme are considered to be the length of time the projects run for, as this allows schools to make long lasting relationships as compared to projects that may run for (say) only one year. Further, the European focus is considered both a strength and weakness of the programme. It is a strength because it promotes linkages and understanding within Europe, but it is a weaknesses because this prevents links being made between European and non-European schools.
- In-service training: The strength reported for this programme was again the length of funding available to participants. The weaknesses were that it does not include job cover costs and individual teachers must make their own logistical arrangements. This second weakness can act as a disincentive for potential newcomers.
- Comenius Assistant Teacher programme: Strengths of the programme include the fact that the programme promotes cultural knowledge as well as language skills. A weakness is that schools are not required to pay assistants a salary.
- National programmes in the UK: A particular strength was considered to be the integration of mobility and international programmes into the Department for Children, Schools and Families' international strategy. This point was also raised by the schools above. Further, the UK Qualifications and Curriculum Authority is taking a part in actively promoting the curriculum benefits of international programmes. The linked-up



or co-ordinated approach across government agencies increases the standing of such programmes and helps to increase demand across different schools and regions.

***Observations from the United Kingdom case studies***

- A strength in the UK's organisation is a co-ordinated approach across many agencies responsible for international strategies. Namely, the British Council, the Department for Children, Schools and Families, and the Schools regulatory authority (Ofsted). This has promoted integration of teacher mobility and international programmes more broadly into schools' curriculum.
- Head teacher support is crucial for the success of mobility programmes.
- The use of regional ambassadors helps to ensure that schools across all regions have an opportunity to access mobility programmes. This process is seen as very good by the schools, teachers and the national agency responsible for the administration of the programmes.
- Teacher cover is the biggest obstacle for both schools and teachers when participating in mobility.

## 8.4. Czech Republic

An overview of the Czech Republic school sample is presented in Table 11. We have undertaken three interviews with head-teachers and teachers in two different schools. The two schools represent the fundamental variation in the education experiences available to young people. One of the schools is a small secondary schools specialising in the education of young people with visual disabilities. This school is based in Prague with fewer than 20 teachers including the head-teacher and deputy head-teacher. We interviewed the head-teacher of this school, who had personally participated in a number of Comenius programmes. The second school is a primary school based in a small town (population less the 3,000) in the Central Bohemian region to the East of Prague. We interviewed both the head-teacher and a member of the teaching workforce at this primary school. Both the head-teacher and teacher had participated in a number of mobility programmes personally, and in addition, the school more generally has participated in the Comenius School Partnership Programme for a number of years and has also hosted foreign language teachers in the past.

**Table 11. School sample Czech Republic**

School	Broad characteristics	School representative	Mobility programmes
CZ.1	Small secondary school for the visually disabled based in an urban centre	Head-teacher	Comenius 1999 – 2 week course for teachers of English Language in United Kingdom. Comenius 2005 – 2 week course specialising in the teaching of drama in the United Kingdom Comenius 2008 – 2 week methodological course for teacher of the English language in the United Kingdom
CZ.2	Primary school	Head-teacher	Socrates 1997 – 3 week course for teachers of the English language. Comenius 1997 – 2 day contact seminar. 2004 Arion <sup>39</sup> – 1 week programme specifically for head-teachers. 2007 Arion – 1 week programme specifically for head-teachers In addition to these programmes, the school has also participated in the Comenius School Partnership programme since 2003, involving approximately 2 projects per annum lasting approximately 3-4 days. School has also hosted a teaching assistant from Estonia..
CZ.2	Primary School	Teacher – English language	2004-2007 Comenius co-ordinator. 2005 Arion - 1 week study visit. 2006 eTwinning Bonn – 1 week contact seminar. 2006 Gothenburg, Sweden – International Teacher Exchange week - 1 week

### 8.4.1. Broad overview of experience with teacher mobility programmes

In general, there was strong support for the mobility programmes mentioned by the head-teachers and teachers. Although there were some issues in relation to the administrative burden placed in teachers and schools and a few concerns in relation to the lack of logistical support, in general the mobility programmes were considered to have a positive effect on teacher motivation – and the subsequent impact on the quality of the learning experience for individual students. In addition, there was a belief that participation in teacher mobility programmes

<sup>39</sup> Arion is a European Community action of study visits for education specialists and decision makers. The target group for this action are people who according to their professional duties and profiles are qualified to report on their findings to policy makers, to implement their new knowledge into their professional environment and to act as *multipliers*.

increased both international awareness and the development of international networks. In addition, there was a clear belief that the mobility programmes improved teachers' pedagogical skills (in general) as well as specific language skills.

Broad features of the programmes that were considered particularly positive are the following:

- The Comenius programmes were seen as having strong motivational effects on teachers (CZ.1 and CZ.2)
- Respondents indicated that programmes permitting domestic teachers to travel abroad did result in a general improvement of linguistic skills, which was passed on to the rest of the teaching workforce and individual pupils.
- There was a view that participation in teacher mobility programmes improved the qualifications and skills of participants. These improvements include formally recognised qualifications, as well as the development of non-accredited skills. A number of teachers and head-teachers noted the impact of the programmes on team-working skills amongst participants (CZ.1 and CZ.3). In addition to this, there was a belief that participation in some of the programmes had led teachers to become more interested in learning themselves, so that even though participation may not lead to a specific qualification at the time, there may be a longer term impact in terms of qualification attainment (CZ.3).
- All respondents indicated that participation on teacher mobility programmes resulted in a greater understanding of other European cultures and the explicit removal of actual or perceived barriers between domestic and foreign cultures. This was especially the case for those schools that had hosted teachers from other countries or that had participated in the School Partnership Program.
- There was a belief that there were positive spillover effects associated with participation on mobility programmes. Respondent CZ.1 indicated that there have been positive effects on the wider teaching workforce.

Significant benefits realised including improved teacher morale and motivation, skills and qualification attainment, a better understanding of alternative approaches to teaching, understanding of other cultures.

Significant positive spillover effects on other members of the school workforce

Broad features of the programmes that were considered not as strong, or negative, are the following:

- In general, it was mentioned that the administrative burden associated with a number of the mobility programmes was excessively high. All of the respondents indicated that this was the case, though the burdens did reduce as familiarity with the various programmes increased.
- Respondents indicated that under certain circumstances the logistical or practical support provided to schools and teachers was lacking, although when questioned further, there were few suggestions offered by participants on how the level or type of logistical support offered might be improved given the relatively small scale of the various programmes. However, one school indicated that the lack of financial support to cover the replacement costs of teachers participating on mobility programmes was a significant barrier for participation. In addition to this, one respondent indicated that there was little

information on the experiences of previous participants available and that a substantial element of the logistical support received was through informal contacts with previous participants.

- Interestingly, and perhaps as a result of the number of head-teachers interviewed and their personal knowledge of the mobility programmes, there was little evidence of schools not offering the required support to teachers to participate in the mobility programmes.
- One respondent indicated that there was an excessively long delay between the time when the application for participation was submitted and the point at which the application might be accepted. This significant lead time reduced ability (for both the school and the teacher involved) to plan accordingly.

Some areas for improvement identified relating to the provision of practical and logistical support for teachers and assistance with replacement costs for schools.

Substantial delay between the time when the application for participation was submitted and the point at which the application might be accepted

#### **8.4.2. Specific findings and observations in regard to teacher mobility programmes**

- Practical organisation at school level
  - In the case of CZ.1, the school has been primary dependent on information from the National Agency for European Educational Programmes (NAEP). This information was originally received through periodic updates from the agency, but has been supplemented through the availability of comprehensive information on the agency's website (since 2000). The school informs all foreign language teachers of updates and changes to the programmes on a regular basis, while other teachers with a specific interest in mobility programmes are informed on an occasional basis.

In terms of participation, given the relatively small scale of the school, there is only one application for mobility programmes each year. Although all applications for participation in mobility programmes require the authority of the school head-teacher, this is generally a formality – and no teacher has ever been refused. School CZ.1 indicated that they do receive sufficient information in relation to the selection process (though are only informed of the overall result at the end of the process). In addition to this, this school indicated that the learning plan associated with each teacher's participation in the programme was sufficiently personalised to ensure that the maximum benefit might be achieved from each participation.

There was a feeling that there was insufficient support offered to the school in relation to the logistical support provided as well as insufficient support in relation to preparing for the potential absence of a member of the teaching workforce. This last point was considered particularly important given the relatively small scale of the school and the specialised teaching within the school.

Despite these particular issues in relation to practical and logistical support, there was a strong belief that participation in mobility programmes was well recognised by other members of the teaching workforce, pupils and parents. In addition to the informal feedback provided by other key groups within and outside the school (teachers, pupils and parents), the school also indicated that they participated in post participation evaluation of the programme and that the burdens associated with this were both reasonable and proportionate.

In relation to the mean of accessing and disseminating information relation to the various mobility programmes, school CZ.2 again makes best use of the publicly available information from the national Agency's website. This information is disseminated electronically across the school workforce. In general, there are approximately 8 requests to participate in the Comenius School partnership annually and one other request to participate in an individual/alternative mobility programme annually. In general, the only reason for an application for participation in the Comenius School Partnership Programme to be refused is as a result of limited capacity (within the school). As mentioned in the previous section, there are on average 1-2 Comenius School Partnerships running annually. If it is the case that there is excess demand for participation, then participants are selected on the basis of the quality of their work at the school, the extent of their out-of-school work and their expression of interest. There does not appear to be any criteria (either positive or negative) in relation to previous participation in the programme. There is no involvement by the National Agency in relation to the selection of candidates on the Comenius School Partnership Programme; however in the case of alternative national mobility programmes, the National Agency is involved in providing the result of the selection process, though this is considered exceptionally clear and transparent.

The school considered that the mobility programmes were sufficiently personalised and the extent to which assistance was available to develop a learning plan was in part dependent on the mobility programme involved. In the case of Arion and Comenius (non School Partnership), the appropriate information was available electronically, with relatively little input from individual participants. In the case of the Comenius School Partnership Programme, the development of the teacher level learning plans was the joint responsibility of the school and the teachers.

There was a strong belief expressed by school CZ.2 that some assistance should be provided to cover the costs of teachers participating in mobility programmes. In general, the salaries of those teachers involved in the various programmes is not refunded to the school and given the relatively tight budgets of all schools, the loss of teaching experience in the school – with no associated financial compensation – represents a significant burden.

There was a belief that participation in mobility programmes was well recognised by other members of the teaching workforce and pupils - though to a lesser extent by parents.

- Obstacles and difficulties encountered by the schools when implementing mobility schemes
  - In practical terms, there were few specific difficulties encountered by the schools that participated in this consultation exercise; however, some care should be taken when considering this finding given the fact that both the school involved in the consultation had some significant experience of mobility programmes and might not be considered entirely representative of the wider population of schools participating in mobility programmes. However, in general terms, there did appear to be some consistent grievances associated with the administrative burden that was associated with the various mobility programmes.
  - There was also some concern in relation to the replacement costs associated with teachers who participate in one-way programmes. In addition to this, one respondent did question that lack of transparency associated with the selection of foreign teachers that might come to that school from another within the programme.

Consistent assessment that administrative burden too onerous

Some concern in relation to the lack of resources made available to cover/replace those teachers participating on mobility programmes

- Attitude of the school hierarchy towards the mobility of teachers
  - It was clear that the attitude of the school hierarchy was an especially important determinant in facilitating the mobility of teachers. In the case of the two schools representing the Czech Republic, the fact that both the head-teachers had participated themselves on various mobility programmes over the last 10 years and had a substantial awareness of the benefits from participation (to the individual teacher, teaching workforce more generally, pupils and parents) was a considerable advantage. It is unclear as to whether other schools with a less well developed understanding of teacher mobility programmes might have been so facilitating of requests for participation.
  - It was clear that there were a number of crucial elements necessary to ensure a positive attitude from the school hierarchy. The first relates to an accurate and informed understanding of the costs and benefits associated with participation on teacher mobility. Some of the benefits are obvious; however, there are a number that are more intangible – such as the positive spill-over effects on the rest of the teaching workforce and the perception of the quality of the education experience for pupils and parents. The benefits are exceptionally difficult to quantify and might not be as well understood – especially compared to the costs associated with participation on the programme, which are well defined (replacement teacher costs and the increased administration associated with minimising the possible disruption to teaching work-plans etc)
  - It was clear that some additional information on the expected cost and benefits associated with teacher participation might be helpful in reducing some of these actual and perceived obstacles.

Role of head-teachers/school hierarchy crucial in determining applications and actual participation given their involvement at all stages of the process

Role of other school stakeholders should not be understated

- Advantages and disadvantages (teacher and the hosting school)
  - In general, teachers and hosting schools indicated that there were significant advantages associated with participation on the programme, though some of the benefits were sometimes less tangible. In particular, schools often stated that the participation of domestic teachers on mobility programmes resulted in significant improvements in teacher morale and motivation, while the hosting of foreign teachers in schools resulted in the dissemination of good practice in relation to teaching skills and the breaking down of perceived barriers between schools from different countries.

It was interesting to note that the improved motivation of teacher has a number of subsequent impacts. In the first instance, it was perceived that teacher passed on their positive experiences to other members of the school workforce and pupils and that the quality of the learning imparted by teachers involved in mobility programmes improved. The second impact associated with the change motivation related to the accumulation of additional qualifications and skills. A number of participants had either improved their linguistic skills or had determined to undertake additional development of their skills and qualifications outside the classroom. It is clear that this second outcome is of significant economic and social benefit, though only realisable in the medium to longer term.

#### Significant and unequivocal improvement in staff morale and motivation

Improved staff motivation was seen to have positive effect on the quality of the teaching provided to pupils as well as positive effects on the rest of the school workforce (spill-over effects).

Improved motivation also seen as increasing the appetite of teachers to develop their own skills and qualifications

Hosting of foreign teacher perceived as having the greatest role in reducing the perceived differences between countries.

- Experience, motivations and expectations of teachers
  - Given the voluntary nature of the programmes, it is clear that those participating in the programme may not be representative of the wider teaching workforce. Teachers indicated that there is substantial positive sentiment towards the programme in general and that the programmes are likely to result in substantial benefits to those participating. Given the fact that the direct financial costs to the individual are generally low, there was a belief that the mobility programmes offered an exceptional opportunity to participants. There was no indication that the financial assistance associated with the programme was insufficient, although some additional

assistance might be considered in relation to the staging or timing of the financial payments.

- Teachers were keen to improve both their pedagogical and linguistic skills and were eager for the opportunity to learn from other teachers in other countries. There was a general belief in the schools in the Czech Republic that lessons could be learnt from teachers and schools in foreign countries and there was an expectation that any elements of better teaching practice should (and were) disseminated throughout the school.
- In addition to the importance of achieving ‘buy-in’ from the head-teacher of the particular school, one teacher commented that the perceptions of the wider teaching staff, pupils, Governors and parents could also act as a barrier to participation in these programmes. In particular, one teacher indicated that a ‘whole school approach’ toward participation in these types of mobility programmes is necessary to ensure that the maximum benefits that might be associated with participation is achieved.

Participants involved in the mobility programmes were aware of the personal benefits associated with participation and were keen to learn both for their own benefit and the indirect benefit that would be gained by pupils, parents and other members of the teaching workforce.

Participants were keen to improve both linguistic skills and general teaching skills and there appeared to be a genuine appetite to learn from other schools/teachers on better ways of learning, as well as the dissemination of good practice.

#### **8.4.3. The Czech Republic National Agencies**

As part of this consultation exercise, we interviewed policy officials within the Czech Ministry of Education, Youth and Sports within the International Relations Department, who have responsibility for mobility programmes that are not part of EU programmes (such as Comenius). It is important to note that the Czech Republic does not have any specific national mobility programmes for primary or secondary school teachers and that the only programmes for these teachers are provided through Comenius. The cross national mobility programmes that do exist in the Czech Republic are based on partnerships between individual schools and are not co-ordinated centrally. A second type of mobility programme that is under the auspices of the Ministry are those within the scope of the Operational Programmes of Coordination (which are part of the cultural agreements). These programmes are based on interdepartmental or intergovernmental agreements and are co-ordinated by the Ministry of Education, Youth and Sports. Any information providing the subsequent sections relates to these specific mobility programmes.

In addition to officials at the national Ministry of Education, Youth and Sports, we also contacted policy officials within the National Agency for European Educational Programmes – the organisation responsible for the management and administration of Comenius programmes within the Czech Republic. In general, the information presented in this section of the report relates to the Comenius mobility programmes.



### ***Informing schools and teachers***

The NAEP undertakes a number of information activities to ensure Czech teachers are well informed in relation to the aims and objectives, nature, selection process associated with the Comenius programmes, as well as ensuring that teachers and schools are fully informed on how to access relevant information. The various forms of information dissemination indicated are as follows:

- The NAEP website (<http://www.naep.cz/>) is the main source of information for teachers
- The NAEP also sends leaflets/information brochures to local and regional authorities and to educational institutions
- Organisation of specific seminars at a regional level or for specific participants
- The NAEP also takes an active role in the presentation of potential activities at education fairs
- Direct electronic communication to schools to assist with recruitment.

In terms of the specific information available, the NAEP provides access to European Commission guides for applicants, application forms, Frequently Asked Questions about the programme and the processes involved, and a nationally produced information guide/handbook on completing the various application forms. In addition to this, a full guide to the selection process associated with the Comenius programme, the criteria used for determining participants, a timetable for the process, as well as information on success rates of applications are also provided.

### ***Assistance to applicant schools and teachers***

As mentioned in the previous section, the NAEP provides significant levels of information on the various processes associated with the ultimate participation on the Comenius programmes. In addition to the generic information relating to the aims and objectives of the programme the agency also provides detailed information on the application process, as well as providing a number of guides for applicants highlighting common mistakes and errors that occur.

Although one of the primary aims of the programme is to provide the greatest degree of personalised learning to participants as is possible, the NAEP has indicated that in terms of selection of candidates, they use the criteria set out by the European Commission and this to some extent reduces the degree of flexibility that might be available in the selection of candidates for inclusion.

### ***Preparation assistance for successful candidates***

In addition to this assistance in relation to applying for places on the various programmes, the agency also provides a series of seminars and workshops for potential participants highlighting the responsibilities that participants must undertake (such as the provision of an interim and final report), as well as providing logistical information – such as the provision of information relating to financial management and the dissemination of best practice from previous applicants.

There is also some additional assistance provided to successful candidates through the provision of financial grants to assist with linguistic preparation. Given the fact that one of the main barriers to participation in the various programmes relates to lack of linguistic skills, this service is viewed as being extremely important in maintaining the current relatively high take-up of Comenius programmes.

***Assistance to candidates during the programmes***

The agency ensures that once the contract is signed between the agency and the participants the financial grant that is available as part of the programme is paid immediately. However, there is no specific active advice or logistical support provided by the national Comenius agency during the actual time involved in the programme. However, this does not imply that the agency offers no support. The national agency has indicated that they endeavour to respond to all queries that are made and are willing to meet with participants who wish to meet them in person.

***Reintegration of teachers and assistance post-completion***

There are some activities undertaken by the national agency to assist in the re-integration of teachers though clearly much of this activity is undertaken at the school level. The national agency does organise some conferences on specific themes or targeting specific types of teachers. There is some contact maintained with teachers after their return.

***Evaluation of the programme***

Comenius participants must send a final report at completion of the programme. The NAEP has people working on programme evaluation and thematic modelling to continually improve the programmes.

***Overall evaluation of the programmes from the agency view point***

The interview undertaken with the national Comenius agency in the Czech Republic a number of interesting factors associated with both the Comenius School Partnership, Comenius In-Service Training and the Comenius Assistantship Program. In the first instance, the Comenius programmes are substantially better recognised than alternative mobility programmes operating in the Czech Republic (such as Czech Teachers Abroad, EEA/Norwegian Scholarship Fund or the Visegrad Scholarship Programme). In addition to the high levels of recognition of Comenius programmes, it was also felt that the reputation of the Comenius programmes was one of the strongest features associated with the programme. The view was also highlighted that the primary strengths of the various Comenius programmes were the extent or the range of the partnerships available with other countries, the range of different activities available and the extent of the financial support available. The most notable weakness associated with the Comenius programmes were the administrative burdens associated with the programme; however, there were also some concerns associated with the lack of flexibility associated with the programmes. At a school level, it was felt that the difficulty in obtaining suitable job cover was one of the main drawbacks of the programme.

It is interesting to note that many of the primary benefits that were identified by teachers and head-teachers (such as improved morale and motivation) were not identified by the national agency. Specifically, the national agency indicated that the main benefits of the School Partnership programme related to the removal of barriers between countries (either through the better understanding of different school systems or improved language skills). In the case of Comenius In-Service Training, the national agency considered improved language skills and new pedagogical skills, while in the case of the Comenius Assistantship Program, it was perceived that the development of language skills and increased self confidence were the primary positive factors associated with the programme. Across all programmes, the lack of time (in terms of the length of time spent on the programme) and the administrative burdens associated with the programmes were seen as the main negative factors.

## 8.5. Spain

An overview of the Spanish school sample is presented in Table 12. We have undertaken four interviews with head-teachers and teachers in different schools. At this stage, we have also undertaken an interview with the policy official responsible for the management and administration of the Comenius programme; however, we were unable to complete an interview with an official from the national ministry of Education.

**Table 12. School sample Spain**

School	Broad characteristics	School representative	Mobility programmes
ES1	ES1 is a public primary school near Barcelona (Catalonia) that works under the principles of being public, catalan, integrating, active and open school, aiming at offering an integral school provision for pupils.	Head teacher of the school and coordinator of the Comenius programme.	The school recently participated in a 3-year Comenius programme with schools in Italy, Slovenia, and Iceland. The main aim of the programme was to gather information on traditional regional games, sports and leisure activities in different countries and share such experiences among the partners.
ES2	ES2 is the main primary school in a district in Cadiz (Andalucia). The school has 450 pupils. The children are 3-11 years old and they learn English when they are 6 years old.	Coordinator of the Comenius programme in the school. Teacher of primary school.	The school recently participated in the 3-year Comenius programme "Connecting Communities" with schools in Italy, Poland, Germany and Ireland. The programme was used to teach pupils issues related to the environment, creativity, and how to solve social conflicts.
ES3	ES3 is a secondary education centre in Huesca (Aragon). Its principal objective is that pupils can achieve a full education in an environment of understanding, dialogue and respect, while at the same time, encourages the participation of teachers, pupils and parents in the management of the centre.	Head of Department of Philosophy and previously (2001-2008) head teacher. Participated in a number of Comenius programmes.	The school has participated in a large number of programmes and has a wide experience in teacher mobility programmes.
ES4	ES4 is a government funded secondary school near Gijón (Asturias).	Coordinator of the Comenius programme	The school recently participated in the 3-year Comenius programme which analysed different aspects gender violence in different countries in Europe. The programme was used to teach pupils ways of identifying and fight against gender violence. It was interesting to see how approaches and attitudes are different in different countries in Europe. The school was awarded recently a new Comenius programme, which it will coordinate.

### 8.5.1. Broad overview of experience with teacher mobility programmes

There is a strong support for mobility programmes amongst respondents. In general mobility programmes were considered as very positive for increasing the motivation of both teachers and students, and for better understanding new education systems. In addition, the programmes are being seen as a fundamental tool for learning about new countries and cultures throughout Europe.

Broad features of the programmes that were considered particularly positive were the following:

- All teachers interviewed agreed that mobility programmes are very positive for increasing the motivation to teach and increasing the pedagogic and linguistic skills of teachers. In primary schools it is also seen as a very good way for increasing interdisciplinary cooperation between subjects within the school. In secondary schools it is viewed as a good tool for increasing pupils' motivation to learn.

- Respondents all agreed that the Comenius programme provides an effective means of learning from different countries and cultures. It has also been stated that it is an excellent tool to improve the relationship between schools and increases the openness towards Europe.
- All respondents agreed that the programme was useful to learn from education systems in other countries and, surprisingly, to get assurance that their own education system was comparable with those in other countries.
- It was believed that the Comenius programmes not only improved language skills, but also illustrated the need of having a good knowledge of a foreign language (English in particular). It has been reported that two teachers from ES.2 undertook evening classes to improve their spoken English as a result of the programme experience. Further, as a result of participation on the programme, teachers from ES.4 have been keener in joining language courses provided by the local education department.

The programme is very positive for increasing the motivation to teach and increasing the pedagogic and linguistic skills of teachers

The programme is an effective way of learning from different countries and cultures and increasing openness towards Europe.

The programme is useful for learning from other education systems and to get assurance that their own education system is comparable with those in other countries

Broad features of the programmes that were considered not as strong, or negative, are the following:

- In two cases (ES.1 and ES.3) an application for participation has been unsuccessful because it has not been approved by one national agency despite being approved by national agencies in other countries. This creates uncertainty and confusion among the applicants.
- An important limitation is the date of approval of the project. Notification of programme award was given at the beginning of September, which is when classes begin. This did not give teachers from ES.2 and ES.3 enough time to prepare the programme in advance. In fact, teachers from ES.2 have already had a project initiation meeting at the beginning of October and would prefer to have more time to prepare for the meeting.
- A length of 2 years is seen as a negative factor by the respondent from ES.2 (compared with previous programmes of 3 years) because it is believed it does not allow sufficient time to develop relationships with participants in other countries.

There is uncertainty and confusion about the evaluation process as in some cases different national agencies have given apparently contradictory decisions.

The timing between application and notification of programme award is viewed as too long and this negatively affects the preparation of the course.

### 8.5.2. Specific findings and observations in regard to teacher mobility programmes

- Practical organisation at school level
  - In school ES.1 the programme lasted for 3 years. Interestingly, the activities of the school were organised around the programme and the subjects of music, sports and English were tailored to account for the different aims and objectives of the programme. Also, exchange of information between participating schools was undertaken by extensive use of information and communication technologies (email, web searches) within the subject of technology. At the teachers meeting, the different aspects of the programme and how to approach these aspects were discussed. This involved (and required) strong and consistent participation of all teachers; however, the actual visits to the other schools participating in the partnership were mainly undertaken by the two or three teachers with more extensive knowledge of the English language.
  - In ES.2 only 6 teachers were involved in the teacher mobility programme while the remaining teaching workforce was initially reluctant to participate. The reason for significant non-participation related mainly as a result of the language barrier and the uncertainty associated with the actual commitment that might be necessary to contribute appropriately to the project. However, after a period of embedding, the activities of the programme were adopted by other teachers, which were not initially involved in the programme. This transformation in the perceptions of the teaching workforce is illustrated by the fact that the school was recently awarded a new Comenius programme with the participation of all school teachers. In general, replacement cover while teachers were abroad was provided by the school itself (teaching was provided by using available hours from support teachers and specialist teachers or even the head teacher).
  - ES.3 has participated in a large number of programmes and has a wide experience in teacher mobility programmes. Initially there was scepticism by some of the teachers not involved in the project but this was overcome when they learnt about the benefits associated with the programme. Replacement for teachers abroad was provided by the school itself by making use of teachers on duty. To facilitate the task of replacement teachers, the travelling teachers made sure they prepared the activities and materials to be undertaken while being away. Initially, the teacher interviewed found out about mobility programmes only after being told by an education inspector and became interested in them. Recently, the school has received extensive support during the application process: a worker from the local government travelled to the school and, for two days, helped them in preparing the application.
  - In ES.4 the programme engaged about 6 teachers initially. Lack of knowledge of the English language was seen as a limitation and meant that only the 4 teachers with a reasonable level of English could travel. When abroad, replacement was provided by the school itself by making use of teachers on duty in a similar way replacement for sick-leave teachers is provided. In this regard, teachers travelling made sure they prepared the activities and materials to minimise the burden on the teacher on duty.

Schools organise themselves in order to replace teachers that travel abroad. However, teachers travelling make sure they prepare activities and materials so to minimise the burden on their colleagues.

- Obstacles and difficulties encountered by the schools when implementing mobility schemes
  - The teacher interviewed from ES.1 stated that teachers were not aware of the existence of the programme and in fact learned about it after being told by an official from the regional Department of Education. However, the teacher interviewed also believes that for people aware of the existence of the programme, there is enough information available in the website from the Department of Education. Cover for teachers is not a significant barrier in ES.1 as teachers organise their time around absences/visits. It was more of a problem when the school hosted foreign teachers, as they had to accompany them all the time and this involved substantial time commitments on the part of host teachers.

English language skills are a major barrier for those teachers in ES.1 that need to travel abroad. Family commitments are also a factor that may restrict mobility. However, the fact that this programme involved a total of 4 trips of around 4 days, simplified this problem.

- The respondent from ES.2 found out about the programme in 1995, after being contacted by a school in a preparatory visit in search for partners. The respondent stated that there is no proper assistance during the application process and knowledge was acquired through learning-by-doing. In the first project, teachers learned from the school that was co-ordinating the project. However, in preparation of the most recent project, teachers have had to commit a significant amount of time undertaking preparatory research and investigation, and as such it is crucial to ensure the willingness/goodwill of the teachers.

It has been mentioned that the training courses organised by local government agencies can provide some information on the functioning of the Comenius programme. However, such courses are seen by the teacher interviewed as very theoretical and not very useful. It would be more useful to have more practical courses and to promote contact with other schools to learn from their specific application experience and overall programme experience. To some extent schools are already taking steps in this direction: the interviewed teacher has helped teachers from other schools that were willing to learn from their own experience.

Replacement cover does not appear to be a significant barrier as teachers organise their time around it. However, English language skills were seen as a major barrier although teachers found out that they were able to communicate with other partners whose level of English was also low. Interestingly, participating teachers found out that they had more trouble communicating with English-native speakers, although these made an effort to be understood by other participants.

- The respondent from school ES.3 believes that it is difficult to learn about Comenius when one is not directly involved. However, some schools are overcoming this through alternative methods. For example, one teacher from this school went to present their experiences in another school in the Canary Islands.

Finally, one important barrier associated with the general school curriculum was more difficult to overcome. In Spain, teachers teaching the second year of Bachillerato (university preparatory courses for students aged 17-18) cannot miss more than 1 week during the whole school year, and as such participation in teacher mobility programmes of any length becomes impossible. This is an important limitation.

- Teachers of the ES.4 centre are very much aware of the programme as the outcomes and good practice of the programme has received wide dissemination within the school. Teachers were also aware of the possible benefits associated with the programme because information relating to the programme was presented in the monthly teachers' meeting. Overall, it is understood that the Comenius programme itself is widely recognised across the academic community. Moreover, it is believed that any teacher with motivation and interest in the programme would be able to find out information about the programme and application process if necessary. In this regard, there are courses from the local Education Department directed towards fostering European collaboration and where Comenius is explained. Informative material is also available on the internet. Nevertheless, lack of experience in the programme is seen as a major barrier to participating in the programme and in particular the lack of knowledge about the real implications of the project and commitments implied when joining.

In ES.4, it was believed that by participating in the programme teachers have understood the importance of foreign languages and are more keen in enrolling and attending education and training courses to improve their skills and qualification levels (such as the ones provided by the local education department).

English language is seen as a major barrier by participants. However, in practice, goodwill, comprehension and patience of the participants facilitated the communication, even in those cases where English language skills were low.

Lack of experience in the programme is seen as a major barrier to participating in the programme. However, teachers have been able to overcome this by learning from other experienced schools.

- Attitude of the school hierarchy towards the mobility of teachers
  - The head-teacher from ES.1 believes the programme is very important for motivating primary school pupils. In this school, all teachers were very supportive of the programme; there was a very good participation from all teachers; and school activities of the school were organised around the programme.
  - In ES.2 support from the head-teacher is very important as he arranges and manages teaching cover when teachers are unavailable because of the Comenius programme. Without the explicit 'buy-in' from the head-teacher it is unlikely that any form of mobility programme would be considered.
  - In ES.3 there was some initial scepticism by some of the teachers not involved in the project but this was overcome after participants were able to explain the achievements using a power point presentation at the teachers' monthly meeting.
  - Some of the teachers in ES.4 value the achievements of participants and the impact on the wider school, although other teachers have a passive (thought not negative) attitude towards the mobility programmes. It is believed that the best way to encourage a positive attitude towards the programme is to explain the work being undertaken as part of the programme and the potential direct and indirect benefits that might accrue to pupils, parents and teachers not directly involved in the programme. As the information available increased and the results were witnessed to a greater extent towards the end of the programme (such as better engaged and

motivated pupils), more teachers started collaborating. The respondent from ES.4 also believed that it is very important to have a good understanding and collaboration from the head-teacher.

A good attitude from the school staff and the head-teacher in particular is very important for the success of the programme.

Initial scepticism from some of the teachers not involved in the project can be rapidly overcome by explaining the work being undertaken.

- Advantages and disadvantages (teacher and the hosting school)
  - The programme was seen as very positive by the respondent from ES1. Firstly, it increases the motivation to teach, and the pedagogic and linguistic skills of teachers. Secondly, it improves the relationship between participating teachers and pupils, increases pupils' motivation and increases interdisciplinary cooperation. Finally, it is a very good way of learning from different countries and cultures and allows comparison of other ways of learning. In addition, the programme has also been useful to see education systems in other countries and to get assurance that one's own system is comparable (or better) than those in other countries.
  - The respondent from ES.2 saw the programme as being very useful for creating new learning tools for pupils and making the schooling experience more interesting for both pupils and teachers. It was also seen as a fantastic developmental tool for teachers in a way that does not create significant disruption to the teacher's daily life (it can be done in combination of daily duties). The programme was seen in a very positive light by pupils and pupils' parents.
  - In ES.3, the respondent believed the programme is fundamental for learning about new countries and cultures, for improving the relationships between schools and in contributing in increasing the openness towards Europe. It was also a good tool for personal development and to increase the motivation to teach and learn. However, in general (for pupils in particular) there is not enough recognition to the work that these programmes involve. Finally, and very interestingly, it was believed that mobility programmes have also helped reassure Spanish teachers that their schools were not of a lower standard when compared to European standards.
  - The programme was being seen as very positive for increasing the motivation of students and increase their communication skills and knowledge, according to the respondent from ES.4. From the point of view of teachers, mobility programmes provide a very good opportunity to gain new experiences and learn from different countries. In fact, the programme has shown new ways of teaching (such as classroom dynamics or ways of communicating with pupils) and these have been incorporated in the classes of the interviewed teacher from ES.4.
- Experience, motivations and expectations of teachers
  - In some cases it has been stated that external factors can affect the functioning of the programme. One teacher from ES.4 had a poor experience in one of the visits because of the behaviour of some of the students that travelled abroad, and the subsequent response by the teachers in charge. This created some tension among the participants. In fact, the respondent is against programmes with students as it is believed that can disrupt the planned curriculum.



- In contrast, the respondent from ES.3 believes the programme is fundamental for learning about new countries and cultures and is particularly useful for opening the mind and exposing young adults to new experiences.
- One respondent found out that Spain receives less money for missions when compared with other countries. It has also been stated that the budget hardly covers the expenses and occasionally teachers need to make payments themselves. Students from ES.3 travelling abroad had to stay in houses of other students otherwise it would not have been possible to stay within budget.
- According to the interviewed teacher from ES.2, one limitation of the programme is the timing of reimbursement of financial aid, as in practice this means that teachers travelling need to pay themselves for some of the expenses beforehand.
- Participation is very well recognised by pupils and parents from ES.2, and also by other teachers (despite some initial scepticism). However, the interviewed teacher believes that it is not well recognised at the institutional level (for example, participation at Comenius programmes by teachers is not taken into account when submitting an application for the school to become a bilingual school). Mitigating this lack of institutional recognition, the hours worked in relation to Comenius can be used by teachers as part of their six-yearly evaluations (“sexenios”).

There is a wide disparity of experiences from the Comenius programme.

One teacher is against student mobility programmes because it can disrupt the planned work, whereas another teacher thinks such programmes are good for opening the mind and exposing students aged 15-17 to new experiences.

### 8.5.3. The Spanish National Agencies

Spain participates in the Lifelong Learning Programme through the Spanish National Agency for Lifelong Learning Programmes ‘Organismo Autónomo Programas Educativos Europeos’ (OAPEE) which is an agency attached to the Ministry of Education and Science (through the State Secretariat for Universities and Research, see <http://www.oapee.es>).

We interviewed the official who has managed Comenius and Grundtwig programmes for the last 2 years.

#### *Informing schools and teachers*

OAPEE undertakes a number of activities to inform schools about the Comenius programmes. This is done in different ways:

- Regional agencies organise information days to inform about programme.
- The different autonomous communities of Spain organise information meetings where the Comenius programme is presented.
- Conferences are organised by regional and national agencies where the programme is explained.
- All the centres for teachers across Spain have one person available to inform teachers about the European programmes.
- Information leaflets are sent to local authorities.

- OAPEE publishes a biannual magazine where the programme is explained and examples of experiences are provided.
- OAPEE publishes an informative monthly newsletter (this is sent to all participating schools, regional authorities and centres for teachers).
- All organisations have their own website providing information about the programme and how to apply.

### ***Promoting the image and brand name of the programmes***

Promotion and information sharing is done through different conferences and information meetings organised by the regional and national agencies. In addition, the programme is promoted by divulging informative leaflets and the biannual and monthly OAPEE publications.

Finally, several events are organised to promote the image of the programme. The most important one takes place in December, where all regional agencies meet for the launch of the annual report that contains the actions for the year. The event is widely advertised and several high-level national officials attend the meeting.

### ***Assistance to applicant schools and teachers***

Information on how to apply is provided on OAPEE's website. In addition, regional authorities organise meetings where they give information on how to fill the application forms and illustrate how to get projects approved. The results of the applications are also posted on the agency's website and sent by mail to applicants. All applications are made online since 2003 but the agency provides an online helpdesk. In addition, OAPEE answers enquiries of applicants by phone (this is a very important part of the work of the agency).

### ***Preparation assistance for successful candidates***

All regional authorities organise meetings with schools to inform them. A list of websites is also provided where participants can find information on the destination countries.

In addition, different documentation and information is provided for several programmes.

- For In-service Training and for Assistantship a special leaflet made during the project called Mobility and the European Dimension is sent to all participants. The leaflet contains advice for the periods before, during and after the programme.
- For the School Partnership Programme, there is a meeting at the beginning of the contract on how to conduct a good project, on good practices, on the possible problems and how to solve them. There is also a monitoring meeting during the course of the project. Additionally, participants receive the European Charter for Mobility.
- There is no such meeting for In-service Training because of the high number of participants.

Participants are also given a list of websites where they can find information in relation to health insurance, culture and customs in the host country. There is also an assistantship programme (for incoming and outgoing teachers) where participants get information on health insurance (i.e. what papers to bring).

There is no assessment of language skills but applicants must provide a certificate of their language proficiency (necessary condition to get funded). In some cases, it is possible to get

some funds for language courses. For example, participants in the Assistantship programme and for the In-Service Training programme (except for language teachers) have the possibility of receiving financial aid of €300 to attend language courses.

In relation to the learning arrangements, participants need to follow a project plan where the objectives, impacts and actions of the programme are detailed.

### ***Assistance to candidates during the programmes***

There is a monitoring meeting for School Partnership projects where assistance is provided to participants of the programme. In addition, the national agency answers any queries or problems during the length of the programmes.

### ***Reintegration of teachers and assistance post-completion***

Participants have the opportunity to publish their experience in the Comenius magazine and in the newsletter, after completion of the programme. A book on good practices is to be published by the end of 2008.

Participants can also present the results of the programme during special events to provide example of good practices and to promote some projects, or in *good practice* workshops.

### ***Evaluation of the programme***

Participants must send a final report after completion of the programme. The report is used to evaluate the outcomes of the programme.

### ***Overall evaluation of the programmes from the agency view point***

- Comenius School Partnership: The programme is a very good opportunity for Spanish schools and regions to work in cooperation with European colleagues. The programme is viewed as a personal reward, and in this sense is a way of motivating teachers. On the other hand, the agency believes that one of the weaknesses of the programme is that there is difficulty in getting funding due to the high demand. Further, it is also believed that participation in such programmes results in too much work compared with the compensation and small personal reward teachers get from it.
- Comenius Assistantship: The most important feature of this programme is the possibility of teaching in an European environment and of learning different teaching methods. The weaknesses of the programme are related to practical issues such as the small amount of the funds provided, the difficulties of finding a place to live during the visit, and the fact that mentoring provided by the hosting school can be sometimes insufficient.
- In-service training: The strengths of this programme are related to the personal reward obtained from working in co-operation with European teachers and learning new teaching methods and language skills. The agency believes that paperwork required for this programme is excessive and that the range of available courses is very limited. Another weakness is the lack of job coverage which means that teachers need to make use of their own free time.



## 9. Summary and recommendations based on Case Studies

In this section we discuss the main conclusions from the qualitative analysis of the case studies.

### 9.1. Strengths and areas of possible improvement

We present the conclusions and recommendations in the following format. First, we identify and discuss the strengths of teacher mobility programmes in the European Union, and the areas in which the mobility programmes are operating effectively to achieve EU mobility objectives<sup>40</sup>. Secondly, we highlight areas in which the mobility programmes could potentially be improved by additional targeting of interventions by the European Commission. The strengths and potential improvements are reported against the goals and priority objectives for the mobility programmes as detailed by the European Commission<sup>41</sup>.

#### 9.1.1 Strengths

Mobility programmes in the European Union are effectively promoting the following objectives:

- Increasing teachers' motivation to teach: This positive outcome is driven by teachers' first hand experiences of other cultures and teaching methods that teachers can then bring back to their own students. Mobility programmes also provide meaningful, interesting and real life contextual frameworks in which teachers can present their own curriculum.
- Improved pedagogic skills: Teacher mobility decreases teachers' scepticism of other cultures and alternative teaching methods. Teachers are able to observe first hand alternative pedagogic methods. In addition to this, visiting teachers will often give presentations at the host school, thereby increasing teachers' own confidence in teaching and helping them to integrate new teaching methods into their own school.
- Improved linguistic skills: Mobility programmes encourage teachers to learn new languages particularly at conversational level. Further, differences in languages, rather than creating a barrier to mobility, actually encourages innovation in communication with teachers use complementary methods to promote communication when common language skills may not be that strong. The motivation to learn new languages also flows through to the students. Many students have been encouraged to learn new languages, including languages from beyond the European Union such as Mandarin.
- Increased openness to Europe: Mobility programmes promote relationships between schools across EU national borders. These relationships are built upon common curriculum interests, but in many cases they also extend to new friendships. This is particularly the case when mobility programmes promote repeat interactions between groups of schools, such as the Comenius School Partnership programme. Mobility also has a strong impact upon social integration in regions where new cultures and religions are growing in prominence. This can be particularly important when students' parents have not had a lot of experience of other countries, and when the students do not have the opportunity to travel themselves. When a school hosts a visiting teacher from another country, new knowledge about other cultures is brought directly into the school, and this can increase the flow of benefits to the wider school community more effectively than when a domestic teacher travels abroad.

<sup>40</sup> Objectives for the EC's mobility programmes, as taken from the Life-long Learning and the Comenius programmes can be found at [http://ec.europa.eu/education/lifelong-learning-programme/doc84\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm).

<sup>41</sup> As above, [http://ec.europa.eu/education/lifelong-learning-programme/doc84\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm).

- Improvements in key competencies: The analysis has illustrated that teacher mobility (and international programmes in schools more generally), can encourage teachers and students to improve their own skills and gain additional qualifications. Rather than participation being the sole outcome associated with participation on a mobility programme, we have found evidence that participation leads to continuing professional development amongst many teachers post completion resulting in a better learning experience for students.
- Mobility programmes and collaborative projects more generally across European Union national boundaries have an impact beyond the improvement of linguistic skills. For example, schools use video conferencing and e-mails to keep in touch with their partners abroad. In order to promote communication in a common language, schools and learners use tools such as cookbooks, cultural festivals and indigenous costumes to highlight similarities, and differences, between their countries and cultures. Projects that promote global citizenship and environmental responsibility are good examples of how international collaborations in schools promote cross-discipline learning in sciences, mathematics and geography, and combine these key competencies with different cultural contexts.

### 9.1.2. Additional targeting of intervention

There are some areas where policy makers at the pan-European level may be instrumental in improving teachers' access and participation on mobility programmes, and to further promote the flow of benefits derived from mobility programmes to the schools more broadly.

- Targeting head-teachers: Head-teacher support is critical for successful teacher engagement in mobility. Head-teacher support tends to be greater when head-teachers have themselves participated in mobility programmes directly. The type of activity involved may include head-teacher seminars and conferences, or head-teacher participation in collaborative school projects such as the Comenius Schools Partnership programme. Lack of head-teacher knowledge and understanding of the benefits of mobility, and how mobility links directly with their schools' curriculum objectives, is an obstacle for teachers and schools attempting to promote mobility. Targeting of head-teachers could increase both the uptake of mobility by teachers, and help to ensure that the benefits of mobility flow to the wider school population.
- Substitute or replacement cover: Teacher cover was identified as an obstacle by almost all schools interviewed. Covering for teacher absence, even if it is just for 2-3 days, is costly to schools. These costs include direct financial costs in terms of paying for a substitute teacher, and disruption costs as the school may raise concerns about discontinuity in the planned syllabus (and how this may impact upon the school's performance). In order to mitigate the direct financial costs, mobility programmes could assist schools to pay for substitute teachers. Alternatively, national agencies that manage the mobility programmes could help schools identify complimentary sources of funding that will assist these costs. An example comes from the United Kingdom, where some Local Authorities are willing to assist schools by paying costs such as short-term teacher supply.
- Administrative burden: School respondents' considered that the administrative burden (particularly for Comenius) was high, especially in relation to the size of the grants awarded. Others exams of the high administrative burdens related to linguistic issues within participating schools. For instance, respondents found that the contractual information and application forms were in English, and although they themselves could

read and write English, when it came to requesting their head-teacher to sign the contract, this was refused until translated into the vernacular.

However, a point many respondents made was that the administrative processes for Comenius has improved over time. In particular, the need to apply only once for three year projects, and the requirement that the lead school manages the application process on behalf of all partner schools, were seen as reducing the administrative burden for schools.

- **Timing of applications:** Many respondents, both schools and national agencies, raised the point that the length of time between application and the start of programmes was too long. For example, applications are made in January or February (the second half of the school year); however, projects and visits do not occur until after August (the beginning of the next school year). This creates some problems for the schools because, (a) the schools do not know which students will be in what classes, and therefore which students will be involved in the international programme; (b) project kick-off happens very soon after the new year begins, and as this is a very busy time for schools, some teachers considered that they did not have enough time to appropriately plan for project start-up.
- **Timing of payments:** In some programmes, final payment is made at the conclusion of the project. This final payment is used as an incentive, by the administering agencies, to ensure timely delivery of the outcomes and findings by schools, and to ensure that the final project reports are of the requisite standard. However, some teachers have found that if payment is made in two lump sums (for instance 40% at beginning of the project and 60% at conclusion), the teacher must sometimes take out a personal loan for the final payment amount to cover costs incurred during the end-phase of the project. Teachers suggested that it may be more helpful to increase the number of payments made over the lifetime of the project (i.e. staggering the payments to a greater extent).

This study has undertaken a detailed case study analysis of schools', teachers' and national agencies' experiences and opinions in relation to teacher mobility programmes. Overall, teacher mobility programmes in Europe effectively achieve the European Commissions' goals for Lifelong Learning. We have identified a small number of areas in which intervention could be targeted to increase participation in such programmes and to promote the flow of benefits from teacher mobility to the wider student population in schools.

There are some caveats associated with the analysis relating to the various information gaps that exist. There was some difficulty collecting detailed information on the nature of the national teacher mobility programmes across all Member States and relatively little consistent information on the take up of these programmes. Some of this is entirely understandable given the relative size of the programmes and the fixed costs associated with monitoring and evaluation. Given the obvious benefits associated with labour mobility generally and teacher mobility specifically, we would urge greater attention is paid to the collection and dissemination of robust quantitative information relating to teacher mobility programmes.

## 9.2. Recommendations

### European Level

It is clear that there is strong demand for participation on teacher mobility programmes and that this has been increasing over time. Teacher mobility programmes also appear to achieve a number of EU goals relating to the exchange and promotion of good teaching practice; improving language and communication competency; increasing familiarisation with other cultures; widening horizons; and increasing the motivation of teachers (and learners). However, the analysis identified continuing difficulties in relation to schools managing the resource consequences associated with teachers spending any significant length of time abroad. Respondents indicated that there may be some benefit from either the provision of additional resources to schools to provide replacement cover or the better co-ordination of teacher flows between schools internationally. There may be a role for a pan-European agency to assist in the allocation of additional resources and/or the better co-ordination of resource flows.

However, this task requires comprehensive data collection, which at the moment only appears to be undertaken for the purposes of record keeping. We would suggest that more accurate information is gathered from participants (before, during and post participation) that would potentially allow the better identification of potential host and provider schools, the better management of resource flows (to minimise burdens on schools), and allow for detailed analysis post-completion.

### National Level

There were a number of inconsistencies associated with the management and administration identified over the course of the research exercise. For instance, we identified some difficulties encountered by schools as a result of the time lag between application and notification of participation; differences in teacher funding arrangements (leading to some credit constraints); a lack of financial resource to compensate for teacher replacement; inconsistencies in relation to the extent of logistical support and the evaluation of outcomes; and a lack of information in relation to the qualifications and skills of some visiting teachers. Although acknowledging the fact that the flexibility associated with some teacher mobility programmes is considered a key strength, we believe that there is some scope to standardise the management and administration of mobility programmes across countries.

### School level

It is clear from the analysis that there are significant benefits associated with participation on teacher mobility programmes and that these benefits accrue to both participating and non participating teachers, as well as to students. However, these benefits are sometimes uncertain and likely to be longer term. It is also the case that the costs associated with teacher participation (in the form of replacement cover and disruption) are more tangible. The analysis has illustrated that it is key to ensure the engagement of head-teachers in the teacher participation process and these individuals are key players in the take up of teacher mobility programmes. As such, it is crucial to ensure that head-teachers are appropriately informed in relation to the extent of the benefits associated with teacher mobility programmes with the aim of supporting participation. We would recommend that some quantitative and qualitative analysis is undertaken to identify the perceived benefits of teacher mobility programmes and that this is actively disseminated to head-teachers.



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## 11. Annex 1 Description of national mobility programmes

Table 13. Austria

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: information not available</li> <li>• Number of secondary teachers: information not available</li> <li>• Labour market inflows and outflows for Austria (average of 2002, 2004, and 2006 European Social Survey data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.4%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 7.2%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 1.6%</li> <li>• Outflow: 0.3%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by the national ministry</b></p> <ul style="list-style-type: none"> <li>• Total number of programmes: 12</li> <li>• All identified programmes are managed by the Ministry of Education (BMKK)</li> <li>• 7 identified programmes offered to Austrian teachers to go abroad:             <ul style="list-style-type: none"> <li>• 5 long-term programmes:                 <ul style="list-style-type: none"> <li>• <b>(Professional Teacher Development, Professional Teacher Development Project “Teaching in Philadelphia”, Teachers for Austrian Schools Abroad, Teachers for German Schools Abroad, Teachers for European Schools)</b></li> </ul> </li> <li>• 1 short-term programme                 <ul style="list-style-type: none"> <li>• <b>(Pedagogical study visit)</b></li> </ul> </li> <li>• 1 programme with no information on duration (probably long-term programme)                 <ul style="list-style-type: none"> <li>• <b>(Teachers for Bilingual Schools in neighbouring countries)</b></li> </ul> </li> <li>• No information available on number of posts offered</li> <li>• Destinations offered include USA, Belgium, Spain, Luxembourg, UK, the Netherlands, Italy, Germany, Czech Republic, Slovakia, Hungary, Denmark, Greece, Slovenia, Sweden</li> </ul> </li> <li>• 1 programme specifically for teachers in training             <ul style="list-style-type: none"> <li>• <b>(Graduate Teacher Programme)</b></li> <li>• Long-term programme</li> <li>• Destination offered: UK</li> </ul> </li> <li>• 3 exchange programmes:             <ul style="list-style-type: none"> <li>• All long-term programmes</li> <li>• 1 programme mostly for teachers in training                 <ul style="list-style-type: none"> <li>• <b>(Bilateral language assistant exchange)</b></li> <li>• Destinations offered: Belgium, France, UK, Italy, Croatia, Ireland, Russia, Spain, Slovenia, the Netherlands</li> </ul> </li> <li>• 2 programmes for teachers in post                 <ul style="list-style-type: none"> <li>• <b>(Bilateral teacher exchange with France, Spain, Switzerland, Japan Exchange and Teaching Programme)</b></li> <li>• Destinations offered: Spain, France, Switzerland, Japan</li> </ul> </li> </ul> </li> <li>• 1 programme for foreign teachers to come to Austria:             <ul style="list-style-type: none"> <li>• Long-term programme                 <ul style="list-style-type: none"> <li>• <b>(Teaching in Tyrol)</b></li> </ul> </li> <li>• Origin of incoming teachers: Italy</li> </ul> </li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 1,366</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• In-service Training: 223</li> <li>• Number of trainees benefiting from the programme in 2006: <ul style="list-style-type: none"> <li>• Assistantship: 12</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005: <ul style="list-style-type: none"> <li>• School Partnerships: 1.36% of teachers benefit from the programme (Index: 160, EU27: 100)</li> <li>• In-service Training: 0.21% of the teachers benefit from the programme (Index: 163, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country: <ul style="list-style-type: none"> <li>• Assistantship: 0.02% of teachers (Index: 78, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not currently available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Bilateral teacher exchange with France, Spain, Switzerland</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: secondary school teachers</li> <li>• One-way or exchange programme: Exchange programme</li> <li>• Duration: 1 year normally (3 months possible)</li> <li>• Destinations offered: France, Spain, Switzerland</li> <li>• Activities: Teaching in host country</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form sent to BMKK</li> <li>• Requirement: Need to be a full-time teachers teaching in the relevant foreign language, to have several years of experience, not to teach final year students</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Supplement on Austrian remuneration</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: Guaranteed</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Graduate Teacher Programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK) in cooperation with British Council</li> <li>• Offered to: teachers in initial training</li> <li>• Duration: at least two years</li> <li>• Destination offered: UK</li> <li>• Activities: "familiarisation" course and teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form sent to BMKK</li> <li>• Requirement: none</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: £14,000 per annum, reimbursement of travel costs for interviews</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: preferential right to hold a teaching post in the town or area they were originally assigned to</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Pedagogical study visits</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: secondary school teachers</li> <li>• One-way or exchange programme: One-way programme</li> <li>• Duration: From two weeks to two months</li> <li>• Destinations offered: Denmark, Greece, Slovenia, Sweden</li> <li>• Activities: teaching in host country</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: teachers of foreign language, German or geography that do</li> </ul> </li> </ul>

	<p>not teach to final year students for Denmark, Greece, Sweden; teachers with good knowledge of English for Slovenia</p> <ul style="list-style-type: none"> <li>• Assistance (financial, administrative):</li> <li>• Financial assistance: study leave with full salary</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Teaching in Tyrol</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: teachers in training</li> <li>• One-way or exchange programme: One-way programme</li> <li>• Duration: 1 year</li> <li>• Origin: Italy</li> <li>• Activities: Training courses and teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection by German School Authority in Bozen, Tyrol</li> <li>• Requirement: none</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: €2.380 (gross) per month for bilingual, €2.160 per month for other teachers</li> </ul> </li> <li>• Administrative assistance: No information available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Professional Teacher Development</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: No information available</li> <li>• Duration: 1 to 3 years</li> <li>• Destination offered: United States</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection by Vienna International Exchange based on application form</li> <li>• Requirement: teaching graduates, good knowledge of English</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: yearly salary from \$ 39,252 to \$ 81,648</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Professional Teacher Development Project “Teaching in Philadelphia”</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: One-way programme</li> <li>• Duration: 2 years</li> <li>• Destination offered: United States</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection by Austrian-American Educational Cooperation Association based on application</li> <li>• Requirement: teaching graduates in science and mathematics, including special needs teachers with good knowledge of English</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: yearly salary US \$ 41,111 gross</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Japan Exchange and Teaching Programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: primary and secondary teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 1 to 3 years</li> <li>• Destination offered: Japan</li> <li>• Activities: Teaching German or English in Japanese high schools</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form sent to Japanese Embassy</li> <li>• Requirement: good knowledge of English, to be aged less than 39</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Yearly salary of 3,600,000 Yen</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Bilateral language assistant exchange</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: primary and secondary school teachers, teachers in training</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 6 to 10 months</li> <li>• Destinations offered: Belgium, France, UK, Italy, Croatia, Ireland, Russia, Spain, Slovenia, the Netherlands</li> <li>• Activities: Assisting in German lessons in host schools</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection by the Verein Oesterreich Kooperation based on application</li> <li>• Requirement: to teach foreign languages (or in training to teach foreign languages), to be aged less than 30 for teachers in post, to have a good knowledge of host country language</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: €760 gross salary per month on average</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Teachers for Austrian Schools Abroad</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: secondary school teachers (teachers in middle and high schools)</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 2 years with possible extension</li> <li>• Destinations offered: Austria Schools abroad</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection Application form</li> <li>• Requirement: none</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: expatriate benefit in supplement of Austria pay</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Teachers for German Schools Abroad</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 2 years with possible extension</li> <li>• Destinations offered: German Schools abroad</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection Application form</li> <li>• Requirement: none</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: expatriate benefit in supplement of Austria pay</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Teachers for European Schools</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 2 years with possible extension</li> <li>• Destinations offered: European Schools (Belgium, Spain, Luxembourg, United Kingdom, the Netherlands, Italy, Germany)</li> <li>• Activities: Teaching</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection Application form</li> <li>• Requirement: several years of experience</li> </ul> </li> <li>• Assistance (financial, administrative):</li> <li>• Financial assistance: expatriate benefit in supplement of Austria pay</li> <li>• Administrative assistance: No information available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Teachers for Bilingual Schools in neighbouring countries</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education (BMKK)</li> <li>• Offered to: secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: No information available</li> <li>• Destinations offered: Slovakia, Czech Republic, Hungary</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection Application form</li> <li>• Requirement: none</li> </ul> </li> <li>• Assistance (financial, administrative):</li> <li>• Financial assistance: none</li> <li>• Administrative assistance: No information available</li> </ul>
<b>Contact details</b>	National Ministry : <a href="http://www.bmukk.gv.at/europa/bildung">http://www.bmukk.gv.at/europa/bildung</a> Comenius : <a href="http://www.lebenslanges-lernen.at/">http://www.lebenslanges-lernen.at/</a>

Source: London Economics' analysis of European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC), national websites and contact for information on programme

**Table 14. Belgium (Dutch-speaking)**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 31,085 in 2005/06</li> <li>• Number of secondary teachers (ordinary and specialised secondary education): 43,094 in 2005/06</li> <li>• Labour market inflow and outflow for whole of Belgium (average of 2002, 2004, and 2006 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.4%</li> <li>• Outflow: 0.8%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 4.3%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 3.8%</li> <li>• Outflow: 2.3%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by the national ministry</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 4</li> <li>• Programmes are managed by the International Relation Division</li> <li>• 1 programme offered to Flemish teachers to go abroad <b>(In-service courses (immersion) in France)</b> <ul style="list-style-type: none"> <li>• Short term programme</li> <li>• Destinations offered: France</li> </ul> </li> <li>• 2 exchange programmes <b>(Exchange in Germany for one year, GENT Agreements)</b> <ul style="list-style-type: none"> <li>• Long-term programmes</li> <li>• Destinations offered: Germany, the Netherlands</li> </ul> </li> <li>• 1 programme to train foreign teachers in Flanders <b>(GROS programme)</b> <ul style="list-style-type: none"> <li>• Short-term programme</li> <li>• Origin: the Netherlands, Luxembourg, Germany, France and the United Kingdom</li> </ul> </li> </ul> <p><b>Comenius for the whole of Belgium</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School partnerships: 1,571</li> <li>• In-service training: 100</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 85</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School partnerships: 0.84% of teachers benefit from the programme (Index: 99, EU27: 100)</li> <li>• In-service training: 0.06% of the teachers benefit from the programme (Index: 45, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.04% of teachers (Index: 207, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not available yet</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Number of Programme: 1</li> <li>• Programmes are managed by a association incorporating the French Foreign Ministry (through the auspices of the French embassy), Flemish Ministry of Education and a variety of education institutions <b>(Formacom II (Formacom III for 2008-2010))</b> <ul style="list-style-type: none"> <li>• One-way programme</li> <li>• Short term programmes</li> <li>• Destination offered: France</li> </ul> </li> </ul>



<b>Description of Individual Programmes or groups of similar programmes</b>	<b>GENT Agreements</b> <ul style="list-style-type: none"> <li>• Offered to: primary school teachers</li> <li>• Number of posts offered: 16 Flemish schools</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: academic year</li> <li>• Destination offered: the Netherlands</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: No information available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>GROS programme</b> <ul style="list-style-type: none"> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: at least 1 day or in-training</li> <li>• Origin: the Netherlands, Luxembourg, Germany, France and the United Kingdom</li> <li>• Activities: visit or in-training</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: No information available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Exchange in Germany for one year</b> <ul style="list-style-type: none"> <li>• Managed by: No information available</li> <li>• Offered to: teachers</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 1 year</li> <li>• Destination offered: Germany</li> <li>• Activities: Teaching and in-service training courses</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: to teach German for Flemish teachers, to teach French for German teachers</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: No information available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>In-service courses (immersion) in France</b> <ul style="list-style-type: none"> <li>• Managed by: International Relation Division in conjunction with the French embassy</li> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> </ul>

	<ul style="list-style-type: none"> <li>• Duration: 10 days</li> <li>• Destination offered: France</li> <li>• Activities: training</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: to teach French; to be principals, teachers who will teach French in the near future and to be teachers providing or who will provide French language initiation</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Formacom II (Formacom III for 2008-2010)</b></p> <ul style="list-style-type: none"> <li>• Managed by: Form@com</li> <li>• Offered to: secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Destination offered: France</li> <li>• Stated aims and objectives: to promote French language, to improve pedagogic skills and practices</li> <li>• Activities: Training</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application package</li> <li>• Requirement: to teach French</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Comenius grant</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: to organise workshops for their French-teaching colleagues</li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>• National Ministry : +32 (0) 25535070</li> <li>• Comenius : Reynders, Renilde : renilde.reynders@epos-vlaanderen.be</li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (**EAEAC**) and national websites

**Table 15. Belgium (French-speaking)**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 31,085 in 2005/06</li> <li>• Number of secondary teachers (ordinary and specialised secondary education): 43,094 in 2005/06</li> <li>• Labour market inflow and outflow for whole Belgium (average of 2002, 2004, and 2006 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.4%</li> <li>• Outflow: 0.8%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 4.3%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 3.8%</li> <li>• Outflow: 2.3%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by the national ministry</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 4</li> <li>• Programmes are managed by Wallonie International and Wallonie region</li> <li>• 3 programmes offered to Belgian teachers to go abroad: (<b>CODOFIL Louisiana, Teachers in bilingual secondary school or assistant professor in University, Education element of the Marshall programme</b>)             <ul style="list-style-type: none"> <li>• Short term and long term programmes</li> <li>• Destinations offered: Austria, Hungary, Poland, Slovakia, Czech Republic, Estonia, Italia, Lithuania, Poland, UK, Slovenia, Bulgaria, China, Croatia, Israel, Macedonia, Moldavia, Romania, Russia, Turkey, USA</li> </ul> </li> <li>• Exchange programmes linked to <b>bilateral agreement</b> <ul style="list-style-type: none"> <li>• Destinations offered: Germany, Austria, Spain, Estonia, Italy, Luxembourg, the Netherlands, Portugal, UK</li> </ul> </li> <li>• No apparent programme for foreign teachers to come to French-speaking Belgium:</li> </ul> <p><b>Comenius for whole Belgium</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School partnerships: 1,571</li> <li>• In-service training: 100</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 85</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 0.84% of teachers benefit from the programme (Index: 99, EU27: 100)</li> <li>• In-service Training: 0.06% of the teachers benefit from the programme (Index: 45, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.04% of teachers (Index: 207, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not available yet</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 2</li> <li>• Programmes are managed by a NGO (<b>Internships for future teachers, Trip abroad for teachers</b>)             <ul style="list-style-type: none"> <li>• Short term programmes</li> <li>• Destinations offered: Canada (Quebec), Senegal, Benin</li> </ul> </li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>CODOFIL Louisiana</b></p> <ul style="list-style-type: none"> <li>• Managed by: Wallonie-Bruxelles International</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: around 30</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: academic year: 10 months (renewable twice)</li> <li>• Destination offered: United States</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement):             <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: to have a basic knowledge of English, to have a university degree and a degree conferring the right to teach</li> </ul> </li> <li>• Assistance (financial, administrative):             <ul style="list-style-type: none"> <li>• Financial assistance: American CODOFIL contract and fellowship of around \$28,000 the first year</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Teachers in bilingual secondary school or assistant professor in University</b></p> <ul style="list-style-type: none"> <li>• Managed by: Wallonie-Bruxelles International</li> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: academic year (6 academic years max.)</li> <li>• Destinations offered: Hungary, Poland, Slovakia, Czech Republic for teaching in secondary school; Estonia, Hungary, Italia, Lithuania, Poland, UK, Slovakia, Slovenia, Czech Republic, Bulgaria, China, Croatia, Israel, Macedonia, Moldavia, Romania, Russia, Turkey for teaching in University</li> <li>• Stated aims and objectives: to promote French language and the Wallonie region, to support activities promoting international cooperation</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement):             <ul style="list-style-type: none"> <li>• Selection based on application form, competitive exam and interviews</li> <li>• Requirement: a university degree related to the subject to be taught (French, mathematics, physics, history, geography, sciences, computer sciences) and a degree allowing to teach</li> </ul> </li> <li>• Assistance (financial, administrative):             <ul style="list-style-type: none"> <li>• Financial assistance: Reimbursement of one return ticket per year, fellowship for moving, administrative and pedagogic material costs</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Internships for future teachers</b></p> <ul style="list-style-type: none"> <li>• Managed by: Taxibrousse asbl</li> <li>• Offered to: secondary future teachers</li> <li>• Number of posts offered: 10 per year in Quebec</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 3 weeks to 3 months</li> <li>• Destinations offered: Canada (Quebec), Senegal, Benin</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement):             <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: to be a University student specialised in pedagogy</li> </ul> </li> <li>• Assistance (financial, administrative):             <ul style="list-style-type: none"> <li>• Financial assistance: none</li> <li>• Administrative assistance: to get administrative administrations</li> </ul> </li> <li>• Teachers reintegration: not applicable</li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Trip abroad for teachers</b> <ul style="list-style-type: none"> <li>• Managed by: Taxibrousse asbl</li> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 2 weeks</li> <li>• Destination: Senegal</li> <li>• Stated aims and objectives: to discover another culture, to support school development in Senegal (fund collect in Belgium and purchase of pedagogic materials in Senegal)</li> <li>• Activities: Study and advising visit</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Requirement after programme participation: school linkage expected</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Education element of the Marshall programme</b> <ul style="list-style-type: none"> <li>• Managed by: Wallonie Region</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 344 in 2006 and 2007 cumulated</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: One week</li> <li>• Stated aims and objectives: to improve language skills of teachers</li> <li>• Activities: Training</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: individual fellowships</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: not applicable (training during holidays)</li> <li>• Requirement after programme participation: No information available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Bilateral agreements</b> <ul style="list-style-type: none"> <li>• Managed by: Wallonie Region</li> <li>• Offered to: secondary school teachers</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Destinations offered: Germany, Austria, Spain, Estonia, Italy, Lithuania, Luxembourg, the Netherlands, Portugal, United Kingdom</li> <li>• Stated aims and objectives: to promote French language</li> <li>• Activities: Teaching</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>• National Ministry (WBI) : Ms Green, +32 (0)24218212</li> <li>• Comenius : Suzy Vercammen, <a href="mailto:suzy.vercammen@cfwb.be">suzy.vercammen@cfwb.be</a>, +32(0)25426275</li> <li>• Plan Marshall : <a href="mailto:planmarshall@gov.wallonie.be">planmarshall@gov.wallonie.be</a></li> <li>• Taxibrousse : <a href="mailto:jm.quinet@happymany.net">jm.quinet@happymany.net</a> +(32) (0)2 479 46 34</li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 16. Czech Republic**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 30,952 in 2005</li> <li>• Number of secondary teachers: 93,330 in 2005</li> <li>• Market labour inflow and outflow for Czech Republic (average of 2002 and 2004 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.8%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 0.0%</li> <li>• Outflow: 2.3%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 0.4%</li> <li>• Outflow: 0.1%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by national public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 4</li> <li>• Programmes generally managed by the Academic Information Agency (Ministry of Education, Youth and Sport)</li> <li>• 2 programmes for teachers willing to teach Czech abroad (<b>Czech teachers abroad, Teaching at European Schools</b>)             <ul style="list-style-type: none"> <li>• Long-term programme</li> <li>• 27 posts offered</li> <li>• Destinations offered: Belgium, Luxembourg, Croatia, Romania, Serbia, Ukraine, Poland, Argentina, Brazil, Germany and Russia</li> </ul> </li> <li>• 1 exchange programme (<b>Visegrád Scholarship Programme</b>)             <ul style="list-style-type: none"> <li>• Short and middle term programme</li> <li>• Destinations offered: Hungary, Poland, Slovakia, Germany, Austria</li> </ul> </li> <li>• 1 programme for teachers willing to teach English in Czech Republic (<b>Teaching English in Czech Republic</b>)             <ul style="list-style-type: none"> <li>• Long-term programme</li> <li>• No restriction on origin of applicants</li> </ul> </li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 1,324</li> <li>• In-service Training: 189</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 30</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 1.07% of teachers benefit from the programme (Index: 125, EU27: 100)</li> <li>• In-service Training: 0.14% of the teachers benefit from the programme (Index: 113, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.03% of teachers (Index: 130, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not available yet</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 1 (<b>EEA/Norwegian Scholarship Fund</b>)</li> <li>• Programme is managed by National Agency for European Educational Programmes             <ul style="list-style-type: none"> <li>• Duration from one week to 6 months</li> <li>• Destinations offered: Iceland, Norway, Lichtenstein</li> </ul> </li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Teaching English in Czech Republic</b> <ul style="list-style-type: none"> <li>• Managed by: AIA</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 35 applicants in 2007 (6 from the EU)</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 1 academic year</li> <li>• Origin: No restriction</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on CV</li> <li>• Requirement: University degree in English or related field or Teaching English as a Foreign Language degree</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: none</li> <li>• Administrative assistance: none</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Teaching at European Schools</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Number of posts offered: 11 per annum</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 1 year</li> <li>• Destinations offered: Belgium (Brussels), Luxembourg, Germany (Karlsruhe)</li> <li>• Activities: teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Salary paid by Ministry</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>EEA/Norwegian Scholarship Fund</b> <ul style="list-style-type: none"> <li>• Managed by: National Agency for European Educational Programmes (NAEP)</li> <li>• Offered to: secondary school teachers and others</li> <li>• Number of posts offered: no limitation</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 1 week to 6 months</li> <li>• Destinations offered: Iceland, Liechtenstein, Norway</li> <li>• Stated aims and objectives: to earn work experience, to increase international awareness</li> <li>• Activities: teaching, job shadowing, course/ seminar/ workshop/ conference attendance</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: assessment by two external experts</li> <li>• Requirement: citizen or permanent resident in Czech Republic, studying / teaching/ working at stated eligible institutions (secondary schools, higher vocational schools, any higher educational institutions)</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Lump sum 150 EUR/day, reimbursement of international travel costs, insurance (max. grant 7,000 EUR)</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Requirement after programme participation: final report to be submitted after the end of mobility</li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Visegrád Scholarship Programme</b> <ul style="list-style-type: none"> <li>• Managed by: No information available</li> <li>• Offered to: secondary school teachers</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: short-term and medium-term study visit</li> <li>• Destinations offered: Hungary, Poland, Slovakia, Germany, Austria</li> <li>• Stated aims and objectives: to improve language learning, to remove prejudices, and to build confidence through the development of mutual knowledge and understanding</li> <li>• Activities: Study visit</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Czech teachers abroad</b> <ul style="list-style-type: none"> <li>• Managed by: AIA</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 12 per annum (4 in the EU, 4 in other European states, 4 in Latin America)</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 1 year</li> <li>• Destinations offered: Croatia, Romania, Serbia, Ukraine, Poland, Argentina, Brazil, Germany and Russia</li> <li>• Stated aims and objectives: to promote knowledge of the Czech language and to increase cultural awareness</li> <li>• Activities: Teaching</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: teacher qualification in Czech language, two years of practical experience in teaching the subject</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: depends on country of destination</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>• National Ministry (not involved)</li> <li>• Comenius : NAEP. Mgr Monika Fatkova : <a href="mailto:monika.fatkova@naep.cz">monika.fatkova@naep.cz</a> Tel : +420 234 621 122</li> <li>• EEA/Norwegian Scholarship Fund. Barbora Grecnerova : <a href="mailto:barbora.grecnerova@naep.cz">barbora.grecnerova@naep.cz</a> Barbora Zavodska : <a href="mailto:barbora.zavodska@naep.cz">barbora.zavodska@naep.cz</a> Tel : +420 234 621 110</li> <li>• AIA : <a href="mailto:aia@dzs.cz">aia@dzs.cz</a> +420 224 398 111</li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites



**Table 17. Finland**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 24,577 in 2005 (99% public)</li> <li>• Number of secondary teachers: 41,982 in 2005 (93% public, 7% private)</li> <li>• Labour market inflow and outflow for Finland (average of 2002, 2004, and 2006 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.0%</li> <li>• Outflow: 1.0%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 1.3%</li> <li>• Outflow: 1.3%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 0.4%</li> <li>• Outflow: 1.0%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by a public body</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 0</li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 1,699</li> <li>• In-service Training: 125</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 23</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 2.55% of teachers benefit from the programme (Index: 301, EU27: 100)</li> <li>• In-service training: 0.16% of the teachers benefit from the programme (Index: 125, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.03% of teachers (Index: 154, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not available yet</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 4</li> <li>• All exchange programmes</li> <li>• 1 programme managed by Nordic countries through Norden (<b>Nordplus Junior</b>)             <ul style="list-style-type: none"> <li>• Destinations offered: Denmark, Estonia, Faroe Islands, Greenland, Iceland, Latvia, Lithuania, Norway, Sweden and Åland</li> </ul> </li> <li>• 2 programmes managed by foreign public bodies: (<b>Fulbright Teacher Exchange Programme, DUO Korea</b>)             <ul style="list-style-type: none"> <li>• Short term programme for Korea, long-term programme for USA</li> <li>• Destinations offered: Korea, USA</li> </ul> </li> <li>• 1 programme managed by a NGO: (<b>Pohjola-Norden exchange programmes</b>)             <ul style="list-style-type: none"> <li>• Short-term programme</li> <li>• Destination offered: Nordic countries</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Nordplus Junior</b></p> <ul style="list-style-type: none"> <li>• Managed by: Norden (main coordinator: Swedish National Office)</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: around 90 in 2007</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Destination offered: Denmark, Estonia, Faroe Islands, Greenland, Iceland, Latvia, Lithuania, Norway, Sweden and Åland</li> </ul>

	<ul style="list-style-type: none"> <li>• Stated aims and objectives: to encourage international contact</li> <li>• Activities: Study visit, teaching or joint projects</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on description of the project submitted, accurate evaluation of the costs, link with priority objectives of Nordplus Junior (quality in education, vocational training, health, prevention of drop-out, entrepreneurship, multicultural classroom)</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: part of the activity cost in the host country (€70 per day or €355 per week or €1,065 per month), grant for travel cost (€660 for travel to Faroe Islands and Iceland, €300 for other countries)</li> <li>• Administrative assistance: grant for administrative costs</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: report writing</li> <li>• Data relating to the outflow and inflow of teachers between countries: <ul style="list-style-type: none"> <li>• Teacher exchanges: 5 in 2007, 15 in 2006, 27 in 2005</li> <li>• Class exchanges (incl. 2-3 teachers per class exchange): 42 in 2007, 42 in 2006, 28 in 2005</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Fulbright Teacher Exchange Programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Public Affairs Section of the U.S. Embassy in Finland</li> <li>• Offered to: secondary school teachers</li> <li>• Number of posts offered: 1-4 per year</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: Academic year</li> <li>• Destination offered: United States</li> <li>• Stated aims and objectives: to learn more about US society and culture and to exchange ideas about teaching, school administration and curriculum development</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application package</li> <li>• Requirement: secure a leave of absence with salary for a full academic year and round-trip international airfare from their school districts</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: none</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>DUO Korea</b></p> <ul style="list-style-type: none"> <li>• Managed by: No information available</li> <li>• Offered to: primary and secondary school teachers from the EU27</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 1 month</li> <li>• Destination offered: Korea</li> <li>• Stated aims and objectives: to promote exchanges</li> <li>• Activities: Teaching</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: <ul style="list-style-type: none"> <li>• An educational institution in Korea (home institution) and an educational institution in Europe (host institution) establish a academic cooperative agreement; the Korean educational institution (home institution) selects a Korean national student, teacher or professor to send to the European institution, and accepted by the European counterpart (host institution). The same European educational institution (host institution) selects a EU citizen student, teacher or professor to send to the Korean</li> </ul> </li> </ul> </li> </ul>

	<p>institution, and such selection is accepted by the same Korean counterpart (home institution)</p> <ul style="list-style-type: none"> <li>• Or a Korean institution and a European institution have agreed to send people with the purpose of exploring the possibility of concluding such an agreement as referred in 1) above. (Only for the exchange projects of professors and teachers)</li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: €6,000</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Pohjola-Norden exchange programmes</b></p> <ul style="list-style-type: none"> <li>• Managed by: Pohjola-Norden</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 105 in 2007 plus 221 accompanying in class exchanges</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 1 week</li> <li>• Destination offered: Nordic countries</li> <li>• Stated aims and objectives: to enhance Nordic cooperation in school education</li> <li>• Activities: study visits, training, class exchanges</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Grants of €600-800 for study visit, €150-400 for training</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>• National Ministry (CIMO manages the programmes)</li> <li>• Comenius : Nina Rekola : <a href="mailto:nina.rekola@cimo.fi">nina.rekola@cimo.fi</a></li> <li>• Norplus : Nina Rekola : <a href="mailto:nina.rekola@cimo.fi">nina.rekola@cimo.fi</a></li> <li>• Norden : Cathrin Dunker : <a href="mailto:cd@norden.org">cd@norden.org</a></li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (**EAEAC**) and national websites

**Table 18. France**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 367,462 in 2006/07 (public 87%, private: 13%)</li> <li>• Number of secondary teachers: 511,485 in 2006/07 (public: 81%, private: 19%)</li> <li>• Labour market inflow and outflow for France (average of 2002, 2004, and 2006 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.6%</li> <li>• Outflow: 2.9%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 2.6%</li> <li>• Outflow: 5.1%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 1.4%</li> <li>• Outflow: 4.2%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 8</li> <li>• Programmes are managed by the Ministry of Education and CIEP (a public body linked to the Ministry of Education)</li> <li>• 3 programmes offered to French teachers to go abroad: (<b>Language courses abroad, Secondment abroad, Primary education teachers' trip to the US</b>)             <ul style="list-style-type: none"> <li>• Around 1,000 posts offered</li> <li>• Two short term programmes, one long-term programme (Secondment abroad)</li> <li>• Destinations offered: Germany, Italy, UK, Egypt, Spain, Portugal, Canada, Ireland, USA</li> </ul> </li> <li>• 4 exchange programmes for teachers and would-be teachers: (<b>Exchange of language assistants, Exchange of posts for secondary school teachers, Exchange of posts for primary school teachers, Training in the UK</b>)             <ul style="list-style-type: none"> <li>• More than 2,500 posts offered</li> <li>• 3 long-term programmes, 1 short-term (training in the UK)</li> <li>• Destinations offered: Germany, Argentina, Australia, Austria, Canada, Colombia, Ecuador, Spain, USA, Italy, Ireland, Japan, Mexico, New Zealand, the Netherlands, Peru, Portugal, UK, Switzerland, Taiwan, Venezuela</li> </ul> </li> <li>• 1 programme for foreign teachers to come to France: (<b>Study visit of German teachers</b>)             <ul style="list-style-type: none"> <li>• Short-term programme</li> <li>• Origin of visitors: Germany</li> </ul> </li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 3,756</li> <li>• In-service Training: 915</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 189</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 0.50% of teachers benefit from the programme (Index: 59, EU27: 100)</li> <li>• In-service Training: 0.09% of the teachers benefit from the programme (Index: 71, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.02% of teachers (Index: 88, EU27: 100)</li> </ul> </li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 2 (<b>Stays in the United States, Fulbright exchange programme</b>)</li> <li>• Programme managed by French Immersion USA and Fulbright Commission in conjunction with the CIEP</li> </ul>

	<ul style="list-style-type: none"> <li>• Long-term programmes</li> <li>• One-way and exchange programmes</li> <li>• 60 posts offered overall</li> <li>• Destination offered: United States</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Language courses abroad</b></p> <ul style="list-style-type: none"> <li>• Managed by: CIEP</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 584 <ul style="list-style-type: none"> <li>• Primary teachers: 100 (20 in Germany, 10 in Italy and 70 in the UK)</li> <li>• Secondary teachers: 484 (47 in Germany, 12 in Egypt, 145 in Spain, 62 in Italy, 14 in Portugal, 22 in Canada, 78 in Ireland, 82 in the UK, 22 in the USA)</li> </ul> </li> <li>• One-way or exchange programme: One-way programme</li> <li>• Duration: 2 seminars (from end of June to end of August)</li> <li>• Destinations offered: Germany, Italy, UK, Egypt, Spain, Portugal, Canada, Ireland, United States</li> <li>• Stated aims and objectives: To improve language, pedagogic and cultural knowledge</li> <li>• Activities: Courses and other activities</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on an application form</li> <li>• Requirement: language teachers or teacher in an European section for secondary teachers</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Courses fee and living expenses paid (no reimbursement of travel expenses)</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: not applicable</li> <li>• Requirement after programme participation: fill a questionnaire</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Exchange of language assistants</b></p> <ul style="list-style-type: none"> <li>• Managed by: CIEP</li> <li>• Offered to: students (future teachers included)</li> <li>• Number of posts offered: 2,500</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: from 7 to 11 months (6 to 9 months for incoming students)</li> <li>• Destinations offered: Germany, Argentina, Australia, Austria, Canada, Colombia, Ecuador, Spain, USA, Italy, Ireland, Japan, Mexico, New Zealand, the Netherlands, Peru, Portugal, UK, Switzerland, Taiwan, Venezuela</li> <li>• Stated aims and objectives:</li> <li>• Activities: Assist French teachers abroad</li> <li>• Demand for the programme: Spain and English-speaking country</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: To be French citizen between 20 and 30 years of age, to hold a university degree, good knowledge of the language of the host country</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Exchange of posts for secondary school teachers</b></p> <ul style="list-style-type: none"> <li>• Managed by: CIEP</li> <li>• Offered to: secondary school language teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: at least one term</li> <li>• Destinations offered: Austria, Australia, Canada, Ireland, Germany, Spain, United Kingdom, United States</li> <li>• Stated aims and objectives: to improve cultural, pedagogic knowledge, to improve European openness and pupils curiosity and to improve the condition of mobility of teachers and pupils</li> <li>• Activities: Teaching</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection by No information available</li> <li>• Requirement: to find a partner in the host country, two years of teaching experience in the language</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: exchange fellowship of €400 (€1200 for the USA and reimbursement of transport expenses)</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: teachers come back to their previous post</li> <li>• Requirement after programme participation: report writing</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Exchange of posts for primary school teachers</b></p> <ul style="list-style-type: none"> <li>• Managed by: CIEP</li> <li>• Offered to: primary school teachers</li> <li>• Number of posts offered: 20</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Destination offered: Quebec</li> <li>• Activities: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: teachers come back to their previous post</li> <li>• Requirement after programme participation: No information available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Exchanges between France and Germany</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Offered to: primary school teachers</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 1 academic year (2 years exceptionally)</li> <li>• Destination offered: Germany</li> <li>• Stated aims and objectives: to improve language skills of teachers and pupils, to support French teaching in Germany, to support schools' international openness, to improve the condition of the mobility of teachers and pupils</li> <li>• Activities: Teaching</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: 2 stages in August</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: €4,566 for expatriation support</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: Teachers come back to their previous posts</li> <li>• Requirement after programme participation: Teachers must support teaching of German language in their district</li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Study visit of German teachers</b> <ul style="list-style-type: none"> <li>• Managed by: CIEP</li> <li>• Offered to: No information available</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: at least 3 weeks</li> <li>• Origin: Germany</li> <li>• Stated aims and objectives: to improve knowledge of French education system</li> <li>• Activities: No information available</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: Guest teachers must teach French</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: none</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Training in the UK</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Offered to: No information available</li> <li>• Number of posts offered: 800 for English and French teachers</li> <li>• One-way or exchange programme: No information available</li> <li>• Duration: 4 weeks</li> <li>• Destination offered: United Kingdom</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: Training</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Primary educations teachers' trip to the United States</b> <ul style="list-style-type: none"> <li>• Managed by: No information available</li> <li>• Offered to: primary school teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: max 3 years</li> <li>• Destination offered: USA</li> <li>• Stated aims and objectives: to contribute to the development of French education abroad</li> <li>• Activities: Teaching</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: to have 2 years of experience, to display a good command of the English language</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> </ul>



<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Stays in the United States</b> <ul style="list-style-type: none"> <li>• Managed by: French Immersion USA</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 48 in 2006/07</li> <li>• One-way or exchange programme: No information available</li> <li>• Duration: one academic year</li> <li>• Destination offered: Louisiana (USA)</li> <li>• Stated aims and objectives: Support French language development, improve language skills and cultural knowledge</li> <li>• Activities: Teaching</li> <li>• Demand for the programme: 132 candidates last year</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form and interview</li> <li>• Requirement: University degree, 3 years of teaching experience, agreement of headmaster or Rector</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Fulbright exchange programme</b> <ul style="list-style-type: none"> <li>• Managed by: Commission Fulbright and CIEP</li> <li>• Offered to: secondary school teachers</li> <li>• Number of posts offered: 12 for 2008/2009</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: one academic year</li> <li>• Destination offered: United States</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: Teaching</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on two application packages</li> <li>• Requirement: to be an English language teacher, to have 2 years of experience, not to have participated in an exchange in the last 3 years</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: supplementary salary, reimbursement of part of the travel costs</li> <li>• Administrative assistance: orientation meeting</li> </ul> </li> </ul>
<b>Quick description of small programmes if relevant</b>	<b>Secondment abroad</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Foreign Affairs</li> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: three years (renewable once)</li> <li>• Destination offered: No information available</li> <li>• Activities: Teaching and non-teaching duties</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> </ul>



<b>Contact details</b>	<ul style="list-style-type: none"> <li>• AEFÉ. Florent Verges : <a href="mailto:florent.verges@diplomatie.gouv.fr">florent.verges@diplomatie.gouv.fr</a> +33153693174</li> <li>• CIEP. Catherine Clement, <a href="mailto:clement@ciep.fr">clement@ciep.fr</a> +33145076069 Language courses abroad : Isabelle Santonja, <a href="mailto:santonja@ciep.fr">santonja@ciep.fr</a> +33145076942. Poste pour poste : Caroline Rossi, <a href="mailto:rossi@ciep.fr">rossi@ciep.fr</a>, +33145076945. Codofil + Quebec : Antoinette Zabardi, <a href="mailto:zabardi@ciep.fr">zabardi@ciep.fr</a>.</li> <li>• EducSol : Elisabeth Arnold : <a href="mailto:Elisabeth.Arnold@education.gouv.fr">Elisabeth.Arnold@education.gouv.fr</a></li> <li>• Comenius : <a href="mailto:patrice.delegue@2e2f.fr">patrice.delegue@2e2f.fr</a> +33556009400</li> <li>• Fulbright : Françoise GAULME : <a href="mailto:fgaulme@fulbright-france.org">fgaulme@fulbright-france.org</a></li> <li>• Alliance Française : Gerald Candelle : <a href="mailto:gcandelle@fondation-alliancefr.org">gcandelle@fondation-alliancefr.org</a></li> </ul>
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Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 19. Germany**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 161,549 in 2005/06</li> <li>• Number of secondary teachers: 484,785 in 2005/06</li> <li>• Labour market inflows and outflows for Germany (average of 2002, 2004, and 2006 European Social Survey data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.7%</li> <li>• Outflow: 2.1%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 2.2%</li> <li>• Outflow: 15.6%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 1.4%</li> <li>• Outflow: 2.2%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<b>Programmes administered by the national ministry</b> <ul style="list-style-type: none"> <li>• Total number of programmes: 12</li> <li>• All programmes are managed by Pädagogischer Austauschdienst (PAD) - Pedagogical Exchange Service of the Permanent Conference of Culture Ministers</li> <li>• 3 identified programme offered to German teachers to go abroad:             <b>(Study visits to Japan, Study visits of teachers to Italy, Belgium, Spain and the US, Study visits of primary and secondary school teachers to the UK or France)</b> <ul style="list-style-type: none"> <li>• Short-term programmes</li> <li>• Only 5-6 posts offered per annum to Japan</li> <li>• Between 92 and 116 posts offered per annum to Italy, Belgium, Spain and the US</li> <li>• Between 100 and 130 per annum to France and the UK</li> <li>• Destination offered: Japan, Italy, Belgium, Spain, USA, France and UK</li> </ul> </li> <li>• 1 identified programme offered to German teachers in initial training to go abroad:             <b>(International understanding in schools)</b> <ul style="list-style-type: none"> <li>• Long-term programme</li> <li>• Around 45 posts offered per annum</li> <li>• Destinations offered: Central, Eastern and Southern Europe</li> </ul> </li> <li>• 2 exchange programmes:             <ul style="list-style-type: none"> <li>• 1 long-term programme for secondary teachers                 <b>(Teacher exchanges)</b> <ul style="list-style-type: none"> <li>• Between 19 and 28 posts offered per annum</li> <li>• Destinations offered: US, France and Spain</li> </ul> </li> <li>• 1 long-term programme for would-be teachers                 <b>(Foreign-Language Assistants in schools)</b> <ul style="list-style-type: none"> <li>• More than 1,300 posts offered to German students, around 1,000 to foreign students</li> <li>• Destinations offered: Australia, Belgium, France, UK, Ireland, Italy, Canada, New Zealand, Switzerland, Spain, USA, Russia</li> </ul> </li> </ul> </li> <li>• 5 programmes for foreign teachers to come to Germany:             <b>(Professional development for teachers in German schools abroad, Study visits of teachers from Russia and Central and Eastern Europe, Study visits of teachers from Italy and Belgium, 21st Century Partnerships: Anglo-German Fellowships for teachers, European-Islamic school dialogue)</b> <ul style="list-style-type: none"> <li>• All short-term programmes</li> <li>• Around 225 posts offered per annum</li> <li>• Origin of incoming teachers: Russia, Central and Eastern Europe, Italy, Belgium, UK, Islamic countries</li> </ul> </li> <li>• 1 programme for American principals wanting to come to Germany:             <ul style="list-style-type: none"> <li>• Short-term programme</li> <li>• 15 posts offered per annum</li> </ul> </li> </ul>

	<p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006: <ul style="list-style-type: none"> <li>• School Partnerships: 6,109</li> <li>• In-service Training: 1,090</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006: <ul style="list-style-type: none"> <li>• Assistantship: 143</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005: <ul style="list-style-type: none"> <li>• School Partnerships: 0.74% of teachers benefit from the programme (Index: 87, EU27: 100)</li> <li>• In-service training: 0.14% of the teachers benefit from the programme (Index: 109, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country: <ul style="list-style-type: none"> <li>• Assistantship: 0.02% of teachers (Index: 78, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not currently available</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Total number of programmes: 5</li> <li>• Only one destination offered: United States</li> <li>• 1 programme managed by US Embassy: <b>(Eastern German Teachers Visitor Programme)</b> <ul style="list-style-type: none"> <li>• Short-term one-way programme</li> <li>• 10 posts offered per visit</li> </ul> </li> <li>• 1 programme managed by Fulbright Commission: <b>(American Studies Summer Institute for Secondary School Educators)</b> <ul style="list-style-type: none"> <li>• Short-term one-way programme</li> </ul> </li> <li>• 2 programmes managed by Amisty Institute: <b>(Intern Teacher Programme, Exchange Teacher Programme)</b> <ul style="list-style-type: none"> <li>• 1 one-way programme</li> <li>• 1 long-term exchange programme</li> </ul> </li> <li>• 1 programmes managed by Checkpoint Charlie Stiftung: <b>(School Teacher Exchange Programme)</b> <ul style="list-style-type: none"> <li>• Exchange programme</li> </ul> </li> </ul>
<p><b>Description of Individual Programmes or groups of similar programmes</b></p>	<p><b>Teacher exchanges</b></p> <ul style="list-style-type: none"> <li>• Managed by: Pädagogischer Austauschdienst (PAD) - Pedagogical Exchange Service of the Permanent Conference of Culture Ministers</li> <li>• Offered to: secondary school teachers</li> <li>• Number of posts offered: 18-28 per annum over 2004/07</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: Up to 1 year</li> <li>• Destinations offered: France, Spain, United States</li> <li>• Stated aims and objectives: to support professional development, to improve language teaching in Germany and in host country</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: To be a language teacher (for German teachers), to be a teacher of German language (for incoming teachers), to have at least 3 years of experience</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: No information available</li> <li>• Data relating to the outflow and inflow of teachers between countries: 18 German teachers benefited from the programme in 2006/07, 18 foreign teachers benefited from the programme in 2006/07</li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Professional development for teachers in German schools abroad</b> <ul style="list-style-type: none"> <li>• Managed by: Pädagogischer Austauschdienst (PAD) - Pedagogical Exchange Service of the Permanent Conference of Culture Ministers</li> <li>• Offered to: secondary school teachers (from year 5)</li> <li>• Number of posts offered: between 22-28 per annum over 2004/07</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 1 year</li> <li>• Origin: German schools abroad (117 German schools abroad in 61 countries)</li> <li>• Stated aims and objectives: to improve knowledge of German education system and pedagogic skills of foreign teachers</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: to teach at a German school abroad in German, to have a very good knowledge of German</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: paid by host school or a grant of Landers (€730 a month), travel costs paid by the German Ministry of Education</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Data relating to the outflow and inflow of teachers between countries: 22 foreign teachers came to Germany in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Study visits of teachers from Russia and Central and Eastern Europe</b> <ul style="list-style-type: none"> <li>• Managed by: PAD</li> <li>• Offered to: primary and secondary teachers</li> <li>• Number of posts offered: 110-154 per annum over 2004/07</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 3 weeks</li> <li>• Origin: Russia, Eastern Europe</li> <li>• Stated aims and objectives: to support professional development</li> <li>• Activities: Study visit</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: to teach German, to have more than 3 years of experience</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Grant of €955, insurance and grant for travel costs</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: No information available</li> <li>• Data relating to the outflow and inflow of teachers between countries: 154 foreign teachers came to Germany in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Study visits of teachers from Italy and Belgium</b> <ul style="list-style-type: none"> <li>• Managed by: PAD</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 47-66 per annum over 2004/07</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 1-2 weeks</li> <li>• Origin: Italy, Belgium</li> <li>• Stated aims and objectives: to improve language and cultural knowledge</li> <li>• Activities: Study visit</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: to teach German language</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Grants from Ministry of Foreign Affairs</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Data relating to the outflow and inflow of teachers between countries: 48 foreign teachers came to Germany in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Study visits of teachers to Italy, Belgium, Spain and the US</b></p> <ul style="list-style-type: none"> <li>Managed by: PAD</li> <li>Offered to: primary and secondary school teachers</li> <li>Number of posts offered: 92 - 116 per annum over 2004/07</li> <li>One-way or exchange programme: one-way programme</li> <li>Duration: 1-6 weeks</li> <li>Destinations offered: Italy, Belgium, Spain and the US</li> <li>Activities: Study visit</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection No information available</li> <li>Requirement: to teach foreign language (or politics for teachers willing to go to the US), to have 3 years of experience</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: reimbursement of living costs by PAD (Fulbright commission for US teachers), no reimbursement of travel costs</li> <li>Administrative assistance: No information available</li> </ul> </li> <li>Teachers reintegration: No information available</li> <li>Data relating to the outflow and inflow of teachers between countries: 92 teachers came from Germany in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Study visits of primary and secondary school teachers to the United Kingdom or France</b></p> <ul style="list-style-type: none"> <li>Managed by: PAD</li> <li>Offered to: primary and secondary school teachers</li> <li>Number of posts offered: 100-129 per annum over 2004/07</li> <li>One-way or exchange programme: one-way programme</li> <li>Duration: 2-3 weeks</li> <li>Destinations offered: France, United Kingdom</li> <li>Activities: Seminars, workshops</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection No information available</li> <li>Requirement: to teach foreign language, to have at least 3 years of experience</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: none</li> <li>Administrative assistance: No information available</li> </ul> </li> <li>Data relating to the outflow and inflow of teachers between countries: 119 German teachers benefited from the programme in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>21st Century Partnerships: Anglo-German Fellowships for teachers</b></p> <ul style="list-style-type: none"> <li>Managed by: PAD</li> <li>Offered to: primary and secondary school teachers</li> <li>Number of posts offered: 4-8 per annum over 2004/07</li> <li>One-way or exchange programme: one-way programme</li> <li>Duration: 2 weeks</li> <li>Origin: United Kingdom</li> <li>Stated aims and objectives: to foster an interest in German language and culture</li> <li>Activities: to conduct a teaching project</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection No information available</li> <li>Requirement: knowledge of German</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: Grants from the UK Ministry of Education and Skills</li> <li>Administrative assistance: No information available</li> </ul> </li> <li>Data relating to the outflow and inflow of teachers between countries: 4 British teachers came to Germany in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>High School Principal Programme</b></p> <ul style="list-style-type: none"> <li>Managed by: PAD</li> <li>Offered to: head-teachers</li> <li>Number of posts offered: 15 per annum over 2004/07</li> <li>One-way or exchange programme: one-way programme</li> <li>Duration: 2 weeks</li> <li>Origin: United States</li> <li>Stated aims and objectives: to foster transatlantic dialogue in education matters, specifically on questions of standards and quality measurement</li> <li>Activities: Study visit</li> <li>Demand for the programme: No information available</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection No information available</li> <li>Requirement: to be head-teacher in an American high school</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: grants from the Fulbright commission</li> <li>Administrative assistance: No information available</li> </ul> </li> <li>Data relating to the outflow and inflow of teachers between countries: 15 American head-teachers benefited from the programme in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Study visits to Japan</b></p> <ul style="list-style-type: none"> <li>Managed by: PAD</li> <li>Offered to: secondary school teachers</li> <li>Number of posts offered: 5-6 per annum over 2004/07</li> <li>One-way or exchange programme: one-way programme</li> <li>Duration: 2 weeks</li> <li>Destination offered: Japan</li> <li>Stated aims and objectives: introduction to Japanese culture and education system</li> <li>Activities: study visits</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection No information available</li> <li>Requirement: to teach geography, history, politics/social science, economics or Japanese</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: All costs covered by the Japanese government</li> <li>Administrative assistance: No information available</li> </ul> </li> <li>Data relating to the outflow and inflow of teachers between countries: 5 German teachers benefited from the programme in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>European-Islamic school dialogue</b></p> <ul style="list-style-type: none"> <li>Managed by: PAD</li> <li>Offered to: primary and secondary school teachers</li> <li>Number of posts offered: 17-20 per annum over 2004/07</li> <li>One-way or exchange programme: one-way programme</li> <li>Duration: 2 weeks</li> <li>Origin: Islamic countries</li> <li>Stated aims and objectives: to foster dialogue with the Islamic world on matters of education, introduction to secular education</li> <li>Activities: study visits</li> <li>Selection process (incl. requirement):</li> </ul>

	<ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: to have a good knowledge of English, to have some teaching experience</li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: all costs covered by the German Ministry of Foreign Affairs</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Data relating to the outflow and inflow of teachers between countries: 17 foreign teachers came to Germany in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Foreign-Language Assistants in schools</b></p> <ul style="list-style-type: none"> <li>• Managed by: PAD</li> <li>• Offered to: German and foreign language students wishing to enter the teaching profession</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 6 to 10 months</li> <li>• Destinations offered: Australia, Belgium, France, United Kingdom, Ireland, Italy, Canada, New Zealand, Switzerland, Spain, United States, Russia</li> <li>• Stated aims and objectives: to improve language skills and knowledge of a foreign culture</li> <li>• Activities: classroom assistance abroad</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: No information available</li> <li>• Requirement: to have spent two years at the University</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: partial funding</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Data relating to the outflow and inflow of teachers between countries: <ul style="list-style-type: none"> <li>• Inflow: 998 foreign students came in Germany in 2006/07</li> <li>• Administrative assistance: 1396 German students went abroad in 2006/07</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>International awareness in schools</b></p> <ul style="list-style-type: none"> <li>• Managed by: PAD</li> <li>• Offered to: German secondary teaching students and recent graduates (in German, social science, or science)</li> <li>• Number of posts offered: 43-47 per annum over 2004/07</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 3 or 6 months</li> <li>• Destinations offered: Central, Eastern and Southern Europe</li> <li>• Activities: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: No information available</li> <li>• Requirement: none</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Grant of €700 per month from the Robert Bosch Foundation, partial reimbursement of travel and insurance costs</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Data relating to the outflow and inflow of teachers between countries: 47 German benefited from the programme in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Eastern German Teachers Visitor Programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: US Embassy in Germany, American Department of Education</li> <li>• Offered to: East German secondary school teachers</li> <li>• Number of posts offered: 10 per visit</li> <li>• One-way or exchange programme: one-way programme</li> </ul>



	<ul style="list-style-type: none"> <li>• Duration: 2 weeks</li> <li>• Destination offered: United States</li> <li>• Stated aims and objectives: to introduce East German teachers to the American education system, culture and everyday life; to improve their English skills; to foster long-term contacts with American colleagues</li> <li>• Activities: No information available</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: participants are selected either by the sponsors of the programme (American and German companies), or by members of US diplomatic missions in Germany</li> <li>• Requirement: to teach in East Germany, to have no previous professional experience in the US</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Fully financed by sponsors (German and American firms)</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>American Studies Summer Institute for Secondary School Educators</b></p> <ul style="list-style-type: none"> <li>• Managed by: Fulbright Commission</li> <li>• Offered to: secondary school teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 6 weeks</li> <li>• Destination offered: United States</li> <li>• Activities: 4 weeks programme at a US university followed by 2 weeks study tour</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: not applicable (summer courses)</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Intern Teacher Programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Amity Institute</li> <li>• Offered to: primary and secondary school teachers, teachers in initial training with teaching experience</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Destination offered: United States</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: to teach German at American high schools</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application package</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: living costs abroad covered</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Exchange Teacher Programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Amity Institute</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: exchange programme</li> </ul>



	<ul style="list-style-type: none"> <li>• Duration: generally 10 months</li> <li>• Destination offered: United State</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: teach German at a US school</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application package</li> <li>• Requirement: to have at least 3 years of experience</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>School Teacher Exchange Programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Checkpoint Charlie Stiftung</li> <li>• Offered to: primary and secondary school teachers, qualified teachers not teaching</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: No information available</li> <li>• Destination offered: United States</li> <li>• Activities: teach German at a US school for German teachers, to participate in a course on the German education system for American teachers</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: to have permission from school for currently working teachers</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Contact details</b>	<p>Pädagogischer Austauschdienst (PAD):</p> <ul style="list-style-type: none"> <li>• Website: <a href="http://www.kmk-pad.org/">www.kmk-pad.org/</a></li> <li>• Contact: Ms Anke Adam, <a href="mailto:pad.adam@kmk.org">pad.adam@kmk.org</a></li> </ul> <p>Comenius : <a href="http://www.kmk-pad.org/">www.kmk-pad.org/</a> (<a href="mailto:pad.spielkamp@kmk.org">pad.spielkamp@kmk.org</a>)</p> <p>Other:</p> <p>Eastern German Teachers Visitor Programme:  <a href="http://german.germany.usembassy.gov/germany-ger/img/assets/9836/ostlehrer.pdf">http://german.germany.usembassy.gov/germany-ger/img/assets/9836/ostlehrer.pdf</a></p> <p>Fulbright Commission: <a href="http://www.fulbright.de">www.fulbright.de</a></p> <p>Amity Institute: <a href="http://www.amity.org">www.amity.org</a></p> <p>Checkpoint Charlie Stiftung: <a href="http://www.cc-stiftung.de">www.cc-stiftung.de</a></p>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 20. Greece**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 58,777 in 2005 (94% public, 6% private)</li> <li>• Number of secondary teachers: 86,365 in 2005 (94% public, 6% private)</li> <li>• Labour market inflow and outflow for Greece (average of 2002 and 2004 ESS data): <ul style="list-style-type: none"> <li>• Primary and secondary teachers: <ul style="list-style-type: none"> <li>• Inflow: 2.3%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Other education staff: <ul style="list-style-type: none"> <li>• Inflow: 0.0%</li> <li>• Outflow: 3.3%</li> </ul> </li> <li>• Working population in other sectors: <ul style="list-style-type: none"> <li>• Inflow: 0.9%</li> <li>• Outflow: 0.4%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by national public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 6</li> <li>• Programmes managed by the Ministry of Education and Religious Affairs or the Teacher Further Training Organisation</li> <li>• 2 programmes for teachers willing to teach Greek abroad (<b>Detachment of Greek teachers, Leave</b>) <ul style="list-style-type: none"> <li>• Long-term programme</li> <li>• 1,786 detached posts abroad offered since beginning of the programme</li> <li>• Destinations offered: 28 European countries, 18 African countries, 11 Asian countries, 5 North and South American countries, US, Australia</li> </ul> </li> <li>• 4 exchange programmes (<b>Operational Programme for Education and Initial Educational Training, Short-term exchanges, Bilateral agreement in education, programme of the Teacher Further Training Organisation</b>) <ul style="list-style-type: none"> <li>• 2 short-term programmes</li> </ul> </li> <li>• 1 programme for teachers willing to teach foreign language in Greece (<b>School of European Education in Crete</b>) <ul style="list-style-type: none"> <li>• Long-term programme</li> <li>• No restriction on origin of applicants</li> <li>• 9 posts offered in 2007/2008</li> </ul> </li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006: <ul style="list-style-type: none"> <li>• School Partnerships: 1,004</li> <li>• In-service Training: 180</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006: <ul style="list-style-type: none"> <li>• Assistantship: 27</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005: <ul style="list-style-type: none"> <li>• School Partnerships: 0.69% of teachers benefit from the programme (Index: 81, EU27: 100)</li> <li>• In-service Training: 0.07% of the teachers benefit from the programme (Index: 40, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country: <ul style="list-style-type: none"> <li>• Assistantship: 0.03% of teachers (Index: 131, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not currently available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Detachment of Greek teachers</b></p> <ul style="list-style-type: none"> <li>• Managed by: Directorate for International Education Relations</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 1,786 since the beginning of the programme</li> <li>• One-way or exchange programme: one-way programme</li> </ul>

	<ul style="list-style-type: none"> <li>• Duration: 3 years (max. 5 years)</li> <li>• Destinations offered: 28 European countries, 18 African countries, 11 Asian countries, 5 North and South American countries, United States, Australia</li> <li>• Stated aims and objectives: to create a bilingual form of education and to integrate Greek language in primary and secondary curricula in the countries where Greeks reside permanently</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: two years of experience, good knowledge of the language where teachers wish to teach English, German or French (demonstrated by a University degree or a written exam), successful follow-up of a training programme</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Data relating to the outflow and inflow of teachers between countries: <ul style="list-style-type: none"> <li>• Europe: <ul style="list-style-type: none"> <li>• 1,450 teachers detached in the 1,441 schools offering education in Greek language of which:</li> <li>• 388 Greek schools in Germany, 98 Greek schools in Ukraine, 58 Greek schools in the UK, 47 Greek schools in France, 38 Greek schools in Russia, 33 Greek schools in Sweden, 31 Greek schools in Georgia, 28 Greek schools in Belgium, 26 Greek schools in Switzerland, 19 Greek schools in Romania, 15 Greek schools in Turkey, 12 Greek schools in Italy, 12 Greek schools in the Netherlands, 8 Greek schools in Kazakhstan, 6 Greek schools in Armenia, 6 Greek schools in Uzbekistan, 2 Greek schools in Belarus, 2 Greek schools in Finland, 2 Greek schools in Serbia, 1 Greek school in Luxembourg, Moldavia, Croatia, Spain, Portugal, Austria, Denmark and Norway</li> </ul> </li> <li>• Africa and Middle East: <ul style="list-style-type: none"> <li>• 158 teachers detached in the 50 schools offering education in Greek language</li> <li>• 24 Greek school in South Africa, 4 Greek schools in Egypt, Congo, Libya, 3 Greek schools in Ethiopia, Israel, Saudi Arabia, 2 Greek schools in Lebanon, Syria, Jordan, UAE, Sudan, 1 Greek school in Zimbabwe, Zambia, Nigeria, Cameroon, Tunisia and Malawi</li> </ul> </li> <li>• Asia: <ul style="list-style-type: none"> <li>• 31 teachers detached in 64 schools offering education in Greek language</li> </ul> </li> <li>• North America, including United States <ul style="list-style-type: none"> <li>• 60 teachers detached in 386 schools offering education in Greek language of which</li> <li>• 337 Greek schools in the United States</li> <li>• 20 Greek schools in Canada</li> </ul> </li> <li>• Australia: <ul style="list-style-type: none"> <li>• 87 teachers detached in 85 schools offering education in Greek language</li> <li>• 96 Greek schools in Australia</li> <li>• 4 Greek schools in New Zealand</li> </ul> </li> </ul> </li> <li>• There are also 25 foreign schools in Greece:</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>School of European Education in Crete</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education and Religious Affairs</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 9 for 2007/08</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: long term programme</li> </ul>

	<ul style="list-style-type: none"> <li>• Origin: no restriction</li> <li>• Activities: Teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on CV</li> <li>• Requirement: be a native speaker of the language to be taught (French, English, German, Swedish), be able to teach at the primary level in the country of origin, be healthy</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Leave</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education and Religious Affairs</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 1 to 4 years</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: double pay if abroad, reimbursement of travel costs</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Operational Programme for Education and Initial Educational Training</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education and Religious Affairs</li> <li>• Offered to: secondary school teachers</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 7-15 days</li> <li>• Stated aims and objectives: to exchange best practices, to improve knowledge of other education and pedagogic system</li> <li>• Activities: study visit</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: reimbursement of travel costs (by Greek ministry) and accommodation cost covered (by host country)</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Short-term exchanges</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education and Religious Affairs</li> <li>• Offered to: No information available</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: less than two weeks</li> <li>• Activities: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: reimbursement of transport costs by Greek government and of accommodation costs by Greek government or host country</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Quick description of small programmes if relevant and past programmes</b>	<b>Bilateral agreement in education:</b> including exchange of teachers (no more information available)  <b>The Teacher Further Training Organisation</b> schedules bilateral exchanges of trainees and trainers

**Contact details**

- National Ministry: Directorate of International Relations in Education: +302103442468. [des-b@ypepth.gr](mailto:des-b@ypepth.gr), [t12des@ypepth.gr](mailto:t12des@ypepth.gr).
- Comenius : +302106245300. [socrates@iky.gr](mailto:socrates@iky.gr), [lpapas@iky.gr](mailto:lpapas@iky.gr).
- Centre for the Greek Language : [annoukared@yahoo.gr](mailto:annoukared@yahoo.gr)

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 21. Hungary**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 41,320 in 2005 (93% public, 7% private)</li> <li>• Number of secondary teachers: 96,588 in 2005 (87% public, 13% private)</li> <li>• Labour market inflow and outflow for Hungary (average of 2002 and 2004 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 2.3%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 0.0%</li> <li>• Outflow: 3.3%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 0.9%</li> <li>• Outflow: 0.4%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by national public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 2</li> <li>• Programmes managed by a public foundation</li> <li>• 1 exchange programme (<b>Fund for International Mobility Programmes in the non-EU member EEA Countries</b>)             <ul style="list-style-type: none"> <li>• School partnership mostly</li> <li>• Short- and long- term programme on joint projects</li> <li>• 102 teachers have benefited from the programme</li> <li>• Destinations offered: Iceland, Norway, Liechtenstein</li> </ul> </li> <li>• 1 programme for teachers willing to teach foreign languages in Hungary (<b>World-Language Programme 2008</b>)             <ul style="list-style-type: none"> <li>• Middle-term programme</li> <li>• 13 posts offered in 2008</li> <li>• No restriction on origin of applicants</li> <li>• Teaching in English or German in vocational schools</li> </ul> </li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 1,450</li> <li>• In-service Training: 178</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 43</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 1.05% of teachers benefit from the programme (Index: 124, EU27: 100)</li> <li>• In-service Training: 0.13% of the teachers benefit from the programme (Index: 102, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.03% of teachers (Index: 156, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not currently available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>World-Language Programme 2008</b></p> <ul style="list-style-type: none"> <li>• Managed by: Tempus Public Foundation</li> <li>• Offered to: Trainee secondary teachers and newly qualified secondary school teachers</li> <li>• Number of posts offered: 13 in 2008</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 2-4 months</li> <li>• Origin: global</li> <li>• Stated aims and objectives: to improve foreign language teaching and</li> </ul>

	<p>learning in secondary vocational education in Hungary, by supporting the teaching practice of guest teachers from abroad at a Hungarian secondary vocational training institution</p> <ul style="list-style-type: none"> <li>• For the guest teacher: to gain teaching experience and exchange teaching ideas, to improve teaching competence in vocational education, to become more familiar with the Hungarian education system and secondary vocational education, to get acquainted with new teaching methods, to have an insight into Hungarian culture and to present the applicant's own culture, to build partnerships for future international projects</li> <li>• For the host schools: To improve language teaching proficiency in Hungarian vocational training, to incorporate new elements introduced by the guest teacher into the education system, to increase language competence of teachers of vocational subjects, to get efficient help for completing tasks, to build partnerships for future international projects</li> <li>• For Hungarian learners: To have access to the most recent elements of the foreign language with the help of the foreign teacher, and have the possibility to use foreign language in an authentic and functional way</li> <li>• Activities: Teaching</li> <li>• Demand for the programme: low</li> <li>• Selection process (incl. requirement):             <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: teacher trainees or newly qualified teachers, teachers of at least one vocational subject, one year of pedagogic training and one year of pedagogic experience in a vocational subject, high level of knowledge of English or German if not native speaker</li> </ul> </li> <li>• Assistance (financial, administrative):             <ul style="list-style-type: none"> <li>• Financial assistance: Teacher trainees: 125 000 HUF (500 EUR / month), Qualified teachers: 250 000 HUF (1,000 EUR / month). These stipends are expected to provide a good standard of living in Hungary</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: not applicable</li> <li>• Requirement after programme participation: none</li> </ul>
<p><b>Description of Individual Programmes or groups of similar programmes</b></p>	<p><b>Fund for International Mobility Programmes in the non-EU member EEA Countries</b></p> <ul style="list-style-type: none"> <li>• Managed by: Tempus Public Foundation (offered by Norway, EEA fund)</li> <li>• Offered to: secondary school teachers (secondary schools among others)</li> <li>• Number of posts offered: 15 secondary schools benefit from the fund (37 staff from higher education institutions, 9 other institutions)</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: flexible: short-term or long term programme</li> <li>• Destinations offered: Iceland, Norway, Liechtenstein</li> <li>• Stated aims and objectives: to increase international awareness; to increase the synergies with the national initiatives</li> <li>• Activities: Joint project between schools</li> <li>• Selection process (incl. requirement):             <ul style="list-style-type: none"> <li>• Selection based on application package</li> <li>• Requirement: none</li> </ul> </li> <li>• Assistance (financial, administrative):             <ul style="list-style-type: none"> <li>• Financial assistance: Budget for school activities and managed by the school</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Requirement after programme participation: report writing (fund depends on the report)</li> <li>• Data relating to the outflow and inflow of teachers between countries:             <ul style="list-style-type: none"> <li>• Iceland: outflow: 25, inflow: 10</li> <li>• Norway: outflow: 58, inflow: 54</li> <li>• Not referenced: outflow: 19, inflow: 0</li> </ul> </li> <li>• Data relating to the outflow and inflow of other participants between</li> </ul>

	<p>countries:</p> <ul style="list-style-type: none"> <li>• Iceland: outflow: 20, inflow: 7</li> <li>• Norway: outflow: 193, inflow: 108</li> <li>• Liechtenstein, Norway: outflow: 12, inflow: 6</li> <li>• Norway, Iceland: outflow: 13, inflow: 9</li> <li>• Not referenced: outflow: 86, inflow: 0</li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>• National Ministry : Zoltán Katalin : <a href="mailto:katalin.zoltan@okm.gov.hu">katalin.zoltan@okm.gov.hu</a></li> <li>• Comenius (Tempus Foundation) :  World – Language Programme 2008 (Tempus Foundation) : Kovács Eszter : <a href="mailto:eszter.kovacs@tpf.hu">eszter.kovacs@tpf.hu</a> (+36 1 237 1300)  Norway Fund/EEA programme : Ms. Ágnes Balla (+36 1 237 1300)</li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites



**Table 22. Ireland**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 25,416 in 2005 (98% public)</li> <li>• Number of secondary teachers: 29,026 in 2005 (99% public)</li> <li>• Labour market inflow and outflow for Ireland (average of 2002, 2004, and 2006 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 1.1%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 12.5%</li> <li>• Outflow: 1.3%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 3.1%</li> <li>• Outflow: 0.7%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by national public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 2 (<b>East West School programme, North/South Student Teacher Exchange Phase II</b>)             <ul style="list-style-type: none"> <li>• Exchange programmes</li> <li>• Only with the United Kingdom (mainland or Northern Ireland)</li> </ul> </li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School partnerships: 746</li> <li>• In-service training: 66</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 22</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School partnerships: 1.37% of teachers benefit from the programme (Index: 161, EU27: 100)</li> <li>• In-service training: 0.16% of the teachers benefit from the programme (Index: 125, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.03% of teachers (Index: 126, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not available yet</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 2 (<b>Student teacher/youth worker placements, Global Teachers Programme (Scotland and Ireland)</b>)</li> <li>• Programmes are managed by NGOs, associations             <ul style="list-style-type: none"> <li>• One programme also extends to Scotland</li> <li>• Long-term programme for future teachers and short-term programme for teachers</li> <li>• Destinations offered: Northern Ireland, Malawi, Uganda</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>East West School programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Léargas (National Agency for the management of National, European and International co-operation programmes)</li> <li>• Offered to: primary school teachers and pupils</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 1 week teacher shadowing/placement in partnership school, preparatory visit</li> <li>• Destination offered: United Kingdom</li> <li>• Stated aims and objectives: To promote school partnerships and opportunities for transnational co-operation and mobility, to focus on</li> </ul>

	<p>young people and their teachers, to contribute to the professional development of teachers, to bring added value to the learning experience, and to target the school in the widest sense</p> <ul style="list-style-type: none"> <li>• Activities: Preparatory visits and joint curriculum project</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Grants for preparatory visit, funding for joint curriculum project</li> <li>• Administrative assistance: Seminars for partner funding</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>North/South Student Teacher Exchange Phase II</b></p> <ul style="list-style-type: none"> <li>• Managed by: Centre for Cross Border Studies</li> <li>• Offered to: teachers of the future</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Destination offered: Northern Ireland</li> <li>• Stated aims and objectives: to create a cohort of young teachers, North and South, who have had experience in working in primary schools in the other jurisdiction and will thus be able to influence future generations of pupils in prejudice reduction and greater mutual understanding, both vital for peace and reconciliation on the island of Ireland</li> <li>• Activities: teaching in primary schools</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: EU Structural fund: €133,440 total</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: not applicable</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Student teacher/youth worker placements</b></p> <ul style="list-style-type: none"> <li>• Managed by: <i>NcompasS</i></li> <li>• Offered to: Teachers of the future</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 3 weeks</li> <li>• Destination offered: Northern Ireland</li> <li>• Stated aims and objectives: to encourage greater structured links between both systems and sectors and to promote understanding of the respective systems</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: Students must be from the border counties of Northern Ireland</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: €1,133 for educational institution to cover the costs of placement</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: not applicable</li> <li>• Requirement after programme participation: interviews to share the learning gained</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Global Teachers Programme (Scotland and Ireland)</b></p> <ul style="list-style-type: none"> <li>• Managed by: Link Community Development (LCD)</li> <li>• Offered to: primary and secondary school teachers and head-teachers</li> </ul>

	<ul style="list-style-type: none"> <li>• Number of posts offered: 17 Scottish teachers in 2007 (<b>new for Ireland</b>)</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: five weeks</li> <li>• Destination offered: Malawi, Uganda</li> <li>• Stated aims and objectives: to improve pedagogic and organisation skills in the host country, to support school development</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application park (only selected teachers or head-teachers are sent to Africa)</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: follow-up work using the learning from the placement</li> <li>• Data relating to the outflow and inflow of teachers between countries: 11 teachers selected in 2006, 17 in 2007</li> </ul>
<b>Quick description of small programmes if relevant and past programmes</b>	<b>Belfast and Dublin Education Exchange programme (project in 2005/2006)</b> <ul style="list-style-type: none"> <li>• Managed by: Belfast Education and Library Board</li> <li>• Offered to: primary and secondary vocational school teachers</li> <li>• Number of posts offered: 16 projects</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: academic year 2005/2006</li> <li>• Destination offered: Northern Ireland</li> <li>• Stated aims and objectives: to promote long-term partnerships by developing a sustainable education work programme</li> <li>• Activities: Joint project on determined themes</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: funding by EU Structural fund (£315,912)</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>• National Ministry : +35318896400</li> <li>• Comenius : <a href="mailto:education@leargas.ie">education@leargas.ie</a>. +35318731411</li> <li>• NCompass : <a href="mailto:ECreely@leargas.ie">ECreely@leargas.ie</a></li> <li>• Centre for cross border studies : Mark Kirkpatrick (<a href="mailto:m.kirkpatrick@qub.ac.uk">m.kirkpatrick@qub.ac.uk</a>) +44 (0)28 3751 5292</li> <li>• Link : +35312841414</li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 23. Italy**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 271,151 in 2005/06</li> <li>• Number of secondary teachers: 373,339 in 2005/06</li> <li>• Inflow and outflow (average of 2002, 2004, and 2006 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.0%</li> <li>• Outflow: 1.3%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 0.0%</li> <li>• Outflow: 9.1%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 0.2%</li> <li>• Outflow: 8.3%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by the national ministry</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 4</li> <li>• Programmes are managed by the Ministry of Education, sometimes in collaboration with an external partner (Japan Foundation, Fulbright Commission)</li> <li>• 2 programmes are offered to Italian teachers to go abroad: (<b>Trip to Japan, Specialisation courses abroad for Italian teachers</b>)             <ul style="list-style-type: none"> <li>• Around 104 posts offered</li> <li>• Short term programmes</li> <li>• Destinations offered: Austria, France, , Germany, Spain, Japan</li> </ul> </li> <li>• 1 exchange programme for language assistants: (<b>Language assistants exchange programme</b>)             <ul style="list-style-type: none"> <li>• 305 posts offered</li> <li>• Destinations offered: Austria, Belgium, France, Ireland, Germany, United Kingdom, Spain</li> </ul> </li> <li>• 1 programme specifically for foreign teachers to come to Italy: (<b>Fulbright Programme</b>)             <ul style="list-style-type: none"> <li>• Managed in association with the Fulbright Commission</li> <li>• Origin of visitors: US</li> </ul> </li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 6,430</li> <li>• In-service Training: 881</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 151</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 0.93% of teachers benefit from the programme (Index: 109, EU27: 100)</li> <li>• In-service Training: 0.12% of the teachers benefit from the programme (Index: 94, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.02% of teachers (Index: 85, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not currently available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Language assistants exchange programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Offered to: No information available</li> <li>• Number of posts offered: 305             <ul style="list-style-type: none"> <li>• 30 In Austria, 3 in Belgium, 180 in France, 6 in Ireland, 37 in Germany, 28 in the UK, 21 in Spain</li> </ul> </li> <li>• One-way or exchange programme: exchange programme</li> </ul>

	<ul style="list-style-type: none"> <li>• Destinations offered: Austria, Belgium, France, Ireland, Germany, the UK, Spain</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: not applicable</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Trip to Japan</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education and Japan Foundation</li> <li>• Offered to: secondary school teachers</li> <li>• Number of posts offered: 3</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 3 weeks</li> <li>• Destination offered: Japan</li> <li>• Stated aims and objectives: To improve knowledge of Japanese education system and to support international openness</li> <li>• Activities: No information available</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: Good health and good knowledge of English language</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Flights and housing costs</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Specialisation courses abroad for Italian teachers</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Offered to: secondary school language teachers</li> <li>• Number of posts offered: 104 <ul style="list-style-type: none"> <li>• 50 In Austria, 3 in Belgium, 20 in France, 20 in Germany, 11 in Spain</li> </ul> </li> <li>• One-way or exchange programme: No information available</li> <li>• Duration: between 1 and 3 weeks</li> <li>• Destinations offered: Austria, Germany, France, Spain</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: Training</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form and CV</li> <li>• Requirement: secondary teachers knowledge of one of the host country's language, teachers must not have participated in the programme in the previous 3 previous years</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Course fees, meals and housing costs paid by host country</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Fulbright programme</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of education and Fulbright commissions</li> <li>• Offered to: secondary school teachers</li> <li>• Number of posts offered: 14</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: No information available</li> <li>• Origin: United States</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: No information available</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>• National Ministry (Direction of international relations) : +390658493382. annamaria.leuzzi@istruzione.it</li> <li>• Comenius : +390552380348. mobilitacomenius@indire.it</li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 24. Luxembourg**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 3,091 in 2005 (100% public)</li> <li>• Number of secondary teachers: 3,493 in 2005 (100% public)</li> <li>• Inflow and outflow (average of 2002 and 2004 ESS data): <ul style="list-style-type: none"> <li>• Primary and secondary teachers: <ul style="list-style-type: none"> <li>• Inflow: 5.5%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Other education staff: <ul style="list-style-type: none"> <li>• Inflow: 4.0%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Working population in other sectors: <ul style="list-style-type: none"> <li>• Inflow: 27.1%</li> <li>• Outflow: 0.2%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by national public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 0</li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006: <ul style="list-style-type: none"> <li>• School Partnerships: 148</li> <li>• In-service Training: 16</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006: <ul style="list-style-type: none"> <li>• Assistantship: 5</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005: <ul style="list-style-type: none"> <li>• School Partnerships: 2.25% of teachers benefit from the programme (Index: 265, EU27: 100)</li> <li>• In-service Training: 0.15% of the teachers benefit from the programme (Index: 120, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country: <ul style="list-style-type: none"> <li>• Assistantship: 0.05% of teachers (Index: 223, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not currently available</li> </ul>
<b>Contact details</b>	<p>National Ministry Comenius : Marie-jeanne Haas: <a href="mailto:mj.haas@anefore.lu">mj.haas@anefore.lu</a>. +3524785290</p>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 25. The Netherlands**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 30,952 in 2005</li> <li>• Number of secondary teachers: 93,330 in 2005</li> <li>• Labour market inflows and outflows (average of 2002, 2004, and 2006 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.6%</li> <li>• Outflow: 0.6%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 1.6%</li> <li>• Outflow: 1.6%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 1.3%</li> <li>• Outflow: 1.7%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by national public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 2 plus bilateral agreements</li> <li>• Programmes generally managed by the Europees Platform</li> <li>• 1 programme to send teachers abroad (<b>Plato +</b>)             <ul style="list-style-type: none"> <li>• Short-term programme</li> <li>• Destinations offered: EU27, EU27 candidate countries, Morocco</li> </ul> </li> <li>• Exchange programmes through bilateral agreements             <ul style="list-style-type: none"> <li>• Destinations offered: France, Germany, Belgium</li> </ul> </li> <li>• 1 programme for teachers willing to teach German or other foreign languages in the Netherlands (<b>PITON</b>)             <ul style="list-style-type: none"> <li>• Long-term programme</li> </ul> </li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 1,450</li> <li>• In-service Training: 353</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 17</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 0.60% of teachers benefit from the programme (Index: 71, EU27: 100)</li> <li>• In-service Training: 0.14% of the teachers benefit from the programme (Index: 109, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.00% of teachers (Index: 12, EU27: 100)</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Plato +</b></p> <ul style="list-style-type: none"> <li>• Managed by: Europees Platform</li> <li>• Offered to: primary and secondary school teachers, head-teachers and student teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 5 days to 3 weeks</li> <li>• Destination offered: EU27, EU candidate countries, Morocco</li> <li>• Stated aims and objectives: to promote mobility, work experience and training in education</li> <li>• Activities: Study visit or training for student teachers</li> <li>• Selection process (incl. requirement):             <ul style="list-style-type: none"> <li>• Selection no information available</li> <li>• Requirement: no information available</li> </ul> </li> <li>• Assistance (financial, administrative):             <ul style="list-style-type: none"> <li>• Financial assistance: grant</li> <li>• Administrative assistance: no information available</li> </ul> </li> </ul>



<b>Description of Individual Programmes or groups of similar programmes</b>	<b>PITON</b> <ul style="list-style-type: none"> <li>• Managed by: Europees Platform</li> <li>• Offered to: would-be primary and secondary school teachers</li> <li>• Number of posts offered: 10 for part of the programme relating to language assistants and German teachers</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: at least 2 years for the programme called "From language assistant to German teachers"</li> <li>• Origin: Germany, Austria</li> <li>• Stated aims and objectives: to improve foreign language teaching in the Netherlands</li> <li>• Activities: teaching</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: no information available</li> <li>• Requirement: to be a German native speaker, to have a university degree in German Study or in teaching German as a Foreign language</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Monthly grant in the first year</li> <li>• Administrative assistance: no information available</li> </ul> </li> </ul>
<b>Quick description of small programmes if relevant and past programmes</b>	<b>Bilateral agreements</b> <ul style="list-style-type: none"> <li>• Managed by: no information available</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: no information available</li> <li>• One-way or exchange programme: mainly exchange programme</li> <li>• Duration: no information available</li> <li>• Destination offered: Belgium, France, Germany</li> <li>• Stated aims and objectives: to enhance knowledge of foreign language, to build long-term collaboration between schools</li> <li>• Activities: Study stays, training, teaching</li> <li>• Demand for the programme: no information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection no information available</li> <li>• Requirement: no information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: no information available</li> <li>• Administrative assistance: no information available</li> </ul> </li> </ul>
<b>Contact details</b>	Europees Platform (Comenius + Ministry) : 023 553 11 50. Kirsten Stamm

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 26. Slovakia**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 36,734 in 2006/07 (9% part-time; 94% public, 1% private, 5% church school)</li> <li>• Number of secondary teachers: 25,002 in 2006/07 (14% part-time, 83% public, 8% private, 9% church school)</li> <li>• Labour market inflows and outflows for Slovakia (2006 European Social Survey data): Negligible             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.0%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Other education staffs:                 <ul style="list-style-type: none"> <li>• Inflow: 0.0%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 0.1%</li> <li>• Outflow: 0.2%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by national public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 0</li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 825</li> <li>• In-service Training: 83</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 28</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 1.28% of teachers benefit from the programme (Index: 151, EU27: 100)</li> <li>• In-service Training: 0.13% of the teachers benefit from the programme (Index: 101, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.05% of teachers (Index: 220, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not currently available</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: two</li> <li>• Programmes managed by foreign public bodies: French Foreign Ministry through French embassy, Fulbright Commission</li> <li>• 1 exchange programme (<b>Fulbright High School Teacher programme</b>)             <ul style="list-style-type: none"> <li>• Long-term programme</li> <li>• Destination offered: United States</li> </ul> </li> <li>• 1 programme for individuals willing to teach French (<b>Bourse incitative d'expatriation aux lecteurs français</b>); and</li> <li>• 1 programme for Americans willing to teach English in Slovakia (<b>Fulbright English Teaching Assistantship</b>)</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Bourse incitative d'expatriation aux lecteurs français</b></p> <ul style="list-style-type: none"> <li>• Managed by: French embassy in Slovakia</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 4 for 2008/09</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: Academic year (renewable twice)</li> <li>• Stated aims and objectives: no information available</li> <li>• Activities: Teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Demand for the programme: no information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on Curriculum Vitae and cover letter</li> <li>• Requirement: preferences for applicant who prepared the examination for a degree allowing to teach (CAPES, CAPET, Aggregation), having a good knowledge of a Eastern Europe language, and having already gone abroad</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: fellowship</li> <li>• Administrative assistance: no information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Fulbright programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Fulbright commission</li> <li>• Offered to: secondary school teachers</li> <li>• Number of posts offered: 2 for Fulbright English Teaching Assistantship Programme and 2 for Fulbright High School Teacher Exchange Programme</li> <li>• One-way or exchange programme: one-way and exchange programme</li> <li>• Duration: 10 months</li> <li>• Destination offered: United States</li> <li>• Stated aims and objectives: to strengthen English language instruction, and to benefit from intensive cross-cultural interaction <ul style="list-style-type: none"> <li>• Fulbright English Teaching Assistantship Programme : to strengthen English language instruction, and to benefit from intensive cross-cultural interaction for US participants</li> <li>• Fulbright High School Teacher Exchange Programme: no information available</li> </ul> </li> <li>• Activities: teaching</li> <li>• Demand for the programme: no information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: no information available</li> <li>• Requirement: 3 years of teaching experience for Fulbright High School Teacher Exchange Programme</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: stipend for Slovak secondary school teachers going to the United States</li> <li>• Administrative assistance: no information available</li> </ul> </li> <li>• Teachers reintegration: no information available</li> <li>• Requirement after programme participation: no information available</li> <li>• Data relating to the outflow and inflow of teachers between countries: not available</li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>• SAIA (Comenius and national programmes) : +421 2/54411426</li> <li>• Comenius : <a href="mailto:llp@saaic.sk">llp@saaic.sk</a></li> <li>• EEA/Norwegian financial mechanism : <a href="mailto:karla.zimanova@saia.sk">karla.zimanova@saia.sk</a></li> <li>• Austria/Slovakia programme : <a href="mailto:michal.fedak@saia.sk">michal.fedak@saia.sk</a></li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 27. Spain**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 195,623 in 2005/06 (public 96%, private: 4%)</li> <li>• Number of secondary teachers: 280,855 in 2005/06 (public: 72%, private: 28%)</li> <li>• Labour market inflows and outflows for Spain (average of 2002, 2004, and 2006 European Social Survey data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 0.0%</li> <li>• Outflow: 1.5%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 4.1%</li> <li>• Outflow: 2.0%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 1.8%</li> <li>• Outflow: 1.6%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<b>Programmes administered by the national ministry</b> <ul style="list-style-type: none"> <li>• Total number of programmes: 14</li> <li>• All programmes are managed by the Ministry of Education or linked institutes, except one programme by APEE for foreign teachers of Spanish language and one programme in Aragon</li> <li>• 6 identified programmes offered to Spanish teachers or would-be teachers to go abroad:             <ul style="list-style-type: none"> <li>• 4 long-term programmes:                 <ul style="list-style-type: none"> <li>• <b>(English courses for primary and trainee primary teachers, Posts abroad Programme, Programme to go to the United States, Canada or Germany, Assistant Auxiliares)</b></li> </ul> </li> <li>• 2 programmes with no information on duration                 <ul style="list-style-type: none"> <li>• <b>(Teachers in bilingual section in Central Europe or China, Linguistic and cultural immersion programme)</b></li> </ul> </li> <li>• More than 6,000 posts offered</li> <li>• Destinations offered: Australia, Canada, Malta, Ireland, UK, New Zealand, Andorra, Argentina, Brazil, Morocco, France, Colombia, Italy, Portugal, the Netherlands, Belgium, Luxemburg, United States, Switzerland, Germany, Austria, Portugal, Bulgaria, Slovakia, Hungary, Poland, Czech Rep, Romania, Russia, China</li> </ul> </li> <li>• 2 exchange programmes:             <ul style="list-style-type: none"> <li>• 1 short-term programme                 <ul style="list-style-type: none"> <li>• <b>(Expert exchange programme)</b></li> </ul> </li> <li>• 1 long-term programme                 <ul style="list-style-type: none"> <li>• <b>(One-to-one exchange programme)</b></li> </ul> </li> <li>• More than 40 posts offered</li> <li>• Destinations offered: Austria, France, Switzerland</li> </ul> </li> <li>• 5 programmes for foreign teachers to come to Spain:             <ul style="list-style-type: none"> <li>• 1 short-term programme                 <ul style="list-style-type: none"> <li>• <b>(Training for foreign teachers of Spanish language managed by APEE)</b></li> </ul> </li> <li>• 1 long-term programme                 <ul style="list-style-type: none"> <li>• <b>(Foreign assistants)</b></li> </ul> </li> <li>• 3 programmes with no information on duration                 <ul style="list-style-type: none"> <li>• <b>(Visiting Irish or British teachers, English assistants in Aragon, Training for foreign teachers of Spanish language managed by Ministry of Education)</b></li> </ul> </li> <li>• More than 30 posts offered</li> <li>• Short-term and long-term programmes</li> <li>• Origin of incoming teachers: Germany, Austria, Belgium (French), Ireland, Italy, New Zealand, Australia, United States, Luxemburg, the Netherlands, UK, South America, North Africa, Middle East, Central Europe, Asia</li> </ul> </li> </ul>

	<p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006: <ul style="list-style-type: none"> <li>• School Partnerships: 5,468</li> <li>• In-service Training: 713</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006: <ul style="list-style-type: none"> <li>• Assistantship: 69</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005: <ul style="list-style-type: none"> <li>• School Partnerships: 1.19% of teachers benefit from the programme (Index: 140, EU27: 100)</li> <li>• In-service Training: 0.14% of the teachers benefit from the programme (Index: 111, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country: <ul style="list-style-type: none"> <li>• Assistantship: 0.02% of teachers (Index: 77, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not currently available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>English courses for primary and trainee primary teachers</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Offered to: primary school teachers</li> <li>• Number of posts offered: 5,000</li> <li>• One-way or exchange programme: One-way programme</li> <li>• Duration: At least 3 months</li> <li>• Destinations offered: Australia, Canada, United States, Malta, Ireland, United Kingdom, New Zealand</li> <li>• Stated aims and objectives: Learning English</li> <li>• Activities: No information available</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): No information available</li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: €4,000</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Posts abroad programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 159 <ul style="list-style-type: none"> <li>• Spanish schools abroad: 51 for primary teachers; 50 for secondary teachers</li> <li>• Other schools: 6 for primary teachers; 7 for secondary teachers</li> <li>• European Schools: 2 for primary teachers and 6 for secondary teachers</li> <li>• Agrupaciones de lengua y cultura: 37 for primary teachers</li> </ul> </li> <li>• One-way or exchange programme: No information available</li> <li>• Duration: two academic years</li> <li>• Destinations offered: Andorra, Argentina, Brazil, Morocco, France, Colombia, Italy, Portugal, UK, the Netherlands, Belgium, Luxemburg, Australia, USA, Switzerland</li> <li>• Stated aims and objectives: Support Spanish education abroad</li> <li>• Activities: No information available</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on merit: competitive exam (3 hours written exam)</li> <li>• Requirement: Needs to be a civil servant with a minimum of 3 years service. Not travelled abroad on the programme for at least 3 years. Working knowledge of the host language</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: abroad compensation (reimbursement of travel and moving in expenses for European School teachers)</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Teachers reintegration: preferential right to hold a teaching post in the town or area they were originally assigned to.</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Programme to go to the United States, Canada or Germany</b></p> <ul style="list-style-type: none"> <li>Managed by: Ministry of Education</li> <li>Offered to: No information available</li> <li>Number of posts offered: 75 in Germany, no information in relation to US/ Canada</li> <li>One-way or exchange programme: No information available</li> <li>Duration: No information available</li> <li>Destinations offered: United States, Canada, Germany</li> <li>Stated aims and objectives: No information available</li> <li>Activities: No information available</li> <li>Demand for the programme: No information available</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection by American, Canadian or German commissions, based on interviews (plus application form for Germany)</li> <li>Requirement: Good knowledge of language, teaching degree or experience, other diploma if possible</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: reimbursement of moving-in and travel expenses by some States</li> <li>Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Assistant Auxiliares</b></p> <ul style="list-style-type: none"> <li>Managed by: Ministry of Education</li> <li>Offered to: primary and secondary school teachers</li> <li>Number of posts offered: around 900</li> <li>One-way or exchange programme: No information available</li> <li>Duration: No information available</li> <li>Destinations offered: Germany, Austria, Belgium, Canada, France, United States, Italy, Portugal, New Zealand, United Kingdom, Ireland</li> <li>Stated aims and objectives: No information available</li> <li>Activities: No information available</li> <li>Demand for the programme: No information available</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection No information available</li> <li>Requirement: last year student, BA holder, or teacher degree; good knowledge of the language</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: No information available</li> <li>Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Teachers in bilingual section in Central Europe or China</b></p> <ul style="list-style-type: none"> <li>Managed by: Ministry of Education</li> <li>Offered to: secondary school teachers</li> <li>One-way or exchange programme: No information available</li> <li>Destinations offered: Bulgaria, Slovakia, Hungary, Poland, Czech Rep, Romania, Russia, China</li> <li>Stated aims and objectives: Promote Spanish language education and culture</li> <li>Activities: No information available</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection by mixed commission (ministry officials, host country officials) based on interviews</li> <li>Requirement: selection based on language knowledge, academic background, publishing, experience, training</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: No information available</li> <li>Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Linguistic and cultural immersions programmes</b></p> <ul style="list-style-type: none"> <li>Managed by: Higher Institute for Education Training (Ministry of Education)</li> <li>Offered to: secondary school teachers</li> <li>Number of posts offered: 200 in 2006/07</li> <li>One-way or exchange programme: No information available</li> <li>Destinations offered: France, United Kingdom</li> <li>Stated aims and objectives: to raise teachers' awareness of the importance of being a member of the European Union, to promote the bilingual education of teachers of non-linguistic subjects</li> <li>Activities: Training</li> <li>Demand for the programme: No information available</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection No information available</li> <li>Requirement: No information available</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: No information available</li> <li>Administrative assistance: No information available</li> </ul> </li> <li>Data relating to the outflow and inflow of teachers between countries: 100 places for the UK, 100 places for France in 2006/07</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Expert exchange programme</b></p> <ul style="list-style-type: none"> <li>Managed by: Ministry of Education</li> <li>Offered to: No information available</li> <li>Number of posts offered: No information available</li> <li>One-way or exchange programme: exchange programme</li> <li>Duration: 1 week</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection No information available</li> <li>Requirement: No information available</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: reimbursement of travel expenses</li> <li>Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>One-to-one exchange programme</b></p> <ul style="list-style-type: none"> <li>Managed by: Ministry of Education</li> <li>Offered to: secondary school teachers</li> <li>Number of posts offered: 40</li> <li>One-way or exchange programme: exchange programme</li> <li>Duration: at least 1 term in France, 1 year in Austria and Switzerland</li> <li>Destinations: Austria, France, Switzerland</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection No information available</li> <li>Requirement: No information available</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: reimbursement of travel expenses</li> <li>Administrative assistance: No information available</li> </ul> </li> </ul>



<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Foreign assistants</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: No information available</li> <li>• Duration: 1 year, possible to extend to 2 years</li> <li>• Origin: Germany, Austria, Belgium (French), Ireland, Italy, New Zealand, Australia, US, Luxemburg, the Netherlands</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: No information available</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection Application form with selection based on qualifications, experience etc</li> <li>• Requirement: Able bodied, final year student or graduate, cover letter, qualifications, experience abroad and teaching experience.</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Visiting Irish or British teachers</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Offered to: No information available</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: One-way</li> <li>• Duration: No information available</li> <li>• Origin: United Kingdom, Ireland</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: No information available</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection</li> <li>• Requirement: University diploma, proficiency in Spanish, at least one year of experience in primary school</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Training for foreign teachers of Spanish language</b> <ul style="list-style-type: none"> <li>• Managed by: Ministry of Education</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: No information available</li> <li>• Duration: No information available</li> <li>• Stated aims and objectives: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: No information available</li> <li>• Requirement: Teaching Spanish in a primary or secondary school abroad, if possible in a public school</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: reimbursement of university fees and (sometimes) living costs</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>



<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Training for foreign teachers of Spanish language</b> <ul style="list-style-type: none"> <li>• Managed by: APEE</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 30</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: 150 hours</li> <li>• Origin: South America, North Africa, Middle East, Central Europe, Asia</li> <li>• Stated aims and objectives: No information available</li> <li>• Activities: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection: No information available</li> <li>• Requirement: Be a primary school teacher in duty, be less than 45, speak Spanish, teach Spanish language or literature if possible for secondary teachers</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Medical treatment, reimbursement of travel expenses, monthly aid</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Contact details</b>	National Ministry : +34915065681 Comenius : +34915065685

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 28. Sweden**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 65,516 in 2005 (94% public, 6% private)</li> <li>• Number of secondary teachers: 76,125 in 2005 (91% public, 9% private)</li> <li>• Labour market inflows and outflows for Sweden (average of 2002, 2004, and 2006 ESS data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 1.0%</li> <li>• Outflow: 0.0%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 2.7%</li> <li>• Outflow: 1.4%</li> </ul> </li> <li>• Working population in other sectors of the economy:                 <ul style="list-style-type: none"> <li>• Inflow: 1.8%</li> <li>• Outflow: 0.3%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by national public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 2</li> <li>• Exchange programmes             <ul style="list-style-type: none"> <li>• Both Short-term visits and longer term-cooperation projects</li> <li>• Destinations offered: Estonia, Latvia, Lithuania, Poland, Russia and Ukraine</li> </ul> </li> <li>• Other: language teachers in undertake a period of training abroad</li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 1,389</li> <li>• In-service Training: 322</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 29</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 0.98% of teachers benefit from the programme (Index: 115, EU27: 100)</li> <li>• In-service Training: 0.15% of the teachers benefit from the programme (Index: 120, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.01% of teachers (Index: 69, EU27: 100)</li> </ul> </li> <li>• Main destination countries for both programmes: not currently available</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 1</li> <li>• Exchange programme             <ul style="list-style-type: none"> <li>• Managed by Norden (Nordic co-operation)</li> <li>• Mostly short-term exchanges</li> <li>• Destination offered: Denmark, Estonia, Faroe Islands, Finland, Greenland, Iceland, Latvia, Lithuania, Norway, and Åland</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>The Visby Programme: Projects and Network</b></p> <ul style="list-style-type: none"> <li>• Managed by: No information available</li> <li>• Offered to: upper secondary school teachers (post-compulsory)</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: long-term cooperation, exchange lasts 1 or 2 weeks</li> <li>• Destination offered: Estonia, Latvia, Lithuania, Poland, Russia and Ukraine</li> <li>• Stated aims and objectives: to stimulate long-term cooperation</li> </ul>

	<ul style="list-style-type: none"> <li>• Activities: Joint projects and network building</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form, willingness of partner school to participate in the project/network</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: scholarships for travel, board and lodging</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: No information available</li> <li>• Data relating to the outflow and inflow of teachers between countries: not available</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>The Visby Programme: Short-term visit</b></p> <ul style="list-style-type: none"> <li>• Managed by: No information available</li> <li>• Offered to: upper secondary school teachers (post-compulsory)</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: long-term cooperation, exchange lasts 1 or 2 weeks</li> <li>• Destination offered: Estonia, Latvia, Lithuania, Poland, Russia and Ukraine</li> <li>• Stated aims and objectives: to stimulate long-term cooperation</li> <li>• Activities: Study visit</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: application form must be sent 3 months before trip</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: scholarships for travel, board and lodging</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Scholarship for schools</b></p> <ul style="list-style-type: none"> <li>• Managed by: No information available</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: No information available</li> <li>• Duration: No information available</li> <li>• Destination offered: No information available</li> <li>• Stated aims and objectives: to encourage international contact</li> <li>• Activities: Study visit, joint project, conference attendance</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: scholarships</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Nordplus Junior</b></p> <ul style="list-style-type: none"> <li>• Managed by: Norden (main coordinator: Swedish National Office)</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: exchange programme</li> </ul>

	<ul style="list-style-type: none"> <li>• Duration: No information available</li> <li>• Destination offered: Denmark, Estonia, Faroe Island, Finland, Greenland, Iceland, Latvia, Lithuania, Norway, and Åland</li> <li>• Stated aims and objectives: to encourage international contact</li> <li>• Activities: Study visit, teaching or joint projects</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on description of the project submitted, accurate evaluation of the costs, link with priority objectives of Nordplus Junior (quality in education, vocational training, health, prevention of drop-out, entrepreneurship, multicultural classroom)</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: part of the activity cost in the host country (€70 per day or €355 per week or €1,065 per month), grant for travel cost (€660 for travel to Faroe Islands and Iceland, €300 for other countries)</li> <li>• Administrative assistance: grant for administrative costs</li> </ul> </li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>• National Ministry : Christina Kåremo Sköldkvist, Information Manager, +4684051831</li> <li>• Comenius : <a href="mailto:registrator@programkontoret.se">registrator@programkontoret.se</a>. +4684537200</li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites

**Table 29. United Kingdom**

<b>Key information</b>	<ul style="list-style-type: none"> <li>• Number of primary teachers: 208,400 in 2005/06</li> <li>• Number of secondary teachers: 233,800 in 2005/06</li> <li>• Labour market inflows and outflows for United Kingdom (average of 2002, 2004, and 2006 European Social Survey data):             <ul style="list-style-type: none"> <li>• Primary and secondary teachers:                 <ul style="list-style-type: none"> <li>• Inflow: 1.0%</li> <li>• Outflow: 3.1%</li> </ul> </li> <li>• Other education staff:                 <ul style="list-style-type: none"> <li>• Inflow: 2.0%</li> <li>• Outflow: 7.8%</li> </ul> </li> <li>• Working population in other sectors:                 <ul style="list-style-type: none"> <li>• Inflow: 1.2%</li> <li>• Outflow: 3.0%</li> </ul> </li> </ul> </li> </ul>
<b>General overview of mobility programmes</b>	<p><b>Programmes administered by national public bodies</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 9</li> <li>• 5 programmes are managed by the British Council, sometimes in collaboration with an external partner (American Department of Education)             <ul style="list-style-type: none"> <li>• 1 long-term programme for language assistants (incl. future teachers) (<b>Language assistants exchange programme</b>)</li> <li>• 1 short-term programme for teachers (<b>Teacher International Professional Development Programme: study visits</b>)</li> <li>• 1 long-term programme for teachers (<b>Fulbright UK/US teacher exchange</b>);</li> <li>• 1 training programme for foreign would-be teachers (<b>Graduate Teacher Programme</b>); and</li> <li>• 1 short-term programme for head-teachers (<b>Head-teachers exchange programme</b>)</li> <li>• More than 3,000 posts offered per annum</li> <li>• Destinations offered: 70 countries</li> </ul> </li> <li>• 2 short-term programmes managed by the Devolved Scottish Government             <ul style="list-style-type: none"> <li>• Destinations offered: Sweden, Denmark, the Netherlands, Belgium (Flemish community), Ireland, Spain, Australia, Canada (Ontario) and New Zealand, amongst others</li> </ul> </li> <li>• 1 short-term programme and 1 short-term and long-term programme managed by the Welsh Assembly Government             <ul style="list-style-type: none"> <li>• Destination offered: Europe and outside Europe, Lesotho</li> </ul> </li> </ul> <p><b>Comenius</b></p> <ul style="list-style-type: none"> <li>• Number of school teachers benefiting from the programmes in 2006:             <ul style="list-style-type: none"> <li>• School Partnerships: 4,616</li> <li>• In-service Training: 682</li> </ul> </li> <li>• Number of trainees benefiting from the programme in 2006:             <ul style="list-style-type: none"> <li>• Assistantship: 159</li> </ul> </li> <li>• Importance of the programmes for teachers in the country in 2005:             <ul style="list-style-type: none"> <li>• School Partnerships: 0.59% of teachers benefit from the programme (Index: 70, EU27: 100)</li> <li>• In-service Training: 0.07% of the teachers benefit from the programme (Index: 54, EU27: 100)</li> </ul> </li> <li>• Importance of programme for future teachers in the country:             <ul style="list-style-type: none"> <li>• Assistantship: 0.02% of teachers (Index: 109, EU27: 100)</li> </ul> </li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Number of Programmes: 3</li> <li>• Programmes are managed by NGOs (Scotdec, LCD), associations</li> </ul>

	<p>(LECT runs the <b>Commonwealth Exchange Programme</b>)</p> <ul style="list-style-type: none"> <li>Two programmes in Scotland only</li> </ul> <p><b>(Scotdec projects and Global Teachers Programme)</b></p> <ul style="list-style-type: none"> <li>Long-term and short-term programmes</li> <li>Destinations offered: Malawi, Canada, Australia, New Zealand, Uganda</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Language assistants exchange programme</b></p> <ul style="list-style-type: none"> <li>Managed by: British Council</li> <li>Offered to: students (incl. future teachers)</li> <li>Number of posts offered: 2,211 outgoing (2,864 incoming) in 2007/08</li> <li>One-way or exchange programme: Exchange programme</li> <li>Duration: 6 to 10 months</li> <li>Destinations offered: Austria, Belgium, Canada, China, France, Germany, Italy, Spain, Switzerland, Latin America, Russia, Senegal</li> <li>Stated aims and objectives: to improve language knowledge and expand cultural awareness</li> <li>Activities: Teaching (assistant)</li> <li>Demand for the programme: France (45%), Spain (22%), and Germany (15%) for outgoing assistants; France (53%), Germany (19%), and Spain (14%) for incoming assistants</li> <li>Selection process (incl. requirement): <ul style="list-style-type: none"> <li>Selection based on application form and reference form</li> <li>Requirement: to be native level English speaker, to have completed 2 years of higher education (or a university graduate in the case of China, Russia and Senegal), to have a good knowledge of the host country language (have a Russian language degree for Russia)</li> </ul> </li> <li>Assistance (financial, administrative): <ul style="list-style-type: none"> <li>Financial assistance: none (except monthly aid of £175 in Russia, housing in Senegal)</li> <li>Administrative assistance: No information available</li> </ul> </li> <li>Data relating to the outflow and inflow of teachers between countries: <ul style="list-style-type: none"> <li>77% of the assistants sent come from England, 83% of the incoming assistants go to England</li> <li>82% of British assistants go to France, Spain and Germany</li> <li>86% of foreign assistants come from France, Spain and Germany</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Teacher International Professional Development Programme: study visits</b></p> <ul style="list-style-type: none"> <li>Managed by: British Council</li> <li>Offered to: primary and secondary school teachers</li> <li>Number of posts offered: 880 (80 in developing countries)</li> <li>One-way or exchange programme: one-way programme</li> <li>Duration: 5 to 9 days</li> <li>Destination offered: 70 countries</li> <li>Stated aims and objectives: <ul style="list-style-type: none"> <li>To enable teachers to experience good educational practice in different countries around the world through short term visits</li> <li>To offer a focused and challenging learning experience in which teachers are immersed in the education system of another country, investigating a particular curriculum theme</li> <li>To generate new networks of teachers, nationally and internationally, united in their commitment to provide high quality education</li> <li>To support Local Authority and School Development Plans in relation to the curriculum, professional development and the international dimension</li> <li>To enhance professional capabilities by introducing new ideas and systems of classroom management and providing new curriculum materials</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Activities: study visit on a pre-determined theme</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: Two years of experience</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: Reimbursement of travel and accommodation costs</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Requirement after programme participation: provision of report</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Graduate Teacher Programme</b></p> <ul style="list-style-type: none"> <li>• Managed by: British Council</li> <li>• Offered to: would-be foreign born secondary school teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: No information available</li> <li>• Origin: Austria, France, Germany, Spain (other countries possible)</li> <li>• Stated aims and objectives: to provide training for native German, French or Spanish language speakers to enable them to qualify as teachers</li> <li>• Activities: Teaching and “on-the-job” training</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form, references, letter of application, CV and interviews</li> <li>• Requirement: Be a French, German or Spanish native speaker, hold a university degree, good knowledge of English, be a European citizen, not to hold a qualification allowing to teach in the home country, have a good knowledge of mathematics</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: none</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: not applicable</li> <li>• Requirement after programme participation: teach in a UK school</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Fulbright UK/US teacher exchange</b></p> <ul style="list-style-type: none"> <li>• Managed by: British Council and US Department of Education</li> <li>• Offered to: primary and secondary school teachers and head-teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 6 weeks, one term or one academic year</li> <li>• Destination offered: United States</li> <li>• Stated aims and objectives: professional development and to discover a different teaching environment</li> <li>• Activities: Studying (6 weeks trip) or teaching</li> <li>• Demand for the programme: No information available</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form, references, essays</li> <li>• Requirement: three years of experience</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: reimbursement of transport costs</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation:</li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Commonwealth Exchange Programme</b> <ul style="list-style-type: none"> <li>• Managed by: League of the Exchange of Commonwealth Teachers</li> <li>• Offered to: secondary school language teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: From one term to one year</li> <li>• Destination offered: Canada, Australia, New Zealand</li> <li>• Stated aims and objectives: to develop professionally and personally through the experience of another education system and culture, to be exposed to different teaching methods, to increase international awareness of the students</li> <li>• Activities: Teaching</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: registration form signed by head-teacher, 5 years of experience, excellent professional record, to be able to provide accommodation for their exchange partner</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: none</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: feedback questionnaire</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Scottish Continuing International Professional Development (Scotland)</b> <ul style="list-style-type: none"> <li>• Managed by: Learning and Teaching Scotland</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 140 in 2007 (250 targeted in 2008)</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: One week usually (two weeks)</li> <li>• Destination offered: Finland, Sweden, Denmark, the Netherlands, Belgium (Flemish community), Ireland, Australia, Canada (Ontario) and New Zealand (no restriction)</li> <li>• Stated aims and objectives: to develop a global perspective and improve learning and teaching (to improve national identity among Scottish)</li> <li>• Activities: study visit</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form and report on rationale and objectives of the trip (criteria include ability to impact beyond their own school)</li> <li>• Requirement: visit approved by head-teacher</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: travel and accommodation costs, no classroom cover costs reimbursed</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Requirement after programme participation: two reports to write, encouraged to disseminate experience</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Catalonia Teacher Exchange (Scotland)</b> <ul style="list-style-type: none"> <li>• Managed by: Learning and Teaching Scotland since 2008</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 5 in 2008</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: One week</li> <li>• Destination offered: Spain (Catalonia)</li> <li>• Stated aims and objectives: No information available</li> </ul>



	<ul style="list-style-type: none"> <li>• Activities:</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form and report on rationale and objectives of the trip</li> <li>• Requirement: visit approved by head-teacher</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: travel and accommodation costs, no classroom cover costs reimbursed</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: two reports to write, encouraged to disseminate experience</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Study visits (Wales)</b></p> <ul style="list-style-type: none"> <li>• Managed by: General Teaching Council of Wales</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: Up to 2 weeks</li> <li>• Destination offered: Europe and outside Europe</li> <li>• Stated aims and objectives: to gain expertise, and/or to observe good, transferable practice or to compare methodologies</li> <li>• Activities:</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form, project proposal and detailed itinerary</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: £650 for visit in Europe, £1,000 for visit outside Europe</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<p><b>Lesotho Teacher Placement and Exchange Programmes (from 2008)</b></p> <ul style="list-style-type: none"> <li>• Managed by: Welsh Assembly Government</li> <li>• Offered to: primary and secondary school teachers</li> <li>• Number of posts offered: 9 for the Placement programme</li> <li>• One-way or exchange programme: one-way and exchange programmes</li> <li>• Duration: 2 weeks for the exchange programme, 6 months for the placement programme (extensible to one year)</li> <li>• Destination offered: Lesotho</li> <li>• Stated aims and objectives: to develop professional skills for the Placement programme of outgoing and host country teachers</li> <li>• Activities: Study visit for the exchange programme, teaching and extracurricular activity for the placement programme</li> <li>• Demand for the programme:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: accommodation and travel costs covered, small stipend for the placement programme</li> <li>• Administrative assistance: No information available</li> </ul> </li> </ul>

<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Scotdec projects (Scotland)</b> <ul style="list-style-type: none"> <li>• Managed by: Scotdec</li> <li>• Offered to: primary and secondary school teachers</li> <li>• One-way or exchange programme: exchange programme (between schools)</li> <li>• Duration: long-time project</li> <li>• Destination offered: South Africa and East Timor</li> <li>• Stated aims and objectives: to share experiences on health education (South Africa) and citizen education (East Timor)</li> <li>• Activities:</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection No information available</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: guidance for other schools</li> </ul>
<b>Description of Individual Programmes or groups of similar programmes</b>	<b>Global Teachers Programme (Scotland and Ireland)</b> <ul style="list-style-type: none"> <li>• Managed by: LCD</li> <li>• Offered to: primary and secondary school teachers and head-teachers</li> <li>• Number of posts offered: 17 in 2007</li> <li>• One-way or exchange programme: one-way programme</li> <li>• Duration: five weeks</li> <li>• Destination offered: Malawi, Uganda</li> <li>• Stated aims and objectives: to improve pedagogic and organisation skills in the host country, to support school development</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application park (only selected teachers or head-teachers are sent to Africa)</li> <li>• Requirement: No information available</li> </ul> </li> <li>• Assistance (financial, administrative): <ul style="list-style-type: none"> <li>• Financial assistance: No information available</li> <li>• Administrative assistance: No information available</li> </ul> </li> <li>• Teachers reintegration: No information available</li> <li>• Requirement after programme participation: follow-up work using the learning from the placement</li> <li>• Data relating to the outflow and inflow of teachers between countries: 11 teachers selected in 2006, 17 in 2007</li> </ul>
<b>Quick description of small programmes if relevant</b>	<b>Head-teacher exchange programme</b> <ul style="list-style-type: none"> <li>• Managed by: British Council</li> <li>• Offered to: head-teachers</li> <li>• Number of posts offered: No information available</li> <li>• One-way or exchange programme: exchange programme</li> <li>• Duration: 6 or 10 days</li> <li>• Destination offered: 30 countries including Australia, Brazil, Canada, China, Croatia, Cuba, Czech Republic, Egypt, France, Germany, Greece, Estonia, Hungary, India, Indonesia, Japan, Poland, Russia, Singapore, Spain, South Africa, Taipei, Thailand and the United States</li> <li>• Stated aims and objectives: to examine and reflect upon their leadership, values and practice in the light of that of other principals worldwide</li> <li>• Activities: Study</li> <li>• Selection process (incl. requirement): <ul style="list-style-type: none"> <li>• Selection based on application form</li> <li>• Requirement: three years of experience</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Assistance (financial, administrative):             <ul style="list-style-type: none"> <li>Financial assistance: No information available</li> </ul> </li> </ul>
<b>Contact details</b>	<ul style="list-style-type: none"> <li>British Council (National programmes and Comenius) : Simon Williams. <a href="mailto:simon.williams@britishcouncil.org">simon.williams@britishcouncil.org</a></li> <li>Council for Wales : Stephen Hughes, <a href="mailto:school.stats@wales.gsi.gov.uk">school.stats@wales.gsi.gov.uk</a></li> <li>LTScotland : Nick Morgan [<a href="mailto:N.Morgan@LTScotland.org.uk">N.Morgan@LTScotland.org.uk</a>]</li> <li>LECT : <a href="mailto:info@lect.org.uk">info@lect.org.uk</a></li> <li>Link : <a href="mailto:globalteachers@lcd.org.uk">globalteachers@lcd.org.uk</a></li> <li>Scotdec : <a href="mailto:mail@scotdec.org.uk">mail@scotdec.org.uk</a></li> </ul>

Source: London Economics' analysis of Eurydice for data on number of teachers, European Social Survey for inflows and outflows, Comenius executive agency for the Comenius programme (EAEAC) and national websites



## 12. Annex 2: Presentation of the European Social Survey

The European Social Survey (ESS) is a relatively new pan European survey consisting of information from approximately 30,000 face to face interviews across 20 countries. There have been three rounds of survey undertaken to date. The participating countries by round are as follows:

**Table 30. Country coverage of the European Social Survey**

Country	Round 1	Round 2	Round 3	Country	Round 1	Round 2	Round 3
Austria	•	•	•	Latvia			•
Belgium	•	•	•	Luxembourg	•	•	
Bulgaria			•	Netherlands	•	•	•
Cyprus			•	Norway	•	•	•
Czech Republic	•	•		Poland	•	•	•
Denmark	•	•	•	Portugal	•	•	•
Estonia		•	•	Romania			•
Finland	•	•	•	Russia			•
France	•	•	•	Slovakia		•	•
Germany	•	•	•	Slovenia	•	•	•
Greece	•	•		Spain	•	•	•
Hungary	•	•	•	Sweden	•	•	•
Iceland		•		Switzerland	•	•	•
Ireland	•	•	•	Turkey		•	
Israel	•			Ukraine		•	•
Italy	•	•		United Kingdom	•	•	•

Source: European Social Survey website<sup>42</sup>

The following procedures are stipulated for the ESS to minimise self-selection bias.

- all residents of a country included, regardless of citizenship, and no substitution
- minimum ‘effective’ samples of 1500 (800 if resident population less than 2m)
- target response rate of 70 per cent
- face-to-face interviewing
- translation of a central source questionnaire – using rigorous protocols - into any language spoken by more than 5% of the population
- response rate enhancement measures, such as:
  - advance letters to potential respondents
  - personal briefings of all interviewers
  - minimum of four attempts to contact each potential respondent, including weekend and evening calls

<sup>42</sup> <http://www.europeansocialsurvey.org/>

- maximum interviewer assignment sizes to minimize ‘interviewer effects’
- a fieldwork period of between one and four months to maximize likelihood of locating all potential respondents
- reissuing of refusals and non-contacts where appropriate
- use of incentives where appropriate

The following broad subjects are included in the core questionnaire:

- public trust in government, politicians and other major institutions;
- political interest and participation;
- socio-political orientations;
- issues of governance and efficacy at the (inter)national level;
- underlying moral, political and social values;
- social inclusion and exclusion;
- national, ethnic and religious allegiances;
- well-being, health and security;
- demographic composition - age, sex, marital status, etc;
- education and occupational background;
- financial circumstances; and
- household circumstances.

To identify the number of people working in the education sector, we use the ISCO88 classification. We can distinguish between pre-primary, primary and secondary teachers (ISCO code: 232 and 233) and other teachers like adult education, university professors (ISCO code: 231, 234 and 235). For each round, we provide below the total number of respondents (see total), the number of pre-primary, primary and secondary teachers (see teachers) and the number of other teachers (see other education). As we can see, the number of education staff is very low and certainly not representative. Therefore the figures obtained through the ESS must be taken with caution.

**Table 31. Sample population**

	Round 1 (2002)			Round 2 (2004)			Round 3 (2006)		
	Total	Teachers	Other education	Total	Teachers	Other education	Total	Teachers	Other education
<b>Austria</b>	2,257	21	28	2,256	135	22	2,405	118	19
<b>Belgium</b>	1,899	86	13	1,778	85	10	1,798	75	24
<b>Bulgaria</b>							1,391	25	17
<b>Cyprus</b>							995	41	
<b>Czech Republic</b>	1,360	27	35	3,026	100	8			
<b>Denmark</b>	1,506	62	6	1,487	57	12	1,502	72	28
<b>Estonia</b>							1,517	51	34

<b>Finland</b>	2,000	71	23	2,022	63	20	1,896	59	32
<b>France</b>	1,503	48	16	1,806	48	35	1,986	74	27
<b>Germany</b>	2,888	56	17	2,824	41	15	2,886	47	13
<b>Great Britain</b>	2,052	69	34	1,897	43	11	2,394	82	57
<b>Greece</b>	2,566	51	19	2,406	80	11			
<b>Hungary</b>	1,685	36	10	1,498	64	10	1,488	33	16
<b>Ireland</b>	2,046	52	28	2,286	68	26	1,800	55	26
<b>Italy</b>	1,207	43	10	1,529	35	12			
<b>Latvia</b>							1,960	72	5
<b>Luxembourg</b>	1,536	45	19	1,635	65	6			
<b>Netherlands</b>	2,340	51	59	1,881	57	30	1,879	54	37
<b>Poland</b>	2,110	43	17	1,713	38	9	1,707	22	8
<b>Portugal</b>	1,511	35	8	2,052	64	21	2,222	48	8
<b>Romania</b>							2,139	44	15
<b>Slovakia</b>							1,765	59	12
<b>Spain</b>	1,729	29	12	1,663	15	27	1,876	22	10
<b>Sweden</b>	1,999	61	22	1,948	62	28	1,927	76	23





## 13. Annex 3: Stakeholder Consultation Documents

In this Annex, we provide a copy of the stakeholder consultation document that was used with one of the national Ministries (that were adjusted to account for the information collected in relation to the national mobility programmes in that country), as well as a copy of the questionnaire designed for teachers.



### Study on the mobility of teachers

#### Background to Research Project

London Economics is currently analysing the mobility of school teachers in the European Union on behalf of the European Parliament. The aim of the project is to assess the extent of mobility amongst primary and secondary school teachers in the EU27 and identify best practice within different teacher mobility programmes.

The importance of teacher mobility has long been recognised by European institutions as a useful means to support wider European awareness and to improve education in the Member States (for example, the Socrates programme was launched in 1994). Fostering the mobility of individuals is one of the main objectives of the European Union, and reflecting this, the Charter for Mobility was adopted in 2006.

#### Aims and Objectives of Research Project

The European Parliament wishes to achieve a more coherent view of what key stakeholders believe is the current situation with respect to teacher mobility; the barriers to mobility; and where possible improvements might be made.

London Economics has been commissioned by the European Parliament to conduct a study on the mobility of teachers in the European Union. The study is examining what are the main programmes affecting teacher mobility; what are the support mechanisms available to teachers to improve mobility; and what are the shortcomings or barriers to promoting mobility. It is hoped that this study will help the European Parliament gain a better understanding of the state of teacher mobility in Europe.

#### Study Approach

London Economics has first identified the main programmes promoting the mobility of teachers in post, teachers in initial training and/or head-teachers. It has also identified the main features of these programmes in terms of the school workforce concerned, duration, number of posts offered, assistance provided, and participation requirements. London Economics has also examined the use of the Comenius programme in the different Member States.

Based on the evidence collected, and with the approval of the European Parliament, we have selected five countries for in depth case studies. These countries are **Austria, the Czech Republic, Finland, Spain and the United Kingdom**. In these countries, London Economics will conduct interviews with head of mobility programmes in national agencies and at the national Comenius agency. We will also hope to interview a number of teachers and head-teachers in selected schools that have been directly affected by these mobility programmes.

The aims of this stage are to collect qualitative information on the state of mobility in the countries of interest, and specifically, the organisation of mobility programmes, the perception of mobility, identification of good practice, programme shortcomings, and barrier to teacher mobility.

### Stakeholder Consultation

London Economics is undertaking telephone consultations with approximately 10 stakeholders over the coming weeks in the five countries selected. These respondents are officials either leading or responsible within national agencies supporting teacher mobility programmes **and** officials responsible for the Comenius Programme in each of the countries of specific interest.

This communication is being sent to you as one of the key stakeholders in this process. London Economics operates according to the highest research principles and any information collected will remain anonymous and non-attributable to either you or the organisation you might represent.

### Next Steps

In order to facilitate the organisation of this consultation exercise, I would kindly ask you to provide as soon as possible an indication of your availability in the next 3 weeks for a telephone conversation lasting approximately 30-45 minutes to Stephane Wolton (020 7866 8182 [swolton@londecon.co.uk](mailto:swolton@londecon.co.uk)).

Your assistance and support to this project are invaluable and London Economics is looking forward to hearing from you very soon. We aim to undertake a semi structured interview with you and the exact content of the interview will depend on your specific experience and the organisation you represent. However, overleaf is an outline of some of the proposed generic questions for the interview.

If you have any queries in relation to this project, please feel free to contact Dr Gavan Conlon (London Economics) on +44 20 7866 8176 ([gconlon@londecon.co.uk](mailto:gconlon@londecon.co.uk)) or Victoria Joukovskaia (European Parliament) on +32 2 28 32 645 ([victoria.joukovskaia@europarl.europa.eu](mailto:victoria.joukovskaia@europarl.europa.eu)).

Dr Gavan Conlon  
London Economics

## Questions for consideration and discussion

### Part I: Information on respondent

**Q1.** Name of respondent:

**Q2.** Position:

**Q3.** Role and responsibilities:

**Q4.** Number of years in this position:

**Q5.** Previous professional experiences (position, name of organisation, dates, role and responsibilities):

1)

2)

3)

4)

### Part II: General information on the national mobility programme(s)

**Q6.** Usage of the programme

*Assessment of the following elements on a scale of 1 to 5*

1 - very low/ very weak.....1

2 - low/ weak.....2

3 - average.....3

4 - high/strong .....4

5 - very high/ very strong .....5

a) In terms of the following characteristics, how would you rate the national mobility programmes in your country (on the scale indicated above)?

Table 1: Usage of the programmes		
Characteristics	Specific Rating	Comments
Recognition of the programme		
Demand for the programme		
Incentives to take-up the programme		
Financial assistance		
Administrative assistance		
Completion rate (between selection and end of the project)		
Difficulty of the programme		
Satisfaction with the programme		
Dissemination of results (1 = no dissemination, 5 = all schools in area of participant)		

**Q6b.** Please could you provide more general information on the following features of the programme(s)?

*Please provide answers for each national mobility programme.*

- a) Aims and objectives
- b) Selection process
- c) Financial assistance
- d) Administrative assistance
- e) Activities
- f) Requirement at the end of the programme(s)
- g) Reintegration of participants in their home school/home area

### **Part III: Organisation of the national mobility programme(s)**

*Questions relate to all national mobility programmes, though if you would prefer to answer in relation to either the main mobility programme nationally administered, mobility programmes in general or the programmes you have most understanding of, then this would be most appreciated.*

*Questions based on the European Charter of Mobility*

#### **Q7. Information and guidance**

- a) How are schools and/or teachers informed of the existence of the national mobility programmes? (*Documents sent to schools/teachers/local authorities/other*)
- b) What documentation is available for schools/teachers/trainees applying?
- c) What information is provided to applicants on the selection process?
- d) What information/documentation is provided to applicants after selection (in particular, is the European Charter for Mobility provided?)

#### **Q8. Learning plan** (*by learning plan, we mean a document which include the objectives and expected outcomes of the programme, the means of achieving them, and the evaluation of the outcomes, and also the reintegration issues*)

- a) Is there any learning plan?
- b) If yes, what is the content of the plan (objectives, expected outcomes, means, re-integration)?

#### **Q9. Personalisation of the programme**

- a) What are the criteria for selection of applicants?
- b) How important is the professional history of applicants in the selection process?
- c) Can the programme be tailored to adapt some individual needs? If yes, how and to what extent?

#### **Q10. General preparation**

- a) Is there any preparatory help? If yes, which (training courses, seminars, contacts with previous participants)?
- b) What documentation is provided to participants?

#### **Q11. Linguistic Aspects**

- a) How are the language skills of participants assessed? Is the assessment adapted to the project?
- b) Is there any linguistic preparation? If yes, which (training courses, seminars,...)?

**Q12. Logistical support**

- a) How can participants obtain the financial help? Are there any additional criteria for obtaining this assistance and how straightforward is it?
- b) Does the agency help the schools/trainees with the administration necessary for participation?
- c) What information is provided to participants in relation to health insurance, culture and customs etc in the host country?

**Q13. Monitoring**

- a) Is there any assistance provided during the programme? If yes, what from does this take (administrative issues, management issues, communication within and between schools)?

**Q14. Recognition**

- a) What activity does the agency do to support the image or brand of the programme?

**Q15. Reintegration and evaluation**

- a) What assistance is provided to participants after completion of the programme (e.g. on the dissemination of findings/ good practice)?
- b) Is there any contact with participants after the programme?
- c) How are the outcomes of the programme evaluated?
- d) What assurance is provided to teachers regarding their reintegration in their home school, home area after the programme?

**Part IV: Evaluation of the programme****Q16. Strengths/weaknesses of national mobility programmes compared with Comenius or other European programmes**

- a) Can you please cite the main strengths/weaknesses of national mobility programmes compared with other programmes?

**Table 2: Strengths/weaknesses of national mobility programmes compared with other programmes**

	Strengths	Weaknesses
<b>Long-term programmes allowing domestic teachers to travel abroad (one way)</b> ■ Czech teachers abroad	1.  2.  3.	1.  2.  3.

**Table 2: Strengths/weaknesses of national mobility programmes compared with other programmes**

	Strengths	Weaknesses
<b>Programmes allowing domestic teachers to travel abroad (exchange)</b> <ul style="list-style-type: none"> <li>Visegrád Scholarship Programme</li> <li>EEA/Norwegian Scholarship Fund</li> </ul>	1. 2. 3.	1. 2. 3.
<b>Programmes allowing foreign teachers to come to Czech Republic (one way)</b> <ul style="list-style-type: none"> <li>Teaching English in Czech Republic</li> </ul>	1. 2. 3.	1. 2. 3.

b) In relation to national mobility programmes, please rate the following possible strengths

*1 means 'not important' and 5 means 'very important'*

**Table 3: Strengths of national mobility programmes compared with other programmes**

Strengths	Rating
Reputation of national programmes	
Information available	
Selection process	
Financial assistance	
Administrative burden	
Availability of funds	
Administrative assistance	
Assistance during project	
Content of programmes	
Number of destinations offered	
Number of posts offered	
Recognition of participation in the programme	
Duration of programme	
Number of participants (i.e. do the national programmes engage a large number of teachers or not)	

c) In relation to national mobility programmes, please rate the following possible weaknesses

*1 means 'not important' and 5 means 'very important'*

**Table 4: Weaknesses of national mobility programmes compared with other programmes**

Weaknesses	Rating
Reputation of national programmes	
Information available	
Selection process	
Financial assistance	
Administrative burden	
Availability of funds	
Coordination with schools (head-teachers)	
Lack of flexibility of the programmes	
Content of programmes	
Difficulty to obtain job covering	
Number of posts offered	
Recognition of participation in the programme	
Duration of programme	
Number of participants	

**Q17. Positive and negative factors of national mobility programmes for teachers**

a) Can you please cite the main positive and negative factors of national mobility programmes for teachers?

**Table 5: Positive and negative factors of national mobility programmes for teachers**

	Positive factors	Negative factors
<b>Long-term programmes allowing domestic teachers to travel abroad (one way)</b> ■ Czech teachers abroad	1. 2. 3.	1. 2. 3.
<b>Programmes allowing domestic teachers to travel abroad (exchange)</b> ■ Visegrád Scholarship Programme ■ EEA/Norwegian Scholarship Fund	1. 2. 3.	1. 2. 3.
<b>Programmes allowing foreign teachers to come to Czech Republic (one way)</b> ■ Teaching English in Czech Republic	1. 2. 3.	1. 2. 3.



b) Please rate the following possible positive factors of national mobility programmes for teachers

*1 means 'not important' and 5 means 'very important'*

<b>Table 6: Positive factors of national mobility programmes for teachers</b>	
<b>Positive factors</b>	<b>Rating</b>
Increase motivation to teach	
Improve pedagogic skills	
Improve linguistic skills	
Improve relation in schools	
Increase openness towards Europe	
Personal development	
Increase motivation to learn	
Increase inter disciplinarily cooperation	
Content of programmes	
Number of destinations offered	
Number of posts offered	
Recognition of participation in the programme	
Duration of programme	

c) Please rate the following possible negative factors of national mobility programmes for teachers

*1 means 'not important' and 5 means 'very important'*

<b>Table 7: Negative factors of national mobility programmes for teachers</b>	
<b>Negative factors</b>	<b>Rating</b>
Lack of flexibility of the programmes	
Difficulty to obtain job shadowing	
Family issue	
Arrangement needed in school organization	
Administrative burden	
Relation with colleagues not involved	
Content of programmes	
Recognition of participation in the programme	
Duration of programme	
Number of participants	

**Q18. Perceived barriers to mobility**

a) Can you please cite what are in your opinion the main barriers to the mobility of teachers?

- 1.
- 2.
- 3.

b) Please rate the following possible barriers to mobility

*1 means 'not important' and 5 means 'very important'*

<b>Table 8: Barriers to mobility</b>	
<b>Barriers</b>	<b>Rating</b>
Lack of support of headteachers	
Lack of support of other colleagues	
Insufficient financial assistance	
Insufficient administrative assistance	
Difficulty to get job covering	
Lack of recognition of mobility	
Family issue	
Lack of foreign language proficiency	
Lack of support of other actors (parents, local authority,...)	
Insufficient equipment	
Burden of project management	
Lack of trust in other pedagogical practices	

**Q19. Perceived trends in mobility**

a) Mobility trends: national programmes

b) Mobility trends European programmes

**Part V: Collection of information on representative schools using national mobility programmes**

As part of the research work being undertaken for the European Parliament, we wish to conduct a number of case studies in schools participating in teacher mobility programmes.

Could you please provide in the following table the name and contact details of some representative schools that might be willing to participate in this research exercise. In particular, we would greatly appreciate information on schools that have used 1) national programmes, 2) Comenius programmes (if known) and 3) national programmes and Comenius programmes (if known)

**Thank you for your assistance in participating in this research activity!**



## Study on the mobility of teachers

### TEACHER QUESTIONNAIRE

#### Background to Research Project

London Economics is currently analysing the mobility of school teachers in the European Union on behalf of the European Parliament. The aim of the project is to assess the extent of mobility amongst primary and secondary school teachers in the EU27 and identify best practice within different teacher mobility programmes.

The importance of teacher mobility has long been recognised by European institutions as a useful means to support wider European awareness and to improve education in the Member States (for example, the Socrates programme was launched in 1994). Fostering the mobility of individuals is one of the main objectives of the European Union, and reflecting this, the Charter for Mobility was adopted in 2006.

#### Aims and Objectives of Research Project

The European Parliament wishes to achieve a more coherent view of what key stakeholders believe is the current situation with respect to teacher mobility; the barriers to mobility; and where possible improvements might be made.

London Economics has been commissioned by the European Parliament to conduct a study on the mobility of teachers in the European Union. The study is examining what are the main programmes affecting teacher mobility; what are the support mechanisms available to teachers to improve mobility; and what are the shortcomings or barriers to promoting mobility. It is hoped that this study will help the European Parliament gain a better understanding of the state of teacher mobility in Europe.

#### Study Approach

London Economics has first identified the main programmes promoting the mobility of teachers in post, teachers in initial training and/or head-teachers. It has also identified the main features of these programmes in terms of the school workforce concerned, duration, number of posts offered, assistance provided, and participation requirements. London Economics has also examined the use of the Comenius programme in the different Member States.

Based on the evidence collected, and with the approval of the European Parliament, we have selected five countries for in depth case studies. These countries are **Austria, the Czech Republic, Finland, Spain and the United Kingdom**. In these countries, in the first stage, London Economics is conducting interviews with head of mobility programmes in national agencies and at the national Comenius agency. In a second stage, we hope to conduct interviews with a number of teachers and head-teachers in selected schools that have been directly affected by these mobility programmes.

The aims of these two stages of research are to collect qualitative information on the state of mobility in the countries of interest, and specifically, the organisation of mobility programmes, the perception of mobility, identification of good practice, programme shortcomings, and barrier to teacher mobility.

### **Stakeholder Consultation**

London Economics is undertaking face-to-face consultations with approximately 20 stakeholders over the coming weeks in the five countries selected. These respondents will include teachers and/or headteachers who participated in mobility programmes **and** headteachers of schools where classroom teachers have participated in mobility programmes in each of the countries of specific interest.

Your school has indicated a willingness to participate in the research exercise and this communication is being sent to you as one of the key stakeholders in this process. London Economics operates according to the highest research principles and any information collected will remain anonymous and non-attributable to either you or the educational institution you might represent.

Your assistance and support to this project are invaluable and London Economics is looking forward to meeting from you very soon. We aim to undertake these semi structured interviews with you and the exact content of the interview will depend on your specific experience. However, overleaf is an outline of some of the proposed generic questions for the interview.

If you have any queries in relation to this project, please feel free to contact Dr Gavan Conlon (London Economics) on +44 20 7866 8176 ([gconlon@londecon.co.uk](mailto:gconlon@londecon.co.uk)) or Victoria Joukovskaia (European Parliament) on +32 2 28 32 645 ([victoria.joukovskaia@europarl.europa.eu](mailto:victoria.joukovskaia@europarl.europa.eu)).

Dr Gavan Conlon  
London Economics

## Questions for consideration and discussion: Teacher questionnaire

### Part I: Information on respondent

**Q1.** Name of respondent:

**Q2.** Position:

**Q3.** Role and responsibilities:

**Q4.** Number of years in this position:

**Q5.** Previous professional experiences (position, name of organisation, dates, role and responsibilities):

1)

2)

3)

4)

**Q6.** Mobility programmes used (name of the programme, European or national programme, year, duration, activities)

1)

2)

3)

4)

5)

### Part II: Organisation of the national mobility programme(s)

*Questions relate to all national and European mobility programmes you participated in*

*Questions based on the European Charter of Mobility*

**Q7.** Information and guidance

a) How were you informed of the existence of the national/European mobility programmes? (*Documents sent to schools/teachers/local authorities, visit of website of national mobility programmes*)

b) How many programmes did you apply for?

c) What elements make you choose the programmes you applied for?

d) In relation to the selection process, please rate the following characteristics on the following scale

1 - *very low/very short* ..... 1

2 - *low/short* ..... 2

3 - *average* ..... 3

4 - *high/long* ..... 4

5 - *very high/very long* ..... 5

**Table 1: Selection process**

Characteristics	Specific Rating	Comments
Administrative burden		
Clarity of criteria		
Relevance of criteria		
Assistance during selection process		
Importance of personal and professional experience in the selection process		
Rationale for rejection if applicable		
Period between selection and beginning of the programme		
Satisfaction with the selection process		

**Q8.** Learning plan (*by learning plan, we mean a document which include the objectives and expected outcomes of the programme, the means of achieving them, and the evaluation of the outcomes, and also the reintegration issues*)

a) Did you receive any learning plan?

b) If yes, what was the primary content of the plan (objectives, expected outcomes, means of achieving objectives, re-integration)?

**Q9.** Personalisation of the programme

a) In your opinion, was the programme sufficiently personalised?

b) Did you ask for any specific arrangements during the programme? If yes, what type of arrangement?

c) Was there any arrangement to adapt the programme to your specific needs? If yes, how and to what extent?

**Q10. General preparation**

a) Did you receive any preparatory help? If yes, what type (training courses, seminars, contacts with previous participants)?

b) What documentation was provided to you?

c) In your opinion, was the general preparation of the programme sufficient? How can it be improved?

**Q11. Linguistic Aspects**

a) How were your language skills assessed? In your opinion, is the assessment appropriate for the programmes involved?

b) Did you receive any linguistic preparation? If yes, which (training courses, seminars,...)?

c) In your opinion, was the linguistic preparation sufficient? How can it be improved?

**Q12. Logistical support**

a) What was the process to obtain financial aid and other logistical support and how straightforward was it?

b) Did the agency responsible for the mobility programme help the either you or the schools with the administration necessary for participation?

c) What information did you receive on matters relating to actually visiting the host country (for instance, health insurance, culture and customs etc)?

d) In you opinion, was the logistical support sufficient? How can it be improved?

**Q13. Monitoring**

a) Did you receive any assistance during the programme? If yes, what form did this take (administrative issues, management issues, communication within and between schools)?

b) In your opinion, was the monitoring of the project sufficient (assistance during project, review of performance during the project, etc)? How can it be improved?

**Q14. Recognition**

a) What was your image of the programme before participating in it?

b) What was your image of the programme after participating in it?

c) Do you think participation in the programme is sufficiently recognised? How can it be improved?

**Q15. Reintegration and evaluation**

a) What assistance did you receive after completion of the programme (e.g. on the dissemination of findings/ good practice)?

b) Did you have any contact with the agency responsible for the programme after the programme?

c) How were the outcomes of the programme evaluated?

d) In your opinion, is the evaluation of outcomes sufficient? How can it be improved?

e) What assurance did you receive regarding your reintegration in their home school, home area after the programme?

**Part IV: Evaluation of the programmes**

**Q16.** In your opinion, what are the positive and negative factors of national mobility programmes?

a) Can you please cite what are in your opinion the main positive and negative factors of mobility programmes (national or Comenius) in which you participated?

**Table 2: Positive and negative factors of national mobility programmes for teachers in which you participated**

	Positive factors	Negative factors
<i>Name of programme in which respondent participated</i>	1. 2. 3.	1. 2. 3.
<i>Name of programme in which respondent participated</i>	1. 2. 3.	1. 2. 3.
<i>Name of programme in which respondent participated</i>	1. 2. 3.	1. 2. 3.
<i>Name of programme in which respondent participated</i>	1.. 2. 3.	1. 2. 3.
<i>Name of programme in which respondent participated</i>	1. 2. 3.	1. 2. 3.



b) Please rate the following possible positive factors of **national mobility programmes** and **Comenius programmes** in which you participated  
*1 means 'not important' and 5 means 'very important'*

<b>Table 2: Positive factors of national mobility programmes and Comenius programmes</b>		
<b>Positive factors</b>	<b>Rating for national programmes</b>	<b>Rating for Comenius programmes</b>
Increased motivation to teach		
Improved pedagogic skills		
Improved linguistic skills		
Improved relationships in schools		
Increased openness towards Europe		
Personal development		
Increased motivation to learn		
Increased inter disciplinarily cooperation		
Content of programmes		
Number of destinations offered		
Number of posts offered		
Recognition of participation in the programme		
Duration of programme		

c) Please rate the following possible negative factors of **national mobility programmes** and **Comenius programmes** in which you participated  
*1 means 'not important' and 5 means 'very important'*

<b>Table 3: Negative factors of national mobility programmes and Comenius programmes</b>		
<b>Negative factors</b>	<b>Rating for national programmes</b>	<b>Rating for Comenius programmes</b>
Lack of flexibility of the programmes		
Difficulty to obtain job shadowing		
Family issue		
Arrangement needed in school organization		
Administrative burden		

**Table 3: Negative factors of national mobility programmes and Comenius programmes**

Negative factors	Rating for national programmes	Rating for Comenius programmes
Relation with colleagues not involved		
Content of programmes		
Recognition of participation in the programme		
Duration of programme		
Number of individuals involved in the projects		

**Q17. Perceived barriers to mobility**

a) Can you please cite what are in your opinion the main barriers to the mobility of teachers?

1.

2.

3.

b) Please rate the following possible barriers to mobility  
*1 means 'not important' and 5 means 'very important'*

**Table 7: Barriers to mobility**

Barriers	Rating
Lack of support from head-teachers	
Lack of support from other colleagues	
Lack of incentive to participate in mobility programmes	
Insufficient financial assistance	
Insufficient administrative/logistical assistance	
Difficulty to get replacement cover	
Lack of recognition of mobility	

**Table 7: Barriers to mobility**

<b>Barriers</b>	<b>Rating</b>
Lack of support from head-teachers	
Family issues	
Lack of foreign language proficiency	
Lack of support of other key stakeholders (parents, Governors, education authority,...)	
Insufficient equipment (lack of computers, of internet connection, etc)	
Difficulty to manage the project	
Lack of trust in other pedagogical practices	

**Thank you for your assistance in participating in this research activity!**