

Study of the Impact of Comenius Assistantships

Full Report

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Study on behalf of the European Commission, DG Education and Culture

Kassel 2010

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Acronyms and Glossary

CEF – Common European Framework of Reference for Languages. The CEFR is a guideline used to describe achievements of learners of foreign languages and provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility¹.

CLIL – Content and Language Integrated Learning involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain².

Count (n) - Number of respondents

EU – European Union

EU15 – EU Member States prior to May 2004

New EU12 – EU Member States, which acceded in May 2004 or later

EFTA – European Free Trade Association which comprises four countries: Iceland, Norway, Liechtenstein and Switzerland. Switzerland starts participation in the LLP in 2011.

ICT – Information and Communication Technologies

Foreign language – From the perspective of

Comenius Assistants: A language which is not the native language of Comenius Assistants

Host schools/pupils: A language which is not the domestic language/main language of instruction in the country in which the school is located

Classifications of countries

a) *Classification of countries into regions³ (This classification is only used in chapter 8):*

North – Denmark (DK), Finland (FI), Iceland (IS), Norway (NO), Sweden (SE)

North-West – Great Britain (GB), Ireland (IE)

West – Belgium (BE), France (FR), Luxembourg (LU), Netherlands (NL)

Central-West – Germany (DE), Austria (AT), Liechtenstein (LI)

East – Czech Republic (CZ), Estonia (EE), Hungary (HU), Lithuania (LT), Latvia (LV), Poland (PL), Slovenia (SI), Slovak Republic (SK)

South-East – Bulgaria (BG), Cyprus (CY), Romania (RO), Turkey (TR)

South – Spain (ES), Italy (IT), Greece (GR), Malta (MT), Portugal (PT)

¹ See http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

² See http://ec.europa.eu/education/languages/language-teaching/doc236_en.htm

³ This classification is an adaptation of the composition of geographical sub-regions used by the United Nations (see <http://unstats.un.org/unsd/methods/m49/m49regin.htm#europe>) which is on the one hand more specific in the assignment of countries in Northern and Western Europe to specific regions and reflects on the other hand the political changes in Central and Eastern Europe and the enlargement of the European Union during the last decade.

b) *Classification of countries into groups⁴ (This classification is used for almost all tables presenting responses of participants by country.):*

DE – Germany

ES – Spain

FR – France

GB – Great Britain

IT – Italy

PL – Poland⁵

Other North – Denmark (DK), Finland (FI), Iceland (IS), Norway (NO), Sweden (SE)

Other West – Austria (AT), Belgium (BE), Ireland (IE), Liechtenstein (LI), Luxembourg (LU), Netherlands (NL)

Other East – Czech Republic (CZ), Estonia (EE), Hungary (HU), Lithuania (LT), Latvia (LV), Slovenia (SI), Slovak Republic (SK)

Other South – Greece (GR), Malta (MT), Portugal (PT)

Other South-East – Bulgaria (BG), Cyprus (CY), Romania (RO), Turkey (TR)

⁴ In contrast to the "classification of countries into regions" in this variant, all countries with at least 100 survey participants are shown separately.

⁵ In the classifications of host countries of assistants and countries of schools the number of respondents for Poland is less than 100 and therefore Poland is allocated to the group "Other East".

1 Introduction

1.1 Context of the study

The improvement of education and training, as critical factors for the development of the EU's long-term potential for global competitiveness as well as for social cohesion, is high on the agenda of the European Commission and the European Council. Whilst member states are responsible for the organisation and content of education and training systems, it is the role of the European Union to support them through the implementation of Community programmes. The Lifelong Learning Programme, the Action Programme of the European Communities in the field of education, was decided on by the Council and the European Parliament (Council Decision 1720/2006/EC) in November 2006 for a phase of seven years (from 1 January 2007 to 31 December 2013). The LLP consists of four sectoral programmes, one transversal programme, and the Jean Monnet programme.

One of the sectoral programmes, the Comenius programme, is intended to "address the teaching and learning needs of all those in pre-school and school education up to the level of the end of upper secondary education, and the institutions and organisations providing such education"⁶. The Comenius programme is composed of a variety of actions providing support for school partnerships, online professional development and cooperation activities, in-service training of staff employed in the education sector, assistantships for future teachers, multilateral projects and networks. After the examination of the impact of Comenius School Partnerships⁷ in 2008 and the impact of Comenius In-service Training⁸ in 2009, the European Commission launched a further study in autumn 2009 to shed light on the outcomes and impacts of Comenius Assistantships.

The promotion of assistantships for future (language) teachers is not a new action which was firstly introduced with the implementation of the LLP. Already during the first phase of the Socrates programme (1995-1999), assistantships were supported within the LINGUA programme (Action C). With the restructuring of programmes in the second phase of the Socrates programme (2000-2006) the LINGUA Assistantships became part of the Comenius programme and were supported under Action 2.2.b as Comenius Language Assistantships. Since the implementation of the LLP, the sole focus on language teachers was abandoned and the current title for the action is Comenius Assistantships.

The action is one of the decentralised measures of the LLP, i.e. that the administration is under the responsibility of National Agencies. Both the individual applicants and the host schools have to submit their applications directly to the National Agency in their country in

⁶ See Official Journal of the European Union, 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. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0045:0068:en:PDF>

⁷ MAIWORM, Friedhelm; KASTNER, Heiko, WENZEL, Hartmut: Auswirkungen von Comenius-Schulpartnerschaften auf die teilnehmenden Schulen. Studie im Auftrag der Europäischen Kommission. Kassel 2008. http://ec.europa.eu/education/pdf/doc210_en.pdf

charge of assessing the eligibility and quality of the applications and the matching of the selected assistants with suitable host schools. A grant is awarded only to the assistants while host schools do not receive any funding.

The target groups of the current study consisted of successful applicants, i.e. Comenius Assistants and host schools, from all eligible countries whose application for an assistantship were approved during the period 2000-2009. About 7,000 assistants and 4,000 schools were asked with the help of web based questionnaires to report on their experiences and to assess the outcomes and impacts of the assistantship. Finally, about 45 percent of the assistants and 47 percent of the schools responded to the surveys. Details of the methodology of the study can be found in appendix 1: Objectives and Methods of the Study. A breakdown of responses of assistants and host schools by country is presented in the statistical appendix.

1.2 Comenius Assistantships: Objectives and activities supported

The main objectives of the Comenius Assistantships are firstly to give future teachers the opportunity of gaining a better understanding of the European dimension of teaching and learning, to enhance their knowledge of foreign languages, of other European countries and their education systems and to improve their teaching skills. Secondly the assistantships are intended to contribute to the improvement of the language skills of the pupils at the host schools and increase both their motivation to learn languages and their interest in the assistant's home country and culture⁹. Another key aspect of the Comenius assistantships is their potential to introduce or reinforce a European dimension into the host schools and their local community. Assistants are expected to raise learners' awareness of another European culture and help to overcome prejudice. The duration of assistantships supported by the European Commission is between three and ten months and a grant is awarded to cover travel and subsistence expenses and participation at a preparatory level, i.e. pedagogic, linguistic and cultural preparation.

Eligible applicants for assistantships are

- individuals from countries participating in the Lifelong Learning Programme or living in a participating country under the conditions fixed by each of the participating countries;
- persons holding or studying for a qualification leading to a career as a teacher;
- persons who have not been previously employed as a teacher;
- persons who have not previously received a Comenius Assistantship grant.

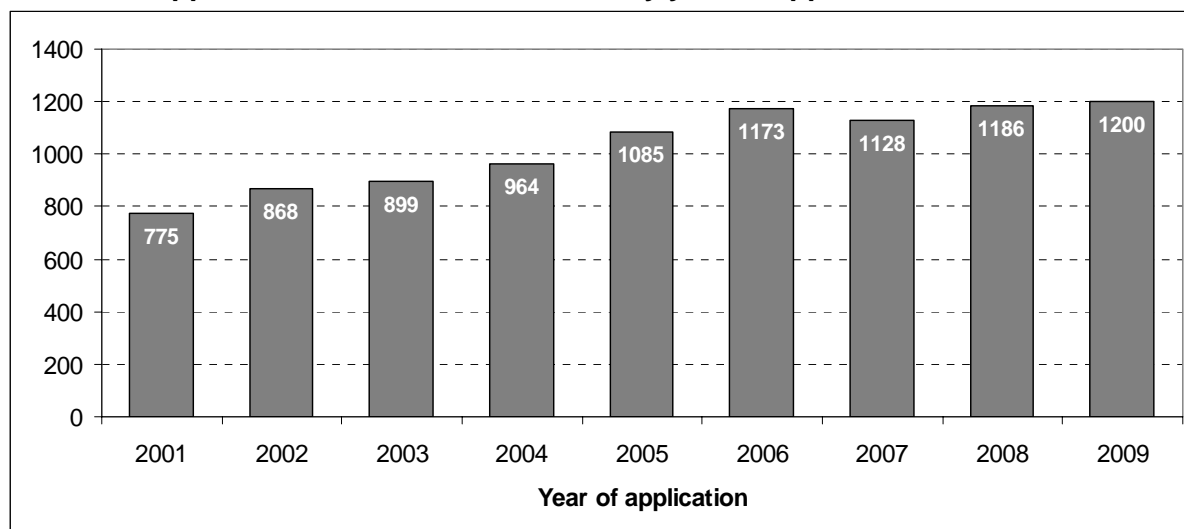
Host schools, which also have to file an application, must be located in a country participating in the LLP and must belong to one of the types of institutions specified by the relevant national authorities in their list of eligible school types.

⁸ MAIWORM, Friedhelm; KASTNER, Heiko; WENZEL, Hartmut: Study of the impact of Comenius In-Service Training activities. Kassel 2010. http://ec.europa.eu/education/comenius/doc/istreport_en.pdf

1.3 Number of assistants and schools supported by the action

In the period 2001-2009, about 9,200 future teachers participated in Comenius Assistantships. During the second phase of the Socrates Programme, the number of beneficiaries increased from about 800 in 2001 to about 1,173 in 2006. After the introduction of the Life-long Learning Programme, the number of assistants has asserted itself at more than 1,150 annually (see Chart 1.1).

Chart 1.1
Number of approved Comenius Assistants – by year of application

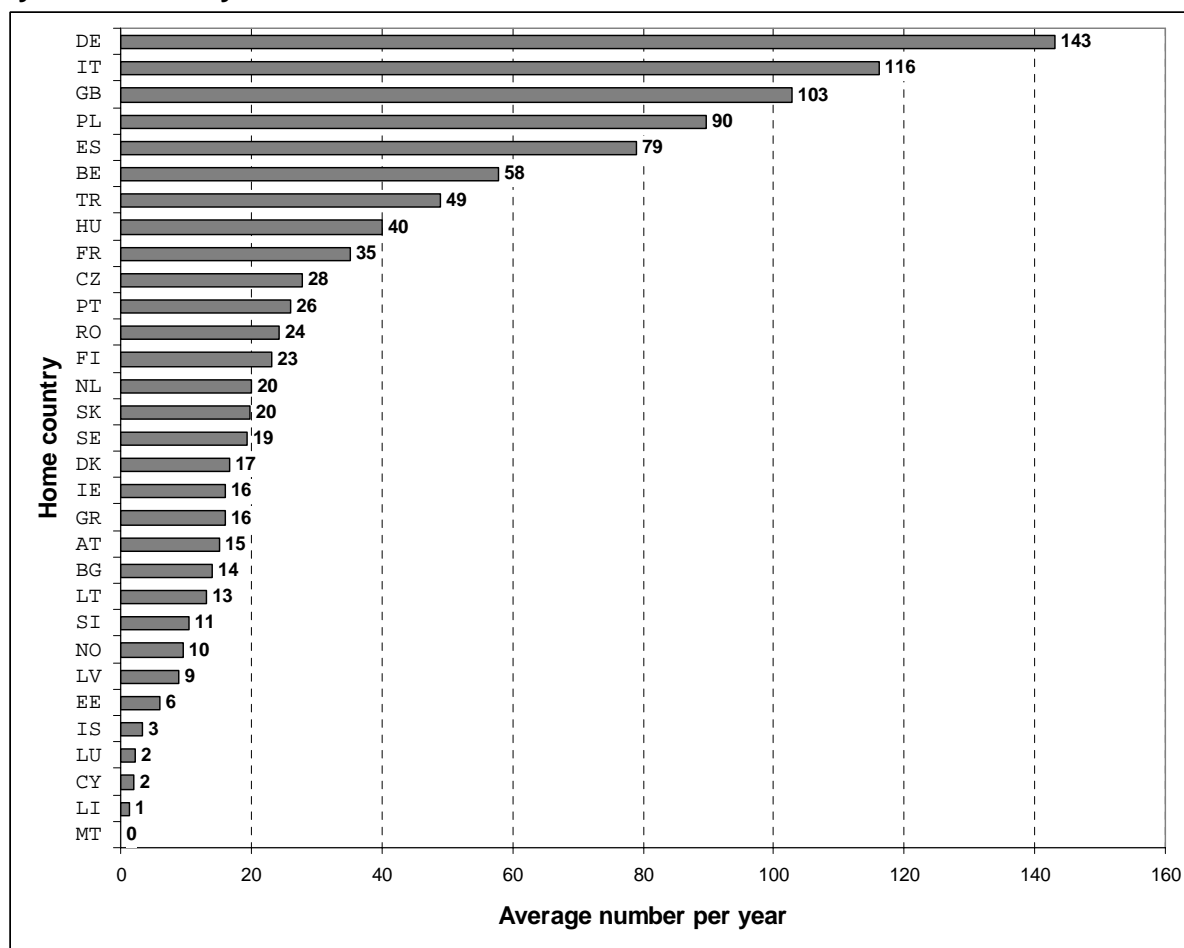


Source: Databases SocLink and LLP-Link of the European Commission

In accordance with the distribution of the Comenius budget to National Agencies, the larger European countries have a higher share of Comenius Assistants than the smaller countries. With an average of about 140 per year, Germany is the largest of the countries to send assistants, followed by Italy with about 115 and Great Britain with about 100 assistants. Other countries with at least 50 Comenius Assistants per year are Poland (90), Spain (79) and Belgium (58). In the majority of countries participating in the LLP, the number of grants per year is below 30 (see Chart 1.2).

⁹ See Comenius assistantships. A good practice guide for host schools and assistants. European Commission, Education and Culture DG, 2009: http://ec.europa.eu/education/comenius/doc/assistant_en.pdf

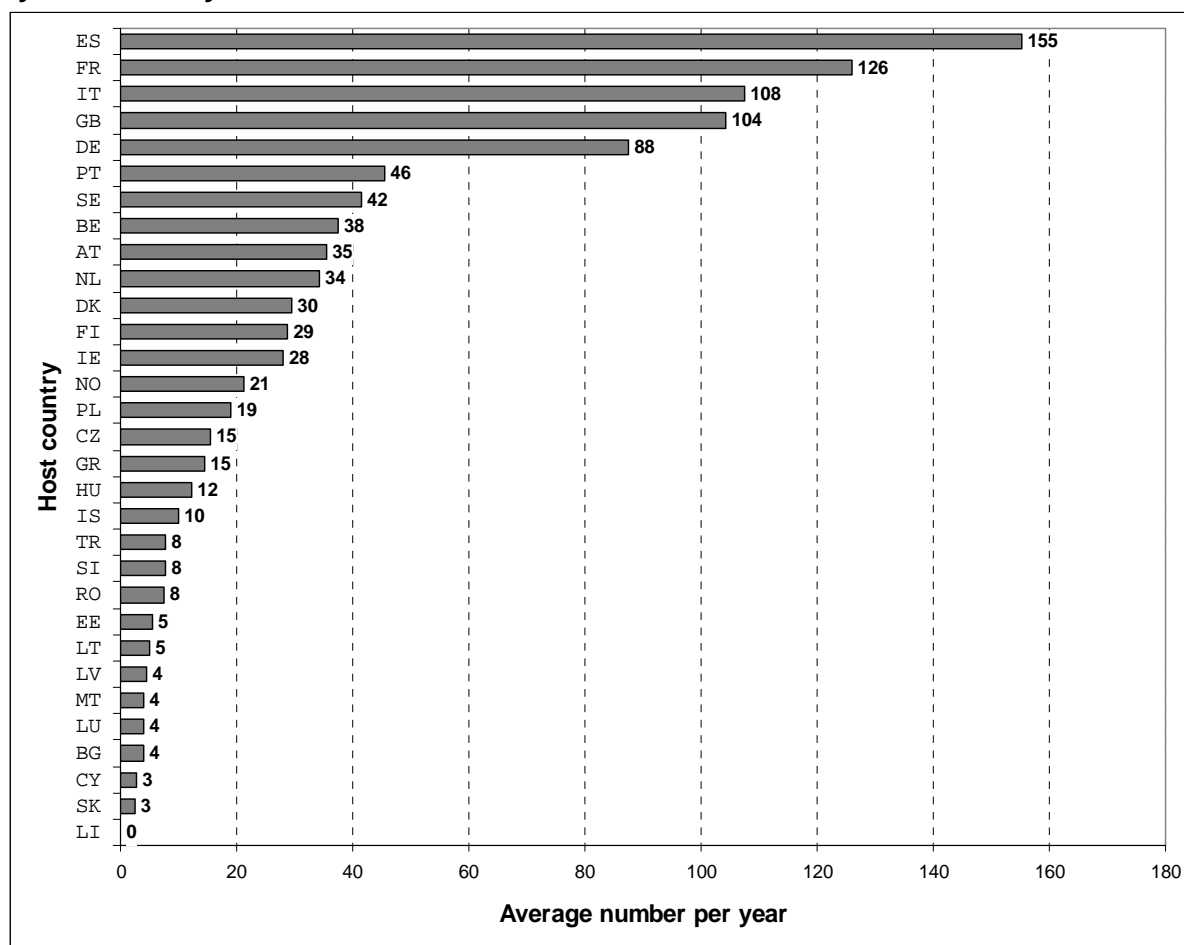
Chart 1.2
Average number of outgoing Comenius Assistants in the period 2001-2009 per year –
by home country of assistants



Source: Databases SocLink and LLP-Link of the European Commission

With the exception of Germany and Poland, the major sending countries are also at the top of the list of host countries: Spain (received 155 assistants on average per year), France (126), Italy (108) and Great Britain (104). Compared to the numbers of outgoing assistants which are mainly dependent on the Comenius budget allocated by individual countries to this action, the numbers of incoming assistants is more dependent on the attractiveness of countries for the applicants, i.e. future teachers. With this in mind, it is important to notice that with a few exceptions, all countries hosting less than 20 Comenius Assistants annually belong to Central and Eastern Europe (see Chart 1.3).

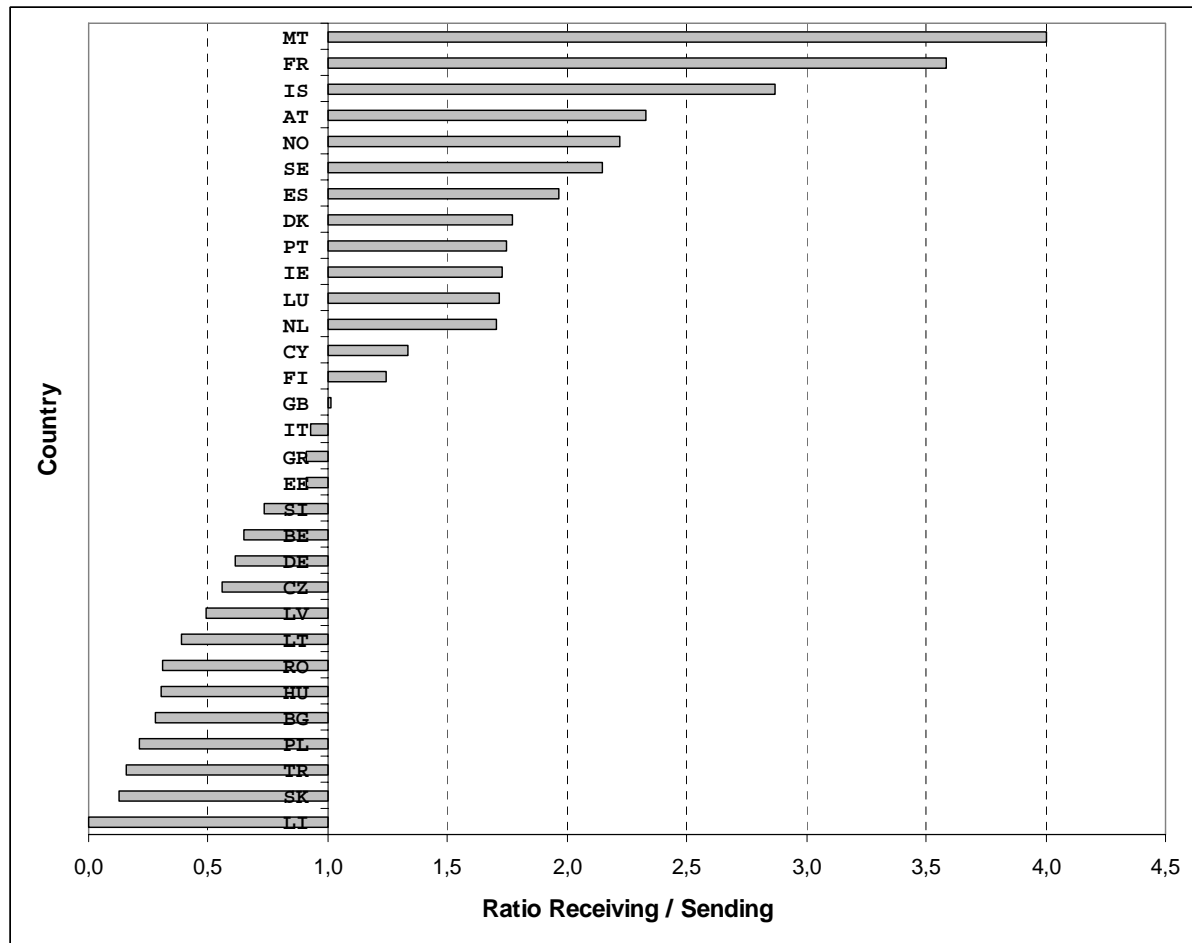
Chart 1.3
Average number of incoming Comenius Assistants in the period 2001-2009 per year –
by host country of assistants



Source: Databases SocLink and LLP-Link of the European Commission

A more detailed analysis of the flow of assistants shows clearly a greater movement from Eastern Europe to Western Europe than vice versa. While most of the former EU-15/EFTA countries received more Comenius Assistants than they sent abroad, this is true for only two of the new member states: Malta and Cyprus (see Chart 1.4). However, in quantitative terms Malta and Cyprus play only a marginal role as sending or receiving countries. The few former EU-15/EFTA countries which receive considerably less assistants than they send are Germany and Belgium. Particularly the case of Germany clearly underlines the fact that the attractiveness of a host country is not dependent solely on how widespread its domestic language is. However, the reason for an imbalance in the flow of assistants was not in the framework of this study and therefore meaningful explanations can hardly be given.

Chart 1.4
Balance/Ratio¹⁾ of Comenius Assistants received and sent in the period 2001-2009 – by country

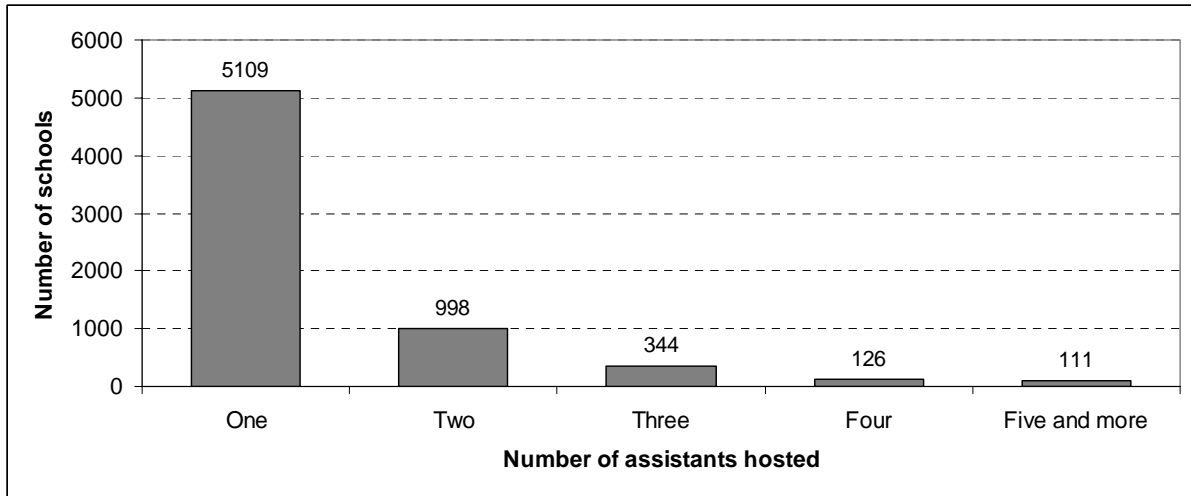


Source: Databases SocLink and LLP-Link of the European Commission

¹⁾ The indicator shows the ratio of the division of the number of incoming to the number of outgoing assistants. If both numbers are equal, the ratio is 1.0. If the number of incoming assistants is higher than the number of outgoing assistants, the ratio is greater than 1 and if the number of incoming assistants is smaller than the number of outgoing assistants, the ratio is less than 1.

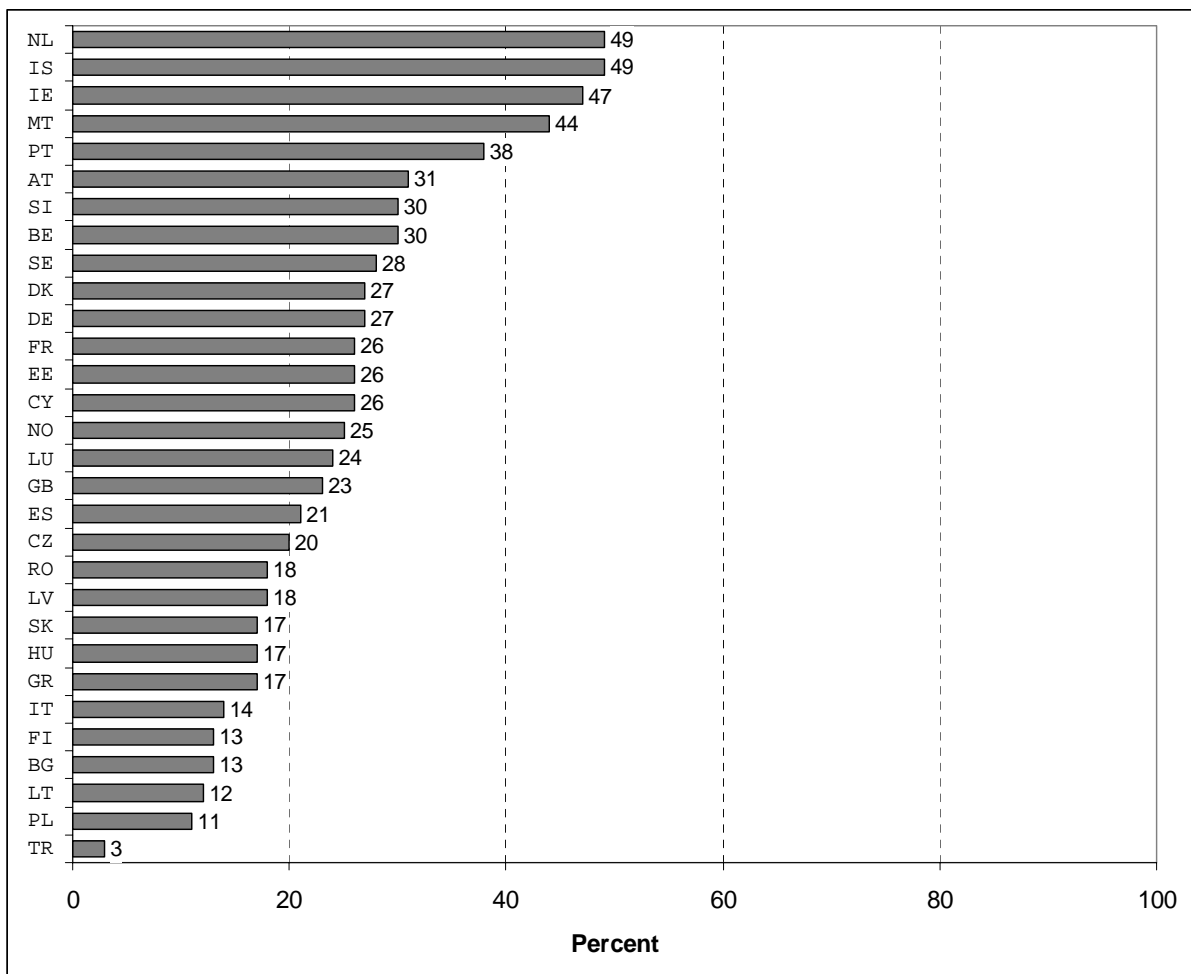
The approximately 9,200 Comenius Assistants supported in the period 2001-2009 spent a teaching period abroad in about 6,700 schools. While the majority of schools hosted only one assistant during this period, one in four schools participated twice or even more in the Comenius Action (see Chart 1.5). As Chart 1.6 shows, the latter was most common in smaller countries such as Iceland (49% of the schools hosted more than one Comenius assistant), Ireland (47%) and Malta (44%). However, the respective proportion was also considerably higher in the Netherlands (49%) and in Portugal (38%).

Chart 1.5
Number of schools – by number of Comenius Assistants hosted in the period 2001-2009



Source: Databases SocLink and LLP-Link of the European Commission

Chart 1.6
Proportion of schools hosting more than one Comenius Assistant in the period 2001-2009 – by country



Source: Databases SocLink and LLP-Link of the European Commission

2 The Participating Comenius Assistants and Host Schools

2.1 Personal background of assistants responding to the survey

The vast majority of the 3,080 former Comenius Assistants who responded to the survey were female (84%) and only one in six was a male. This is exactly the same gender distribution that can be found within the total population of assistants supported in the period of observation. In comparison to all teachers employed in individual countries¹⁰ females were clearly overrepresented among Comenius Assistants. Even in countries in which females have a share of more than 80 percent of the teaching staff – i.e. Bulgaria, Estonia, Latvia and Lithuania – the proportion of female Comenius Assistants was higher. The most likely reason for this difference might be the fact that the action addresses future language teachers in particular and that the proportion of females in this area is generally above average.

At the time of the assistantship, the participants were on average 25.2 years old: 62 percent were aged up to 25 years and only a small proportion was older than 30 (7%). Male assistants were on average one year older than female assistants (see Table 2.1).

Table 2.1
Age at the beginning of the Comenius Assistantship - by gender of Comenius Assistants (Percentages)

	Gender		Total
	Female	Male	
up to 22 years	22	18	22
23-25 years	41	34	40
26-30 years	30	37	31
31 years and older	6	11	7
Total	100	100	100
Count (n) ¹¹	(2545)	(480)	(3025)
Average age at the beginning	25,0	26,0	25,2

Source: Survey on Comenius Assistants

Question 1.2: Year of birth:

Question 3.6: Please state the year in which your Comenius Assistantship started

The mother tongue of the vast majority of Comenius Assistants (95%) is the language of their home country. In only a few cases were mother tongue and the language of the host country the same (2%) or the mother tongue was neither the language of the home country nor that of the host country (3%).

¹⁰ See Key Data on Education in Europe 2009. Education, Audiovisual and Culture Executive Agency, 2009. Page 181. http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/105EN.pdf

¹¹ Not all respondents stated their gender in the survey. Thus, the total in Table 3.1 is lower than the overall total of assistants participating in the study. Incomplete responses are also the reasons for different totals in most of the other tables in this report.

The majority of Comenius Assistants had already completed their study programme at the time of the assistantship (57%). Only one fifth took part in the first three years of study and about one quarter at a later stage. Large differences in the timing of assistantships in the course of study could be observed by home country. Whilst almost all assistants from Southern European countries participated after graduation, the respective proportion was considerably lower in most Eastern, Northern or Western European countries (see Table 2.2). For example, only 11 percent of Polish and only 29 percent of French assistants had already graduated prior to the assistantship.

Table 2.2
Year of study, in which the Comenius Assistantship took place - by home country of Comenius Assistants (Percentages)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
First or second year	2	0	0	1	3	22	3	5	1	1	1	4
Third year	19	1	11	46	1	48	6	28	3	3	5	16
Fourth year	17	3	36	1	2	10	16	8	18	3	18	12
Fifth year or later	11	10	23	0	9	9	22	6	28	2	4	11
After graduation	51	86	29	53	85	11	53	53	49	91	71	57
Total	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(620)	(237)	(116)	(186)	(422)	(311)	(143)	(275)	(305)	(116)	(267)	(2998)

Source: Survey on Comenius Assistants

Question 3.1: In which year of study did your Comenius Assistantship take place?

Table 2.3
Subject(s) studied prior to the assistantship - by year of start of the Comenius Assistantship (Percentages)

	Year of start				Total
	2000-2004	2005-2006	2007-2008	2009-2010	
Only language(s)	58	60	49	38	51
Languages and natural sciences	7	7	5	6	6
Languages and humanities	16	15	18	18	17
Languages, natural sciences and humanities	10	11	15	20	14
Natural sciences and humanities	3	2	4	7	4
Only humanities	2	2	6	7	4
Only natural sciences	3	2	4	5	3
Total	100	100	100	100	100
Count (n)	(667)	(696)	(778)	(725)	(2866)

Source: Survey on Comenius Assistants

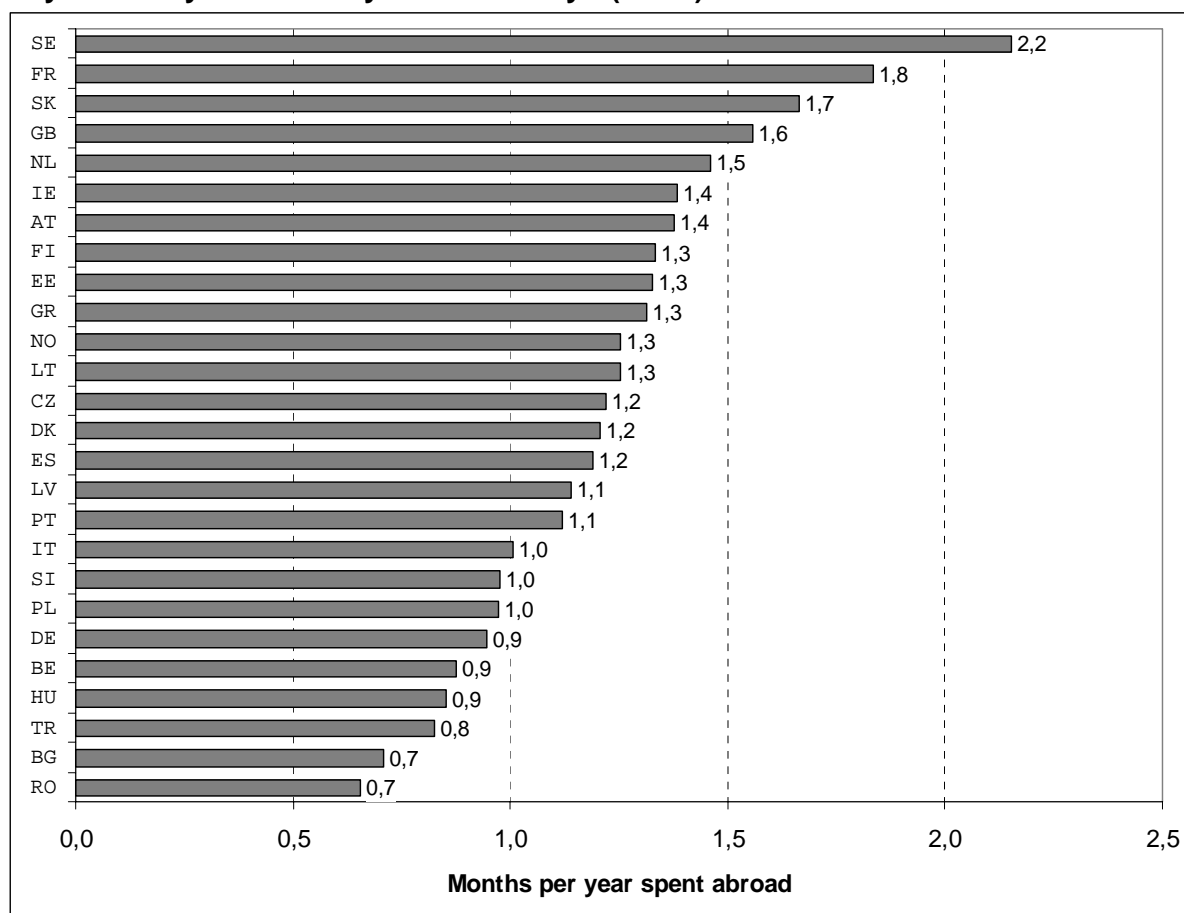
Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school.

About half of the respondents were pure language teachers, i.e. they had studied only languages prior to the Comenius Assistantship. Most of those remaining had studied both languages and other subjects (37%) or solely other subjects (11%). As a result of opening up

the action to teachers from all subjects, the proportion of assistants stating only subjects other than languages increased from about 6 percent prior to the implementation of the LLP to 19 percent in 2009 (see Table 2.3).

Almost all assistants surveyed had spent some period abroad since they were 15 years old and prior to the assistantship. Half of those had spent some period in their Comenius host country. The average total duration of such visits abroad was about 12 months; visits to the host country averaged about 3 months. However, the duration of international experiences is strongly correlated to the age of assistants at the time of application, i.e. the older the assistants were, the more time they had already spent abroad. A normalisation of international experiences by calculating it on an annual base shows that the assistants had spent on average about one month per year abroad since the age of 15. Comenius Assistants from Sweden, France and the Slovak Republic were above average in this respect while assistants from the South-East of Europe, i.e. from Bulgaria, Romania and Turkey, ranked at the end of the list (see Chart 2.1).

Chart 2.1
Months per year Comenius Assistants spent abroad prior to the assistantship since they were 15 years old – by home country * (Mean)

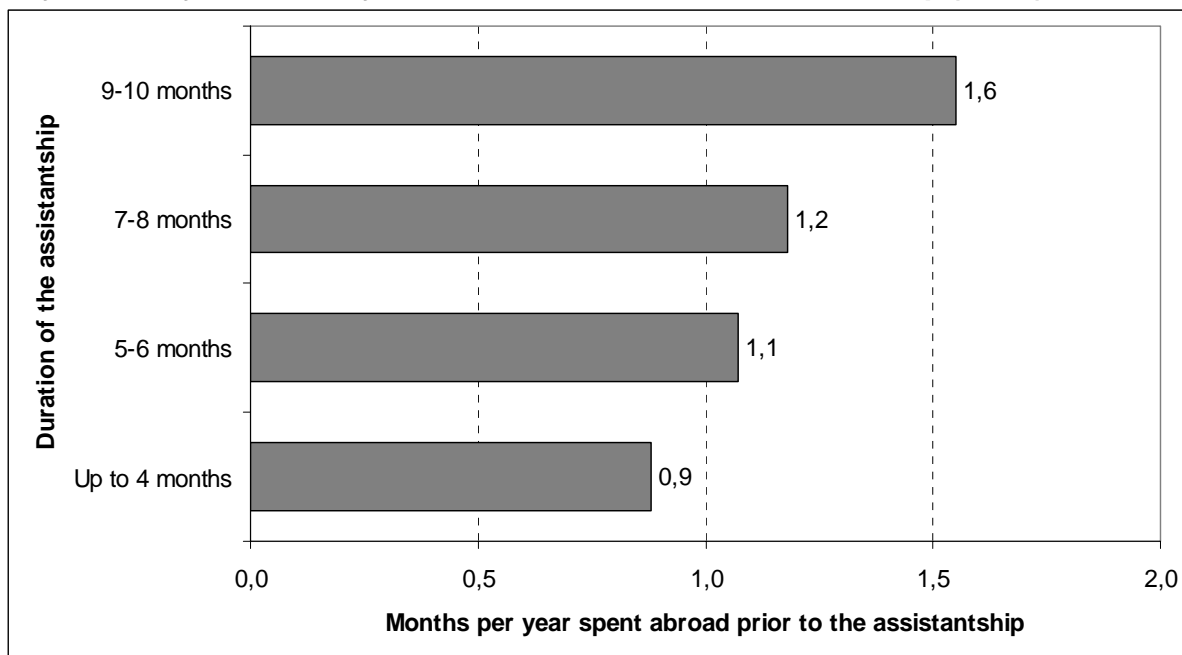


Source: Survey on Comenius Assistants
 Question 1.5: How many months have you spent abroad prior to the Comenius Assistantship since you were 15 years old?

* Only countries with more than 20 respondents

Future language teachers stated slightly longer annual periods outside of their home country than those studying only other subjects. It might also be worth noting that assistants with below average (normalised) international experiences tended to opt for rather short assistantships and vice versa (see Chart 2.2).

Chart 2.2
Months per year Comenius Assistants spent abroad prior to the assistantship since they were 15 years old – by duration of the Comenius Assistantship (Mean)



Source: Survey on Comenius Assistants

Question 1.5: How many months have you spent abroad prior to the Comenius Assistantship since you were 15 years old?

2.2 Profile of host schools

The majority of host schools responding to the survey provide education at or up to the secondary level: 49 percent are general secondary schools and 15 percent technical or vocational secondary schools. Primary schools have a share of about 30 percent while pre-primary schools and other types of schools, e.g. pure language schools, make up only 5 percent of the sample. The proportions change slightly over the years (see Table 2.5). While the share of primary schools increases from 27 to 34 percent, the proportion of secondary schools drops from 70 to 63 percent. These changes might reflect the increasing importance of the teaching of foreign languages in primary schools.

Table 2.5
Type/level of school at which the Comenius assistant was most involved - by year of start of the (last) Comenius Assistantship (Percentages)

	Year of start				Total
	2000-2004	2005-2006	2007-2008	2009-2010	
Pre-primary school	0	2	3	2	2
Primary school	27	29	31	34	31
Secondary school	70	64	61	63	64
Other type of school	3	5	5	1	3
Total	100	100	100	100	100
Count (n)	(265)	(326)	(710)	(553)	(1854)

Source: Survey on host schools of Comenius Assistants
 Question 1.1: Please indicate the type of school/the school level at which the assistant was most involved.

A comparison by country shows some differences in the composition of participating schools. Whilst in most countries (pre-) primary schools have a share of about one third, it is more than twice as high in Great Britain (see Table 2.6). On the other hand, technical and vocational secondary schools are the most represented in France (44%) and in Italy (26%). The comparable high proportion of "other" schools in Spain is a result of a special school type in this country concerned exclusively with language training: The "Escuela Oficial de Idiomas".

About 86 percent of the host schools are the responsibility of public governments while 7 percent are confessional schools and a further 7 percent belong to the private sector. Most of the schools are located in urban (44%) or in sub-urban areas (38%) and only each fifth is in a rural area. Half of the schools are small or medium sized, i.e. the number of pupils is not above 500 (21% of these schools have up to 250 and 27% have 251-500 pupils), while most of the remaining have 501-2,000 pupils (48%). Larger schools are the exceptions (4%). (Pre-) Primary schools are located more often in rural areas and have a smaller number of pupils and teachers. Technical/vocational secondary schools are on average larger than the others in terms of numbers of both pupils and teachers.

Table 2.6
Type/level of school at which the Comenius assistant was most involved - by country of school (Percentages)

	Country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
(Pre-) Primary	30	37	12	70	32	32	33	38	24	33	33
General secondary	53	52	44	25	42	53	46	56	63	43	48
Technical/ vocational secondary	12	3	44	3	26	14	20	6	11	21	15
Other	5	9	1	2	1	1	2	1	1	2	3
Total	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(222)	(433)	(200)	(114)	(274)	(151)	(181)	(156)	(70)	(42)	(1843)

Source: Survey on host schools of Comenius Assistants
 Question 1.1: Please indicate the type of school/the school level at which the assistant was most involved.

Table 2.7
Foreign languages regularly taught at the school - by country of school (Percentages, multiple replies possible)

	Country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
EN - English	96	98	94	0	95	98	81	98	96	100	90
FR - French	64	70	0	83	59	59	49	31	83	53	55
DE - German	0	20	60	27	32	76	35	80	42	47	37
ES - Spanish	36	0	76	46	31	53	36	10	45	12	30
IT - Italian	16	7	22	8	0	10	27	9	9	16	11
SV - Swedish	1	0	0	0	0	30	0	1	0	0	3
NL - Dutch; Flemish	5	0	1	0	0	1	13	0	0	0	2
DA - Danish	1	0	0	0	0	6	0	0	0	0	1
EL - Greek	1	1	3	0	1	2	1	0	3	0	1
PL - Polish	5	0	0	5	0	0	2	0	0	0	1
PT - Portuguese	1	3	2	3	0	0	1	0	0	5	1
TR - Turkish	7	0	1	0	0	1	5	0	1	0	1
BG - Bulgarian	0	0	0	0	0	0	0	0	0	0	0
CS - Czech	1	0	0	0	0	0	2	0	0	0	0
ET - Estonian	0	0	0	0	0	1	0	0	0	0	0
FI - Finnish	0	0	0	0	0	2	0	0	0	0	0
GA - Irish	0	0	0	1	0	0	0	0	0	0	0
HU - Hungarian	0	0	0	0	0	0	2	1	0	0	0
IS - Icelandic	0	0	1	0	0	0	0	0	0	0	0
LT - Lithuanian	0	0	0	0	0	0	0	0	0	0	0
LV - Latvian	0	0	0	0	0	0	0	0	0	0	0
MT - Maltese	0	0	0	0	0	0	0	0	0	0	0
NO - Norwegian	0	0	0	0	0	1	0	0	0	0	0
RO - Romanian	0	0	0	2	0	0	0	0	0	0	0
SK - Slovak	0	0	0	0	0	0	1	1	0	0	0
SL - Slovenian	0	0	0	0	0	1	3	0	0	0	0
Total	235	202	259	175	219	339	257	229	278	233	235
Count (n)	(218)	(433)	(196)	(108)	(271)	(148)	(168)	(157)	(69)	(43)	(1811)

Source: Survey on host schools of Comenius Assistants

Question 1.8: Which of the following foreign languages are taught regularly to pupils at your school?

The main language of instruction in the host schools is usually the domestic language of the country. However, one in ten of the host schools state another language. In most cases, these schools are particularly concerned with foreign language training, e.g. the Escuelas Oficial de Idiomas in Spain.

Almost all schools offer classes in which the pupils can learn a foreign language, i.e. a language which is not the domestic language in the country in which the school is located. On average, the schools regularly offer lessons in 2-3 foreign languages. Obviously, the respective number is smaller in (pre-) primary schools (1-2) than in secondary schools. As expected, the main foreign language which pupils can learn at the schools is English (90%), followed by French (55%), German (37%), Spanish (30%) and Italian (11%). Training in other languages is offered by only a small number of schools.

The opportunity to learn English is offered to pupils in nearly all schools. In Great Britain, where English is the domestic language, the most frequent foreign languages are French (83% of the schools) and Spanish (46%). Spanish as a foreign language is also widespread at schools in France (76%) while in most East and North European countries a substantial proportion of schools regularly offer German language training (see Table 2.7). However, these figures show only the situation at the host schools of Comenius Assistants and may not be representative of the spread of foreign language teaching throughout individual countries.

3 Application for the Comenius Assistantship

3.1 Reasons for assistants and schools to apply

As main reasons to apply for a Comenius Assistantship former assistants stated the possibility of improving their professional competencies, e.g. by gaining teaching practice abroad (88%) or by learning a foreign language (83%), and to improve their career prospects (76%). Almost of similar importance was the intention towards a general broadening of personal horizons through a better understanding of the particular host country (80%) and the desire to travel (75%). A break from the usual surroundings was a reason for half of the assistants and one in ten was inspired by a friend who had applied for an assistantship or for a study period abroad as well. Some differences in the importance of motives could be observed by the home country of assistants (see Table 3.1):

- A desire to gain teaching practice in a foreign country was most important for assistants from countries in the South-East of Europe;
- Learning a foreign language was a comparably strong reason for participants from Spain, Poland and Great Britain;
- A desire to improve career prospects played an important role for respondents from countries in the East and South of Europe;
- Assistants from the South-East of Europe most frequently mentioned that their participation was inspired by a friend who had also applied for a Comenius assistantship.

Table 3.1
Important reasons for assistants to apply for a Comenius Assistantship - by home country (Percentages*)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
Desire to gain teaching practice in a foreign country	92	92	90	69	90	88	79	83	90	92	97	88
Learning of a foreign language	76	92	77	89	80	90	83	83	85	79	82	83
Desire to enhance your understanding of the particular host country	82	79	91	84	80	76	76	81	75	80	87	80
Desire to improve career prospects	51	94	77	73	79	93	72	64	82	89	95	76
Desire to travel (e.g. Comenius offered a cheap opportunity to stay abroad)	63	76	78	79	79	76	76	80	78	78	78	75
Wanted a break from your usual surroundings	55	43	37	48	55	45	64	56	53	57	44	51
Friends also applied for assistantship/ student mobility	3	6	8	7	8	9	2	8	11	12	33	9
Count (n)	(630)	(240)	(120)	(187)	(431)	(328)	(145)	(288)	(309)	(123)	(270)	(3071)

Source: Survey on Comenius Assistants

Question 2.2: How important were the following reasons for you to apply for a Comenius Assistantship?

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

Foreign language learning was clearly more often an important reason for assistants spending a period abroad in one of the countries with a widely spoken language – e.g. Spain (92%), Great Britain (89%), Germany (89%) – than for those visiting schools in the Nordic countries (73%) or in the East of Europe (60%).

The main reasons for schools applying for an assistantship were the possibility of strengthening the European/international profile (87%) and the addition of a European/international dimension to the curriculum (83%). Also of high importance was the possibility of employing a native speaker to teach a foreign language (73%) and extending the range of foreign languages offered to pupils (58%). More general aspects related to the value of the assistants as a resource for an increased teaching capacity, e.g. providing help to other teachers or the use of the assistant for group work with pupils, also played a role at more than half of the schools. Less important reasons were the provision of help for students with special needs (40%) and the possibility of employing a native speaker to teach subjects other than languages (38%). Although the proportion of schools stating CLIL as a significant motive increased from 35 percent in the period 2000–2004 to 43 percent in 2009-10, it becomes clear that Comenius Assistants are still primarily to be seen in their traditional role as language assistants.

Table 3.2
Important reasons for schools to apply for a Comenius Assistantship - by country
(Percentages*)

	Country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Strengthening of the European/international profile of the school	91	89	85	93	93	78	74	80	90	93	87
Possibility to add a European/international dimension to the curriculum	75	89	88	95	81	76	77	83	79	91	83
Possibility to employ a native speaker for teaching a foreign language	55	85	75	65	77	64	72	77	61	88	73
Possibility to set up European projects with schools from abroad	61	68	75	51	58	39	45	66	70	80	61
Offering of training options to students and future teachers from other countries	66	49	60	52	78	57	57	66	73	76	61
Provide additional help to teachers	47	63	67	50	59	53	63	73	62	64	60
Extend the range of foreign languages offered to pupils	57	40	32	72	75	51	59	76	72	93	58
Strengthen group work of pupils	45	60	66	35	65	37	57	67	78	83	58
Opportunity to increase the teaching capacity without a (substantial) financial contribution	23	64	58	31	76	38	49	60	55	73	54
Provide help to pupils with special needs	38	33	66	13	37	21	52	49	48	41	40
Possibility to employ a native speaker for teaching subjects other than languages	23	43	35	45	48	34	32	31	49	57	38
Count (n)	(226)	(434)	(195)	(115)	(272)	(150)	(183)	(157)	(69)	(43)	(1844)

Source: Survey on host schools of Comenius Assistants

Question 3.2: How important were the following reasons for your school to apply for a Comenius Assistant?

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

As Table 3.2 shows, schools located in countries in the South-East of Europe more frequently stated almost all reasons as being important than the average of all schools. Respondents from other countries had, as a rule, a more differentiated motive structure:

- schools from Great Britain paid particular emphasis to the strengthening of the European/ international profile and the possibility of adding a European/ international dimension to the curriculum;
- the emphasis in Spanish schools was on the possibility of employing a native speaker for teaching a foreign language;
- schools from South European countries emphasised the offering of training options to students and future teachers from other countries and
- schools from East and South Europe emphasised the extension of the range of foreign languages offered to pupils and the opportunity of increasing the teaching capacity without a (substantial) financial investment.

It might also be worth noting that the employment of a native speaker for the teaching of subjects other than languages (CLIL) was the reason least mentioned for schools in Germany and most countries in Eastern Europe.

3.2 Channels of information

Information about the Comenius Assistantships reached former assistants mainly within the university context through teaching staff (33%), other students (31%), former Comenius Assistants (18%) or the department for international affairs at the home university (15%). However, the latter played obviously only a minor role in informing students about Comenius. Possible reasons could be that these departments see their role primarily in the fostering of a student and staff exchange between universities, e.g. with the support of Erasmus, and that they are not connected with the school sector in other countries.

Important sources of information are also the National Agencies with their internet sites and leaflets (28%). This channel gained in importance throughout the last years (see Table 3.3). A comparably small proportion of assistants visited the internet site of the European Commission to find information about the Comenius action (9%).

Schools were informed about the Comenius Assistantships mainly through the web site and printed materials of National Agencies (57%) or through meetings and seminars held by the National Agencies (37%). Colleagues or staff members from the applicants' own schools or from other schools (16% and 11%) as well as former Comenius Assistants (7%) also served as relevant sources but considerably less frequently. The internet site of the European Commission was mentioned by 13 percent of the schools as one of the information channels most used. Only 3 percent of the respondents considered the role of partner schools from abroad as being of importance. The ways in which schools gained their information did not change significantly during the period of observation (see Table 3.4).

Table 3.3
Source(s) used by Assistants to become informed about the Comenius Assistantships - by year of start of the Comenius Assistantship (Percentages, multiple replies possible)

	Year of start				Total
	2000-2004	2005-2006	2007-2008	2009-2010	
Teaching staff at your home university	32	35	35	28	33
Other students/friends	28	29	31	37	31
From the internet site/ leaflet etc. of the National Agency in home country	23	25	31	32	28
Former Comenius Assistants	12	18	18	23	18
Department for international affairs at your home university	17	18	15	11	15
From the internet site of the European Commission	11	9	7	8	9
Other source	10	6	7	7	7
Total	133	139	144	146	141
Count (n)	(727)	(742)	(832)	(767)	(3068)

Source: Survey on Comenius Assistants
 Question 2.1: How did you learn about Comenius Assistantships?

Table 3.4
Source(s) used by Schools to become informed about Comenius Assistantships - by year of start of the (last) Comenius Assistantship (Percentages, multiple replies possible)

	Year of start				Total
	2000-2004	2005-2006	2007-2008	2009-2010	
Internet site/leaflet etc. of the National Agency	56	57	58	55	57
Information meetings/seminars held by the National Agency	36	35	36	38	37
Colleagues/staff members from own school/institution	19	16	16	13	16
Internet site of the European Commission	11	16	12	14	13
Colleagues/staff members from another school/organisation in the country	7	10	11	12	11
Former Comenius Assistant(s)	5	6	8	7	7
Colleagues/staff members from a Comenius partner school abroad	3	4	2	1	3
Colleagues/staff members from another partner school/institution abroad	2	2	1	1	1
Other	10	10	11	11	11
Total	149	155	156	153	154
Count (n)	(262)	(313)	(709)	(543)	(1827)

Source: Survey on host schools of Comenius Assistants
 Question 3.1: How did you learn about Comenius Assistantships?

Schools located in the East or South-East of Europe gained information from their National Agencies more frequently than schools located in other parts of Europe.

3.3 Preferences stated in applications and extent of fulfilment

Assistantships are one of the decentralised actions of the Comenius programme. Therefore the individual applicants and the schools have to submit their application independently to the National Agency in their country. In order to be able to assign the most appropriate assistant to individual schools and vice versa, both assistants and schools, were asked in the application form to state preferences according to the following criteria:

a) List of criteria offered to assistants

- Type of host school/organisation
- Host country
- Size and location of the host school/organisation
- Age range of pupils
- Subjects to be taught
- Teaching language
- Timing/Duration of the assistantship

b) List of criteria offered to schools

- Age range of pupils to be taught at the host schools
- Subjects to be taught
- Teaching language
- Timing/Duration of the assistantship
- Country of origin of the assistant
- Mother tongue of the assistant.

Up to three preferences in descending order (first preference = top priority, etc.) could be specified to each criteria. The National Agencies assess the eligibility and quality of the applications and match the assistants to suitable host schools. It is obvious that the result of the matching process is of vital importance for the ambitions and expectations of both the assistants and the host schools. Non-fulfilment of preferences in the worst case might lead to dissatisfaction and difficulties between the participants and could endanger the quality and extent of outcomes and impacts of this Comenius action. The study therefore put special emphasis on this issue and assistants as well as host schools were asked to provide information about their preferences and the degree to which they were fulfilled.

The analysis of responses from Comenius Assistants shows that the preferences in the majority of cases could be completely met (first priority). However, in a number of cases ranging from 3 percent (timing/duration) to 10 percent (size and location of host schools/organisations) the preferences were not fulfilled at all and a considerable number of assistants stated that their preferences were only partly fulfilled (second or third choice). The latter was most often the case in respect to size and location of the host school/organisation (32%), to the type of host school (30%) and to the age range of pupils (29%). Changes in the level of ful-

fulfilment of preferences during the period of observation, i.e. 2000-2009, could not be observed.

Table 3.5
Degree of fulfilment of preferences of assistants - by degree of satisfaction with the result of the matching process (Percentages)

	Level of satisfaction				Total
	Very high	High	Medium	Low	
Host country					
Completely fulfilled (first priority)	83	67	56	54	74
Partly fulfilled (second priority)	14	27	33	24	21
Not at all fulfilled	3	6	11	22	5
Total	100	100	100	100	100
Type of host school/organisation					
Completely fulfilled (first priority)	76	60	42	38	65
Partly fulfilled (second priority)	21	36	50	40	30
Not at all fulfilled	3	4	8	22	5
Total	100	100	100	100	100
Size and location of the host school/organisation					
Completely fulfilled (first priority)	70	49	34	29	58
Partly fulfilled (second priority)	25	40	46	39	32
Not at all fulfilled	5	11	20	32	10
Total	100	100	100	100	100
Age range of pupils desired to teach					
Completely fulfilled (first priority)	71	60	48	46	64
Partly fulfilled (second priority)	25	33	41	33	29
Not at all fulfilled	4	7	12	21	7
Total	100	100	100	100	100
Subject(s) desired to teach					
Completely fulfilled (first priority)	80	70	59	53	73
Partly fulfilled (second priority)	19	26	33	32	23
Not at all fulfilled	1	4	8	15	4
Total	100	100	100	100	100
Teaching language					
Completely fulfilled (first priority)	86	78	69	58	80
Partly fulfilled (second priority)	13	19	26	28	17
Not at all fulfilled	1	3	5	14	3
Total	100	100	100	100	100
Timing/Duration of the assistantship					
Completely fulfilled (first priority)	85	80	69	70	81
Partly fulfilled (second priority)	13	17	27	19	16
Not at all fulfilled	2	3	4	11	3
Total	100	100	100	100	100

Source: Survey on Comenius Assistants

Question 2.3: To which of the following aspects did you give preferences for the assistantship in your application and to what extent were these preferences fulfilled?

It is not surprising that the satisfaction of assistants with the result of the matching process is highly correlated with the extent to which their preferences were considered by the National Agency. As Table 3.5 shows, participants became particularly dissatisfied if the host school did not completely match their expectations in respect to the type of school or the area in which the school was located.

The criteria most frequently indicated by host schools as a preference was the teaching language of the assistant (92%), followed by country of origin of the Comenius Assistant (80%), timing/duration of the assistantship (80%) and mother tongue of the Comenius Assistant (79%). The age range of pupils the assistants should be able to teach was an important criterion for 75 percent of the schools. As Table 3.6 shows, (pre-) primary schools placed particular importance on this issue (80%). General secondary schools on the other hand gave particular attention to the subjects taught by the assistants.

Table 3.6
Preferences indicated for the assistantship in the application - by type of school/highest level of education (Percentages, multiple replies possible)

	Type of school/education				Total
	(Pre-) Primary	General secondary	Technical/vocational secondary	Other	
Teaching language	93	92	91	82	92
Country of origin of the Comenius Assistant	78	82	83	77	81
Timing/Duration of the assistantship	80	80	81	81	80
Mother tongue of the Comenius Assistant	76	80	82	84	79
Age range of pupils to be taught by the Comenius Assistant	80	73	73	63	75
Subject(s) taught	72	78	70	67	74
Total	479	486	481	454	482
Count (n)	(602)	(866)	(274)	(57)	(1799)

Source: Survey on host schools of Comenius Assistants
 Question 3.3: To which of the following aspects did you indicate preferences for the assistantship in your application and to which extent were these preferences fulfilled?

In most cases, the National Agencies were able to fulfil the preferences of schools completely. However, a considerable number of schools had to accept that only their second or third priority could successfully be applied. Difficulties in bringing the interests of assistants and schools together seem to be particularly high in respect to the timing of the assistantship, i.e. the date for the beginning and the duration of the assistantship, and the subjects taught. The latter is often connected with the foreign language the assistant is expected to teach at the school and thus with her or his home country and mother tongue. About 40 percent of the schools stated that their respective preferences were only partly or not fulfilled at all.

By and large, the National Agencies managed to perform the difficult matching task to a high degree of satisfaction on the part of host schools: About 80 percent each were satisfied with

the duration and with the result of this process. Similarly in the case of assistants the degree of satisfaction depends on the extent of fulfilment of preferences (see Table 3.7). Schools were particularly dissatisfied if the assistants did not meet their expectations in respect to the subjects of teaching.

Table 3.7
Degree of fulfilment of preferences of host schools - by extent of satisfaction with the matching process (Percentages*)

	Level of satisfaction				Total
	Very high	High	Medium	Low	
Age range of pupils to be taught by the Comenius Assistant					
Completely fulfilled (first priority)	86	72	67	61	78
Partly fulfilled (second/third priority)	13	26	28	32	19
Not at all fulfilled	1	2	5	7	2
Total	100	100	100	100	100
Subject(s) taught					
Completely fulfilled (first priority)	80	59	54	33	68
Partly fulfilled (second/third priority)	18	38	41	44	28
Not at all fulfilled	2	3	5	23	4
Total	100	100	100	100	100
Teaching language					
Completely fulfilled (first priority)	89	77	68	49	80
Partly fulfilled (second/third priority)	10	21	27	34	17
Not at all fulfilled	2	3	5	17	3
Total	100	100	100	100	100
Timing/Duration of the assistantship					
Completely fulfilled (first priority)	67	56	47	41	60
Partly fulfilled (second/third priority)	28	37	39	38	32
Not at all fulfilled	6	7	13	21	8
Total	100	100	100	100	100
Country of origin of the Comenius Assistant					
Completely fulfilled (first priority)	72	43	42	39	58
Partly fulfilled (second/third priority)	24	49	41	26	33
Not at all fulfilled	4	8	17	35	9
Total	100	100	100	100	100
Mother tongue of the Comenius Assistant					
Completely fulfilled (first priority)	71	48	41	34	58
Partly fulfilled (second/third priority)	24	42	37	34	31
Not at all fulfilled	5	10	22	31	11
Total	100	100	100	100	100

Source: Survey on host schools of Comenius Assistants
Question 3.3: To which of the following aspects did you indicate preferences for the assistantship in your application and to which extent were these preferences fulfilled?

Table 3.8
Degree of fulfilment of preferences of assistants and host schools (Percentages)

	Type of participant	
	Assistant	host school
Age range of pupils desired to teach		
Completely fulfilled (first priority)	64	78
Partly fulfilled (second priority)	29	19
Not at all fulfilled	7	2
Total	100	100
Subject(s) taught		
Completely fulfilled (first priority)	73	68
Partly fulfilled (second priority)	23	28
Not at all fulfilled	4	4
Total	100	100
Teaching language		
Completely fulfilled (first priority)	80	80
Partly fulfilled (second priority)	17	17
Not at all fulfilled	3	3
Total	100	100
Timing/Duration of the assistantship		
Completely fulfilled (first priority)	81	60
Partly fulfilled (second priority)	16	32
Not at all fulfilled	3	8
Total	100	100

Source: Survey on Comenius Assistants and survey on host schools

Question 2.3/3.3: To which of the following aspects did you give preferences for the assistantship in your application and to what extent were these preferences fulfilled?

A comparison of the degree of the fulfilment of preferences stated by assistants and host schools shows a high correspondence for the criteria: teaching language and subjects to be taught at the host school (see Table 3.8). Large differences on the other hand could be observed concerning the timing of the assistantship and the age range of pupils. While 81 percent of the assistants stated a complete fulfilment of their preference for the start and duration of the assistantship, the respective proportion of schools was only 60 percent. Obviously, a considerable number of schools made arrangements with the assistants which were more in line with the interests of the assistants than with their own. According to the criteria age range of pupils, on the other hand, more schools were in retrospect convinced that the assistant fit their first priority than vice versa (78% as compared to 64%). Most of the assistants were obviously flexible enough to teach children of different age groups.

4 Preparation and Collaboration before the Assistantship

4.1 Ways and level of preparation

Good preparation for the assistantship can be considered an important prerequisite for a successful teaching period abroad. Almost all assistants prepared themselves with the help of written material. In addition a substantial proportion made use of preparatory means offered by National Agencies: 51 percent participated in induction meetings and 44 percent used material provided by the National Agency. Training courses in the domestic language of the host country were attended by 22 percent and 17 percent stated other ways of preparation. Only 4 percent participated in a special course offered by their university. Obviously universities are not involved greatly in the preparation of Comenius assistants. The role of National Agencies differs considerably by country and region. In terms of participation rates in induction meetings for outgoing assistants, Eastern Europe is at the top overall, the North and West in the middle and Southern Europe at the end of the scale (see Table 4.1). A more detailed analysis of the level of individual countries shows¹² that the proportion of assistants attending an induction meeting was highest in Romania (80%), Poland (73%), Denmark (68%), Slovenia (68%), Hungary (66%), Czech Republic (65%) and Lithuania (65%) while it was considerably low in Norway (4%), Greece (12%), the Netherlands (16%) and Italy (29%).

Table 4.1
Ways of preparation of Comenius Assistants - by home country (Percentages, multiple replies possible)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
With the help of written material/ documents/ internet, etc.	88	91	87	86	91	94	88	84	93	92	93	90
Participation in an induction meeting organised by the National Agency	48	41	57	56	29	73	46	49	62	41	67	51
With the help of materials received from the National Agency	55	23	32	45	33	66	51	25	53	29	43	44
Participation in a language course in the domestic language of the host country	32	17	12	22	16	16	21	23	29	20	17	22
Participation in special preparation courses/ means offered by the home university	2	3	4	5	2	4	1	9	4	3	5	4
By other means	21	15	24	17	15	14	16	19	16	17	13	17
Total	247	190	216	232	187	267	223	210	257	202	238	228
Count (n)	(602)	(227)	(113)	(179)	(414)	(299)	(136)	(263)	(292)	(111)	(251)	(2887)

Source: Survey on Comenius Assistants
Question 4.1: How did you prepare for your Comenius Assistantship?

¹² See Table 4.1 in annex II.1.

Apart from the preparatory measure explicitly listed in the questionnaire, a substantial proportion of assistants used an open question to add comments or to describe further means (17%). In most cases, details on the type and duration of language training were provided, the content of written material and documents were specified, etc. Some also stressed the role of friends or former Comenius Assistants who supported the preparation or mentioned intense contacts with the host school. Others pointed to international experience from other visits abroad, which facilitated the preparation for the assistantship.

The vast majority of those who received preparatory materials from their host schools (50%) felt satisfied with these documents:

- 82 percent felt well informed about the school and the local environment in general;
- 79 percent about the accommodation in the host country;
- 73 percent about the timetable and working tasks at the school;
- 71 percent about organisational issues pertaining to the stay in the host country;
- 70 percent about administrative matters of work at the school;
- 68 percent about social events and leisure activities in the school/the local community and
- 63 percent about language tuition facilities in the school/the local community.

The overall good quality of material and information provided by schools is encouraging. However, the proportion of schools supporting the preparation of assistants in this way was more or less constant by about half during the period 2000-2009. Therefore it seems to be necessary that future host schools should be obliged to actively contribute at a stronger level to the preparation of assistants by sending informative materials on the institution and its environment and especially on organisational matters and the role they expect the assistants to take on.

Some differences in the assessment of material could be observed by host country (see Table 4.2). While assistants who visited a school in Germany or in the Nordic countries – especially in Denmark, Norway and Finland¹³ – were on average more often satisfied the respective proportions were below average among assistants hosted by schools in France, Italy and in countries in the South-East of Europe.

¹³ See Table 4.3 in annex II.2.

Table 4.2
High satisfaction of Comenius Assistants with the preparatory material provided by host schools - by host country (Percentages*)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Information about the school and the local environment in general	86	77	76	85	74	86	85	85	82	69	82
Accommodation in the host country	86	74	73	83	76	82	80	81	73	75	79
Details of the timetable and your working tasks at the school	76	74	67	70	69	75	78	75	73	52	73
Information about organisational issues concerning your stay in the host country	78	65	64	73	63	77	74	75	73	59	71
Information about administrative matters of your work at the school	78	63	68	68	60	73	73	76	74	50	70
Social events and leisure activities in the school/ the local community	68	68	57	66	64	73	70	68	71	57	68
Language tuition facilities in the school/ the local community	69	66	55	59	56	66	70	57	61	56	63
Count (n)	(145)	(203)	(143)	(149)	(131)	(250)	(186)	(120)	(92)	(28)	(1447)

Source: Survey on Comenius Assistants

Question 4.3: To what extent were you satisfied with the information provided by the host school concerning the following aspects?

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

It is generally expected that close cooperation at an early stage might help avoid later disappointments on both sides. With this in mind, it is encouraging that two thirds of the assistants developed the draft time table for the assistantship in close cooperation with the host school. In most of the remaining cases the school alone decided it (31%) and in a few cases the assistants themselves made a suggestion.

In retrospect, the majority of Comenius Assistants considered their level of preparation concerning practical matters of living in the host country (65%) and culture and society of the host country (69%) as quite good. On the other hand, only every second felt well prepared for teaching at the host school and a similar proportion felt familiar with the host school and its local environment or with the language of the host country. Comenius Assistants at German schools were best prepared for their stay abroad while assistants at schools in the South-East of Europe were below average in most respects (see Table 4.3). The proficiency in the language of the host country is characterised by a gap between the most widespread and the less widely spoken European languages. Most frequently, assistants spending a period abroad in Great Britain (86%), Ireland (86%), Germany (71%), Austria (69%) and France (57%) felt well enough prepared for the language of the host country¹⁴. On the other hand, the respective proportion was below one third among assistants in all Nordic countries, in Greece (23%) and in some of the Eastern European countries, e.g. Poland (30%), Czech Republic (28%), Romania (28%), Estonia (20%), Hungary (19%), Lithuania (6%) and Slovenia (6%)

¹⁴ See Table 4.5 in annex II.2.

Table 4.3
Good preparation of Comenius Assistants - by host country (Percentages*)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Culture and society of the host country	84	73	75	72	69	66	68	60	58	61	69
Practical matters concerning living in the host country	77	67	62	69	59	66	69	56	56	57	65
Availability of teaching materials for your subject(s)	63	62	50	53	56	59	60	52	54	38	56
Academic matters/ Content of lessons to be taught at the host school	57	54	47	52	50	49	56	48	52	52	52
Familiarity with teaching methods	58	55	50	56	59	44	55	48	50	38	52
Your host school and the local environment	53	48	43	48	44	55	55	48	43	37	49
Language of the host country	71	47	57	86	49	26	60	21	31	34	49
Count (n)	(241)	(411)	(315)	(269)	(256)	(462)	(399)	(257)	(193)	(82)	(2885)

Source: Survey on Comenius Assistants

Question 4.5: How well prepared for the Comenius Assistantship did you feel?

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

The provision of information material by the host school prior to the start of the assistantship contributed significantly to the preparation of assistants. As Table 4.4 shows, assistants supported in this way rated their knowledge and competency before arrival in the host country more frequently in each respect as high. The largest differences in comparison to those who had not received information material could be observed in regard to the knowledge about the host school and its local environment and the content of lessons to be taught during the assistantship.

Table 4.4
Good preparation of Comenius Assistants - by receipt of information material from the host school prior to the start of the assistantship (Percentages*)

	Receipt of information material		Total
	Yes	No	
Culture and society of the host country	75	63	69
Practical matters concerning living in the host country	72	58	65
Availability of teaching materials for your subject(s)	65	48	56
Academic matters/ Content of lessons to be taught at the host school	61	42	52
Familiarity with teaching methods	58	45	52
Your host school and the local environment	62	35	49
Language of the host country	51	47	49
Count (n)	(1444)	(1412)	(2856)

Source: Survey on Comenius Assistants

Question 4.5: How well prepared for the Comenius Assistantship did you feel?

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

4.2 Satisfaction with collaboration and support prior to the assistantship

4.2.1 Collaboration between assistants and schools

On the whole, the assistants were satisfied about the collaboration with their host schools. The way in which the agreement about the start and final day of the assistantship was found and the establishment of first contacts with the school were particularly appreciated by almost all respondents. Information about the host school in general and the establishment of the model agreement were also no cause of complaints for more than two thirds of respondents. The issue least often considered as sufficiently clarified was the extent and quality of information about the exact role of assistants in the host school (62%).

Some differences in the level of satisfaction could be observed by home and host country which are at least partly complementary (see Table 4.5 and 4.6). While assistants from countries in the South-East of Europe were on average most satisfied about the collaboration with their host schools, the assistants hosted by schools in this region were least satisfied. In respect to the Northern European countries, a similar picture but in the opposite direction emerged, i.e. outgoing assistants were less satisfied than incoming assistants.

Table 4.5
Satisfaction of Comenius Assistants about the collaboration with the host school before the Comenius Assistantship - by home country (Percentages*)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
Establishment of the first contact with the host school	82	82	89	87	84	87	76	82	84	83	87	84
Agreement about the start and final day of the assistantship	92	88	97	88	86	89	88	87	93	85	93	90
Information about the host school	72	67	85	83	77	81	65	73	80	79	85	76
Establishment of the model agreement with the host school	53	70	83	72	75	79	58	67	78	74	85	70
Information about the role in the host school	55	60	65	66	66	72	43	56	62	66	76	62
Count (n)	(628)	(239)	(119)	(186)	(429)	(326)	(144)	(288)	(308)	(122)	(267)	(3056)

Source: Survey on Comenius Assistants

Question 2.5: To what extent were you satisfied with the collaboration of the host school before the Comenius Assistantship?

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

Table 4.6
Satisfaction of Comenius Assistants about the collaboration with the host school before the Comenius Assistantship - by host country (Percentages*)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Establishment of the first contact with the host school	87	80	81	84	78	89	86	85	81	78	84
Agreement about the start and final day of the assistantship	90	90	86	91	87	95	88	89	88	88	90
Information about the host school	83	74	72	79	65	85	75	77	77	67	76
Information about your role in the host school	64	66	59	63	56	68	65	63	55	45	62
Establishment of the model agreement with the host school	71	74	66	70	69	73	72	66	69	62	70
Count (n)	(253)	(439)	(335)	(304)	(276)	(485)	(407)	(271)	(204)	(82)	(3056)

Source: Survey on Comenius Assistants

Question 2.5: To what extent were you satisfied with the collaboration of the host school before the Comenius Assistantship?

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

From the perspective of schools, the collaboration with the assistant prior to the assistantship was judged satisfactory in respect to all aspects addressed by the questionnaire. Differences in the assessments by country of school or the home country of assistants are similar small as are differences by type of school/organisation (see Table 4.7).

Table 4.7
Satisfaction of host schools about the collaboration with the assistant before the Comenius Assistantship - by type of school (Percentages*)

	Type of school/education				Total
	(Pre-) Primary	General secondary	Technical/vocational secondary	Other	
Establishment of the first contact with the assistant	91	92	88	98	91
Agreement on the start and final day of the assistantship	88	87	89	94	88
Information on the assistant	86	85	83	88	85
Establishment of the model agreement between your school and the assistant	88	89	88	94	88
Count (n)	(533)	(749)	(239)	(49)	(1570)

Source: Survey on host schools of Comenius Assistants

Question 3.5: To what extent were you satisfied with the collaboration of the assistant before the Comenius Assistantship?

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

4.2.2 Satisfaction with the support from National Agencies

Both, the majority of assistants and host schools rated the support of their National Agency favourably. Three quarters of the assistants were satisfied with the way in which contractual and administrative issues were dealt with and close to ninety percent of the schools felt well informed about the Comenius Assistantship action. The quality of the induction meeting was praised by 74 percent of the schools and by 69 percent of the assistants. National Agencies in East European countries received better marks from assistants and schools for the induction meetings than National Agencies from most of the former EU-15/EFTA countries (see Tables 4.8 and 4.9). A comparably low degree of satisfaction with the quality of the induction meeting was reported by schools from France and by assistants from most South European countries.

Table 4.8
Satisfaction of Comenius Assistants with the support of the National Agency in the home country prior to the Comenius Assistantship - by home country (Percentages*)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
Ways of dealing with contractual/administrative issues	80	60	66	76	70	88	75	72	88	71	81	76
Quality of the induction meeting organised by the National Agency	68	55	71	64	53	89	61	59	85	56	86	69
Count (n)	(606)	(240)	(119)	(187)	(427)	(327)	(143)	(287)	(308)	(122)	(269)	(3035)

Source: Survey on Comenius Assistants

Question 2.6: To what extent were you satisfied with the support of the National Agency in your home country before the Comenius Assistantship?

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

Table 4.9
Satisfaction of host schools with the support of the National Agency - by country of school (Percentages*)

	Country of school											Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East		
Information on the Comenius Assistantships action	92	79	75	92	90	92	84	92	85	88	86	
Quality of the induction meeting	76	63	48	86	81	84	74	89	82	84	74	
Count (n)	(222)	(434)	(192)	(112)	(267)	(147)	(177)	(156)	(68)	(43)	(1818)	

Source: Survey on host schools of Comenius Assistants

Question 3.6: To what extent were you satisfied with the support of the National Agency in your home country?

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

As reasons for dissatisfaction, schools and assistants stated most often that the induction meetings were not offered, that they took place too late or that no invitation was received from the National Agency. Further issues for complaints were large distances to the venue

and a lack of financial support which hampered a participation in the meeting. A few assistants stressed the point that the National Agency in the host country did not get in direct contact with them and that in the case of conflicts with the host school, no contact person would have been available.

5 Support and Advice provided by the Host School

Host schools are not only expected to contribute to the preparation of the assistants but also, and possibly more important, to provide support and advice during the period of the assistantship. In order to make schools aware of their obligations and to provide practical help, the European Commission has published a practice guide for host schools and assistants¹⁵. It contains amongst other features detailed suggestions and check-lists on how the schools can support the assistant to make a real contribution to the academic and social life of the school and the local community. To examine the extent to which the proposed measures were already put into practice, respective questions were addressed to both host schools and assistants.

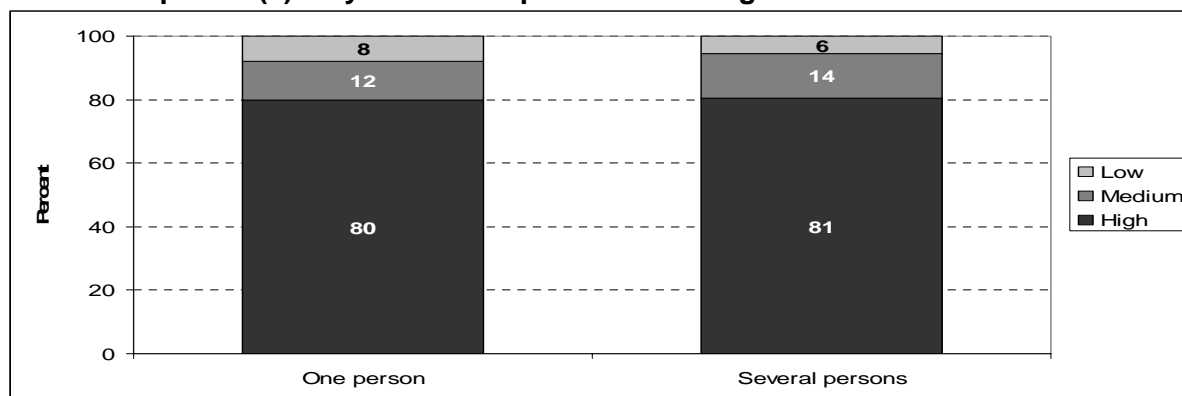
5.1 Appointment of a mentor

It is generally assumed that assistants need a key point of contact in the school. The practice guide of the European Commission therefore suggests that schools should appoint a mentor responsible for welcoming the assistant and assuring his or her integration into the school and local community. The mentor should normally be a member of staff with whom the assistant can work, and with whom he or she can be expected to feel quickly at ease. With only a few exceptions, all assistants (96%) and host schools (98%) participating in the surveys confirmed the appointment of a mentor. About three quarters reported that one single person took over this role while in the remaining cases several teachers or staff members shared the responsibility for the assistant. Differences in the mode of mentoring by the year of the start of the assistantship, the number of Comenius Assistants hosted or other characteristics of schools could not be observed.

The vast majority of assistants (80%) experienced frequent discussions and conversations with their mentor and less than 10 percent complained about his or her readiness to respond to their questions. By and large, low differences in the extent of contacts by host country, type of host school and other characteristics of the assistantships clearly underline that the appointed mentors were aware of their important function and gave the assistants the time and help necessary to serve their needs. Both models, i.e. the appointment of a single person or the share of responsibility by several teachers, turned out to be effective for ensuring close contacts with the assistant at the same level (see Chart 5.1).

¹⁵ Comenius Assistantship. Good practice guide for host schools and assistants. European Communities. Luxembourg 2009.

Chart 5.1
Frequency of discussions/conversations of Comenius Assistants with the mentor/contact person(s) – by number of persons in charge of the assistants



Source: Survey on Comenius Assistants
 Question 5.10: Please state the frequency of the following experiences and activities during your Comenius Assistantship:

5.2 Ways of support prior and during the assistantship

Almost all schools reported that they followed the rules of good practise for supporting and advising the Comenius Assistant prior and during the assistantship. Ninety percent and more

- provided information about the school and the local environment (99%),
- invited the assistant to social events/leisure activities of the school (96%),
- organised a guided tour of the school to familiarise the assistant with the building and infrastructure of the school (96%),
- introduced the assistant to all teachers and staff members to whom he or she had regular contact during the assistantship (96%),
- helped the assistant to find accommodation (96%),
- arranged a greeting of the assistant by the head teacher on arrival at the school (95%),
- provided teaching materials and textbooks (95%),
- organised a regular follow-up of the assistant's work by the mentor (94%),
- provided information about organisational matters (94%) or
- collected the assistant on arrival in the country (90%).

Furthermore, a majority of host schools invited the assistants to social events and leisure activities in the local community (75%) or provided training in the language of the host country (64%). Whilst information about the school and the local environment, information about organisational matters and arrangements for accommodating the assistants were most often settled in advance, all other types of support were regularly offered after the arrival of the assistant in the host country.

Although the majority of assistants confirmed the statements of their host schools, considerable differences could be observed in respect to the following issues:

- Provision of information material prior to the beginning of the assistantship (51 percent of the assistants in comparison to 92 percent of the host schools);
- Collection of the assistant on arrival in the host country (74% as compared to 90%);
- Meeting with the head teacher on arrival at the schools (75% as compared to 95%)
- Guided tour of the school (80% as compared to 96%);
- Introduction of the assistant to teachers, staff members and pupils (83% as compared to 96%).

Not each assistantship was responded to in the survey by both the assistant and the host school. Therefore, it could be argued that these results mirror the differences between assistantships represented by the responding assistants on the one hand and the responding host schools on the other. However, a comparison of responses from the pool of assistantships where both parties, assistants and schools, filled in the questionnaire shows the same figures. It seems that schools tended to describe their contribution to advise and support slightly more favourably than it was perceived by the assistants.

Table 5.1
Support for the start of the Comenius Assistantship by the host school in the view of Comenius Assistants - by host country (Percentages, multiple replies possible)

	Host country											Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East		
Official introduction to teachers, staff members and pupils at the host school	85	78	80	89	77	87	83	82	87	78	83	
Guided tour of the school	76	78	78	86	71	89	76	80	80	81	80	
Meeting with the head teacher on arrival at the school	79	69	77	69	75	75	69	86	76	87	75	
A teacher/ staff member of the host school picked me up on arrival at the train station/ airport/ etc.	68	68	68	78	81	77	65	82	84	90	74	
Allocation of a desk in a teachers room and free access to the school	65	57	47	41	34	75	52	67	48	39	55	
The school arranged a structured induction period	43	33	29	54	31	38	30	33	38	23	36	
Other type of arrangement	11	12	14	11	9	14	12	8	13	10	12	
Total	427	395	393	428	377	455	386	438	426	409	414	
Count (n)	(240)	(406)	(311)	(268)	(252)	(457)	(389)	(255)	(186)	(79)	(2843)	

Source: Survey on Comenius Assistants

Question 5.2: Concerning the start of your Comenius Assistantship to which of the following statements do you agree?

Extent and type of support and advice provided to Comenius Assistants differ to a certain extent by host country. According to the responses of the assistants, it is most common to collect assistants on arrival and to be greeted by the head teacher in South-East Europe while an official introduction to teachers, staff members and pupils or a guided tour of the

school is most frequent in Great Britain and in the Nordic countries (see Table 5.1). Only a minority of about one third of the assistants took part in a structured induction period after arrival. Host schools in Great Britain (54% of the assistants) offered this period most often, schools in Turkey (15%) and Bulgaria (18%) least often.

5.3 Satisfaction of assistants with support and advice

The majority of the Comenius Assistants were satisfied with the support and advice provided by host schools during the assistantship. About three quarters or even more of those making use of the various offers praised the advice concerning practical matters (e.g. insurances, registration with local authorities) and work tasks, the help in finding accommodation and support concerning personal matters. Two thirds were satisfied with the provision of training in the language of the host country and a similar proportion highlighted the important role of the host school in fostering social contacts with host country nationals or in initiating cultural, sports and recreational activities.

Table 5.2
Satisfaction of Comenius Assistants with support and advice provided by the host school during the assistantship - by host country (Percentages*)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Finding accommodation	86	75	81	80	83	90	80	82	81	79	82
Other practical matters (e.g. insurances, registration with local authorities)	80	68	75	78	72	82	74	77	80	80	76
Personal matters	71	76	73	78	76	79	77	73	73	71	76
Advice concerning the work tasks	75	74	65	73	71	79	72	70	72	63	73
Social contacts with host country nationals	69	70	69	69	67	71	67	65	72	71	69
Language training	72	65	63	73	68	68	66	51	59	52	65
Cultural, sports, recreational activities	64	67	60	64	61	67	68	63	72	62	65
Count (n)	(241)	(406)	(310)	(268)	(253)	(457)	(390)	(254)	(187)	(79)	(2845)

Source: Survey on Comenius Assistants

Question 5.3: How satisfied were you with the support and advice of your host school during the assistantship?

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

As Table 5.2 shows, assistants at schools in Northern European countries, e.g. in Finland (93%), Sweden (90%) and Norway (89%), were not only more satisfied with the help of host schools in finding accommodation but also with the advice concerning the work tasks during the assistantship (83% of assistants in Finland, 79% in Sweden and 78% each in Norway and Denmark¹⁶). Assistants were particularly satisfied with the provision of language training received in Ireland (76%), Norway (75%), Great Britain (73%), Germany (72%) and Sweden (72%); the degree of satisfaction was lowest in Eastern and South-Eastern European coun-

¹⁶ See Table 5.3 in Appendix II.2

tries, e.g. Turkey (56%), Poland (55%), Bulgaria (54%), Slovenia (52%), Czech Republic (51%), Romania (45%) and Lithuania (43%).

It might be interesting to note that Comenius beneficiaries from Northern countries rated the support of their host schools more often as insufficient; outgoing assistants from Eastern and South-Eastern Europe were on average most satisfied (see Table 5.3). The highest degree of satisfaction was expressed by assistants from Romania, Bulgaria, Hungary, Latvia, Poland and Turkey¹⁷. Obviously the experiences of Comenius assistants are shaped strongly by the variety of educational cultures and practise of teaching and learning within Europe, whereby the differences between North and East European countries seems to be particularly high.

Table 5.3
Satisfaction of Comenius Assistants with support and advice provided by the host school during the assistantship - by home country (Percentages*)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
Finding accommodation	80	82	82	82	79	88	75	79	85	83	89	82
Other practical matters (e.g. insurances, registration with local authorities)	75	73	77	79	73	86	63	65	81	81	84	76
Advice concerning your work tasks	68	65	69	68	75	83	57	70	78	76	83	73
Language training	67	50	66	64	55	71	57	65	70	74	72	65
Social contacts with host country nationals	66	64	71	68	68	78	53	64	74	71	78	69
Cultural, sports, recreational activities	60	61	65	63	67	75	48	55	71	67	77	65
Personal matters	74	72	76	75	77	84	60	68	79	75	82	76
Count (n)	(589)	(225)	(111)	(177)	(409)	(293)	(136)	(262)	(288)	(111)	(244)	(2845)

Source: Survey on Comenius Assistants

Question 5.3: How satisfied were you with the support and advice of your host school during the assistantship?

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

The work of National Agencies in both home and host country during the assistantships was judged as positive in most cases. A high level of satisfaction with the support concerning contractual issues (78%) and the quality of the induction meeting attended in the host country (73% of participants were satisfied) indicates that National Agencies by and large provide a good service. Assistants from Estonia (96%), Romania (95%), Czech Republic (94%), Latvia (94%) and the Slovak Republic (92%) were most often satisfied with the handling of contractual issues by their National Agencies while assistants from Ireland (53%), Spain (65%), Denmark (67%), Belgium (72%), Great Britain (72%) and Italy (72%) were least satisfied. The quality of the induction meeting in the host country was most often praised by participants in Norway (90%) and Sweden (89%) and least often by those in Bulgaria (29%) or Turkey (33%)¹⁸.

¹⁷ See Table 5.3 in Appendix II.1

¹⁸ See Table 5.4 in Appendix II.2

6 Contribution of the Assistant to the Curriculum and International Activities of Host Schools

Comenius Assistants spend between 3 to 10 months in a school in another European country. Usually, the assistants concentrate on the work in the classroom, but it is also expected that they are active at a more unusual or innovative level, such as joint European projects of their host schools (e.g. Comenius School Partnerships or eTwinning). Prior to the start of the Lifelong Learning Programme in 2007, only future (foreign) language teachers were supported by the action. Since 2007, the scope was widened to include other subjects and non-language teachers were also invited to apply for a Comenius grant. In respect to the role of assistants at the host school, the new paradigm is "Content and Language Integrated Learning (CLIL)" which is seen as an effective method of making foreign languages more interesting for pupils and to motivating them to put the necessary efforts into language learning.

The following parts of this chapter describe the different tasks of Comenius assistants in the host schools, the age of pupils attending the classes and lectures of assistants, subjects of teaching and the language of instruction. Furthermore, the difficulties encountered by assistants and schools as well as the quality of the performance of assistants as viewed by the host schools will be analysed.

6.1 Duration and activity profile of the assistantships

Comenius Assistants taking part in the survey spent on average 6.2 months at the host school: 26 percent up to 4 months, 34 percent 4-6 months, 26 percent 7-8 months and 15 percent 9-10 months. Differences in the duration of assistantships by year of start, home and host country or another characteristic are in most cases negligible. On the other hand, the timing of the period abroad in the course of study at the home university seems to play a certain role. As Table 6.1 shows, students in the first or second year of study as well as graduated teachers more frequently participated in longer assistantships of 7-10 months while students in the main or end phase of study preferred a duration of at most six months.

Although it was possible in principle that one Comenius Assistant was shared by two or more schools, in practice, the majority of assistants taught at only one school (82%). Only 13 percent were shared by two schools and 5 percent by three or even more. Assistantships in Finland (55%), Great Britain (33%), Denmark (29%) and Italy (25%) most often included teaching at different schools¹⁹.

Naturally the age range of pupils attending classes and lectures depends on the type of school(s) at which the assistantship took place. At primary schools, pupils are usually between 6-10 years old, at general secondary schools, the age range was between 11 years

¹⁹ See Table 5.5 in Appendix II.2

and older and at technical or vocational secondary schools the pupils were most often 16 years and older. At comprehensive schools the age range of pupils can be from 6-18 years.

Table 6.1
Duration of the Comenius Assistantship - by year of study in which the Comenius Assistantship took place (Percentages)

	Year of study					Total
	First or second year	Third year	Fourth year	Fifth year or later	After graduation	
Up to 4 months	25	32	29	29	22	26
5-6 months	23	34	34	39	34	34
7-8 months	36	25	24	16	28	26
9-10 months	16	9	12	16	16	15
Total	100	100	100	100	100	100
Count (n)	(120)	(476)	(346)	(337)	(1696)	(2975)
Average duration	6.4	5.7	5.9	5.9	6.4	6.2

Source: Survey on Comenius Assistants

Question 3.7: Please state the duration of your Comenius Assistantship in months:

Most of the assistants were involved in a variety of activities. Whilst almost all were concerned with language teaching in the classroom (97%), approximately every second also taught other subjects (47%), helped in project work with pupils (57%) or developed teaching material (48%). Every second assistant was also invited to participate in teacher and staff meetings (49%) at the host school and was engaged in extra-curricula activities (46%).

Assisting in European projects was not so widespread. However, one third of the assistants made use of such an opportunity:

- 18 percent participated in Comenius School Partnerships,
- 5 percent in Comenius Multilateral Projects (former Comenius 2.1 projects),
- 4 percent in eTwinning,
- 2 percent in Comenius Networks and
- 7 percent stated other European activities in which they were involved.

Some changes in the activity profile could be observed during the period of observation. First of all, the proportion of assistants teaching not only languages but also other subjects increased continuously from 39 percent prior to 2005 to 55 percent in the most recent years. The assistance in European projects also became slightly more common with the introduction of the LLP in 2007 (see Table 6.2).

Assistantships in Germany and Portugal (48% each) were linked most often to European projects while this kind of activity was least often the case in Belgium, the Czech Republic, Denmark and Norway (less than 20% each).

Table 6.2
Activities of Comenius Assistants during the assistantship - by year of start of the assistantship (Percentages, multiple replies possible)

	Year of start				Total
	2000-2004	2005-2006	2007-2008	2009-2010	
Language teaching in the classroom	98	98	96	96	97
Teaching of other subjects in the classroom	39	46	49	55	48
Helping in project work with pupils	49	61	60	55	57
Assisting in European projects	28	29	36	33	32
Teacher/staff meetings	46	49	55	46	49
Development of teaching material	49	48	47	47	48
Extra-curricula activities	42	46	47	49	46
Other activities	18	21	22	20	20
Total	370	398	414	402	397
Count (n)	(671)	(685)	(769)	(716)	(2841)

Source: Survey on Comenius Assistants

Question 5.6: In which of the following activities at your host school were you involved/did you participate?

In response to an open question, one in five of the assistants stated further school related activities. Besides specifying extra-curricular activities such as school or field trips, theatre workshops and social or sport activities with colleagues, a considerable number reported language training offered to colleagues, parents of pupils, etc.

Assistants at (pre-) primary schools were more often requested to teach other subjects than languages or to help in project work with pupils than their colleagues at other types of schools (see Table 6.3). The strongest focus on language teaching and on the development of teaching material could be found at specialised language schools, e.g. the "Escuelas Oficial de Idomas" in Spain, and schools for adult education (summarised in the category "Other" in Table 6.3).

The "Good practice guide for host schools and assistants" suggests that the assistant should have between 12 and 16 hours of 'school-based' work per week including "any time spent with pupils and any time spent on other work on behalf of the school, such as assisting with European projects or working with parents or the local community. Regular timetabled duties such as managing language clubs or holding conversation classes should be included in the 12–16 hours, even if they take place at lunchtime or after school. However, time spent preparing lessons, whether on school premises or not, is not included."²⁰ Majorities of both, assistants and schools, confirmed a weekly work load between 12-16 hours: 57 percent of the assistants and 68 percent of the schools. However, a clearly higher share of assistants stated an investment in time of over 16 hours per week for school related activities (29% as compared to 19% of the schools). As Table 6.4 shows, the proportion of assistants within the range of 12-16 weekly hours increases continuously from 48 percent in the years 2000-2004

²⁰ Comenius Assistantship. Good practice guide for host schools and assistants. European Communities. Luxembourg 2009, p 10.

to 68 percent in more recent years. It is possible that the examples of good practice published by the European Commission have contributed to this change.

Table 6.3
Activities of Comenius Assistants during the assistantship - by type of host school/ highest level of education (Percentages, multiple replies possible)

	Type of school/education				Total
	(Pre-) Primary	General secondary	Technical/ vocational secondary	Other	
Language teaching in the classroom	96	97	97	99	97
Teaching of other subjects in the classroom	59	45	36	26	48
Helping in project work with pupils	65	53	52	46	57
Assisting in European projects	30	30	39	21	31
Teacher/staff meetings	50	49	49	51	49
Development of teaching material	48	46	50	59	48
Extra-curricula activities	47	47	42	40	46
Other activities	20	21	22	18	21
Total	416	389	387	360	397
Count (n)	(926)	(1369)	(424)	(80)	(2799)

Source: Survey on Comenius Assistants

Question 5.6: In which of the following activities at your host school were you involved/did you participate?

Table 6.4
Weekly hours spent on school related activities - by year of start of the assistantship (Percentages)

	Year of start				Total
	2000-2004	2005-2006	2007-2008	2009-2010	
Up to 11 hours	18	14	12	9	13
12-16 hours	48	51	60	68	57
17 hours and more	34	34	28	23	29
Total	100	100	100	100	100
Count (n)	(600)	(616)	(728)	(686)	(2630)

Source: Survey on Comenius Assistants

Question 5.7: On average, how many hours per week did you spend on these activities (not including your time for the preparation of lessons)?

6.2 Subjects taught by the assistants and language of instruction

6.2.1 Contribution of assistants to the curriculum of the host school

Host schools and Comenius Assistants were asked to specify the subjects taught by the assistants during the assistantship. Since the vast majority of assistants were foreign language teachers and the improvement of language skills of pupils is one of the core objectives of this Comenius Action, it is obvious that classes in which the subject was a language taught as a "foreign language" usually belongs to the tasks of the assistants (about 90%). At the majority of host schools, Comenius Assistants gave English lessons to the pupils (63% of the schools). German lessons were offered at 16 percent of the schools, French lessons at 14 percent, Italian lessons at 11 percent and Spanish lessons at 8 percent. Only a very few provided language training in one of the East European languages. As Table 6.5 shows, Polish is at the top of the list (5% of the schools).

Table 6.5
Foreign languages taught by Comenius Assistants to pupils at the host schools - by country of school (Percentages, multiple replies possible)

	Country of school										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
EN - English	53	74	72	0	73	68	51	66	67	48	63
DE - German	0	12	14	17	15	34	21	34	9	31	16
FR - French	10	18	0	28	13	17	15	10	15	14	14
IT - Italian	17	8	9	8	0	9	10	22	15	40	11
ES - Spanish; Castilian	12	0	12	17	11	8	11	8	9	10	8
PL - Polish	9	2	6	15	2	2	6	2	5	0	5
TR - Turkish	9	0	1	6	5	1	4	2	5	2	3
PT - Portuguese	1	1	1	3	3	0	2	2	2	2	2
CS - Czech	1	0	2	2	1	0	1	1	2	0	1
DA - Danish	2	0	0	0	1	1	1	0	2	0	1
EL - Greek	1	1	1	0	1	1	1	2	2	0	1
FI - Finnish	1	0	2	4	1	0	0	1	0	2	1
HU - Hungarian	0	0	0	2	2	1	1	1	2	0	1
NL - Dutch; Flemish	2	0	1	2	1	1	1	1	0	2	1
RO - Romanian	0	0	4	2	1	0	0	0	2	0	1
SV - Swedish	2	0	0	9	1	1	1	0	0	0	1
BG - Bulgarian	1	0	1	1	1	0	0	0	2	0	0
ET - Estonian	1	0	1	0	0	1	1	0	0	0	0
GA - Irish	0	0	0	0	0	0	1	1	0	0	0
LT - Lithuanian	0	0	0	0	1	1	0	0	2	0	0
LV - Latvian	0	0	0	1	0	0	1	0	3	0	0
NO - Norwegian	0	0	1	1	0	0	1	1	0	0	0
SK - Slovak	0	0	0	2	1	0	1	0	0	0	0
SL - Slovenian	0	0	0	2	0	0	0	0	0	0	0
Total	125	119	127	121	133	147	128	152	139	152	130
Count (n)	(206)	(417)	(188)	(104)	(264)	(144)	(155)	(153)	(66)	(42)	(1739)

Source: Survey on host schools of Comenius Assistants
Question 4.3: If the subject taught was a language, please specify:

At 30 percent of the schools, the assistants offered foreign language lessons in a language not regularly taught at the school by other teachers. Schools in Eastern Europe and in Great Britain benefitted particularly from this action (see Table 6.6).

Table 6.6
Contribution of Comenius Assistants to the teaching of foreign languages not regularly offered at the school - by country of school (Percentages)

	Country of school										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Yes	35	14	23	64	34	27	27	42	44	49	30
No	65	86	77	36	66	73	73	58	56	51	70
Total	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(203)	(411)	(184)	(98)	(259)	(140)	(146)	(151)	(66)	(41)	(1699)

Source: Survey on host schools of Comenius Assistants

Question 1.8: Which of the following foreign languages are taught regularly to pupils at your school?

Question 4.3: If the subject taught was a language, please specify:

With respect to a language as a subject of teaching, it is worth noting that one out of six Comenius Assistants not only gave classes to introduce pupils to a foreign language but also gave language lessons in the mother tongue of the pupils. Taking into account that the proportion of assistants who were trained in the domestic language of the host country prior to the assistantship is twice as high, it has to be considered that for whatever reasons, not all assistants were given or took the opportunity to acquire teaching practice in this area of specialisation.

Possibly this finding reflects a conflict of interest between schools and assistants: Schools on the one hand might be interested mainly in using the Comenius Assistants as resource persons, contributing to the foreign language learning of pupils. On the other hand, the assistants naturally enough might be interested in gaining practical experiences in their own areas of specialisation. If, for example, an assistant from Spain, trained as a teacher for German, undertakes an assistantship at a German host school and gives only Spanish lessons to pupils, this might produce the maximum benefit from the perspective of the schools. However, it is doubtful that it is also the most effective way to improve the specific competency of the assistant as a future teacher of the German language.

About two thirds of the assistants finally taught languages only at the host school while the remaining also gave classes in other subjects, most often in arts and crafts, history, geography and music (see Table 6.7). Comenius Assistants who taught subjects such as mathematics, new technologies or natural sciences were rather the exception.

Table 6.7
Subject(s) taught by Comenius Assistants at the host school - by type of respondent
(Percentages, multiple replies possible)

	Assistants	Host schools
A language taught as "foreign language" to pupils	91	88
Main language of instruction of the host school	15	20
Arts and Crafts	13	21
History	11	18
Geography	10	18
Music	8	14
Sports	8	9
Mathematics	7	5
Civics	4	7
Religion/Ethics	3	5
Environmental Education	3	7
New Technologies	3	6
Vocational subjects	3	3
Biology	2	2
Physics	1	1
Chemistry	1	1
Health Education	1	2
Economy and Business	1	1
Other basic programmes	7	11
Total	193	238
Count (n)	(2754)	(1828)

Sources: Surveys on Comenius Assistants and host schools

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school.

Question 4.2: Which of the following subjects(s) were taught by the assistant at your school

Table 6.8
Subject(s) taught by Comenius Assistants at the host school - by year of start of the
Comenius Assistantship (Percentages)

	Year of start				Total
	2000-2004	2005-2006	2007-2008	2009-2010	
Only language(s)	75	70	59	52	64
Languages plus other/non-language subjects	22	27	36	42	32
Only other subjects than languages, e.g. History	3	3	5	6	4
Total	100	100	100	100	100
Count (n)	(634)	(669)	(741)	(710)	(2754)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school.

Since 2004, the proportion of assistants with a sole focus on languages as a teaching subject decreased from about 75 percent to 52 percent in 2009/2010. At the same time, it became more common that assistants teach both languages and other/non-language subjects or subjects other than languages (see Table 6.8).

6.2.2 Language(s) of instruction used by Comenius Assistants

Comenius Assistants were asked to specify the language(s) in which they have taught at the host school. A majority of two thirds of the respondents stated that they had not only taught in one language but in two or even more different ones: 72 percent taught at least part of the time in their mother tongue, 51 percent in the language of the host country and 63 percent in a third language. In order to get more precise quantitative figures, the assistants were also asked to estimate the proportion of time to which each language was used in the classroom. An analysis of the data provided by the respondents shows that the assistants taught on average 38 percent of the courses and lectures in their mother tongue, 23 percent in the language of the host country and about 40 percent in a third language, mainly in English (32%). In most European countries, the assistants taught primarily in their mother tongue and in English (see Table 6.9). Teaching in the language of the host country at a considerable level was reported only by assistants in countries in which English or German is the domestic language.

A comparison of languages used by the assistants for teaching in the classroom and languages studied as foreign languages prior to the assistantship shows that about two thirds of the respondents were able to apply their foreign language skills to some extent during the Comenius Assistantship. The proportion is similar for assistants who were trained in the domestic language of the host country and assistants who have studied another foreign language.

Table 6.9
Language(s) used by Comenius Assistants for teaching at the host school - by host country (Mean of percentages)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Mother tongue	36.9	34.8	46.4	34.6	31.1	34.8	42.1	41.9	30.0	44.5	37.5
Language of the host country	38.2	12.7	23.7	58.8	20.0	11.4	25.6	7.6	21.0	8.5	22.6
Other: German	0.1	1.7	2.7	1.8	2.4	4.5	3.6	4.8	1.4	0.9	2.7
Other: English	20.9	41.8	26.2	0.0	40.2	45.8	23.9	39.8	37.1	41.5	31.9
Other: French	2.7	6.7	0.1	2.0	5.4	2.1	3.7	4.2	6.9	4.1	3.6
Other language	1.3	2.4	0.9	2.8	0.9	1.4	1.2	1.6	3.5	0.5	1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Count (n)	(227)	(379)	(292)	(251)	(234)	(434)	(364)	(234)	(177)	(74)	(2666)

Source: Survey on Comenius Assistants
Question 5.8: In which language did you teach at your host school(s)?

Most Comenius Assistants have taught primarily in a language different to their mother tongue, i.e. in from their point of view a foreign language. Only every third taught more than half of the time in the classroom in the mother tongue and only a quarter more than 75 percent of the time. It is therefore justified to say that in many cases the Comenius Assistantships offered an opportunity for the assistants to enhance their foreign language proficiency. However, the extent to which assistants taught in a foreign language is strongly dependent on their mother tongue. As Table 6.10 shows, assistants from countries with widely spoken languages taught much more time in their native language than assistants from smaller European countries. The extreme cases are assistants from English speaking countries, i.e. Great Britain and Ireland, who taught on average more than 80 percent of their time in English.

Table 6.10
Proportion of classes and lessons taught by Comenius Assistants in their mother tongue - by home country (Percentage and mean)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
None	8	8	9	7	10	51	62	42	68	40	51	29
1-25%	21	18	15	2	22	38	26	18	28	36	37	24
26-50%	24	20	29	7	23	8	8	6	3	13	9	15
51-75%	13	10	12	5	11	2	2	5	1	1	0	7
76-100%	34	44	35	78	33	1	2	28	0	9	2	25
Total	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(567)	(214)	(109)	(174)	(376)	(280)	(126)	(240)	(261)	(107)	(212)	(2666)
Average proportion	53.2	59.2	55.9	82.0	51.0	9.0	8.9	35.5	4.9	19.0	10.0	37.5

Source: Survey on Comenius Assistants
 Question 5.8: In which language did you teach at your host school(s)?

The improvement of foreign language skills on the part of pupils and the increase of both the pupils' motivation to learn languages and their interest in the assistant's country and culture are other central objectives of Comenius Assistantships. In order to reach these goals, it is important that assistants do not exclusively teach in the language of the host country but also – from the perspective of the pupils – teach in a foreign language. The surveys have shown that this is usually the case: Only about one quarter of courses and lessons were held on average in the domestic language of pupils but three quarters in the mother tongue of the assistants or in a third language.

6.3 Performance of assistants in the view of host schools

By and large, the Comenius Assistants were given high grades from their host schools for their interest and their work with the pupils. Schools were particularly satisfied with the social and communication skills of the assistants: About 90 percent praised their good relationships

to pupils and colleagues and about 80 percent, their ability to encourage the pupils to take an active part in lessons. Furthermore, most of the assistants had a good knowledge about the culture and society of the host country and about practical matters of life in the host country. In contrast, the professional performance was judged slightly less enthusiastically. Although the assistants were usually well prepared for the work in the classroom (80% of schools), "only" about two thirds of the schools confirmed their ability to explain complex issues, a good mastering in the main language of instruction at the school, the use of interesting teaching material taken from the home country or the use of innovative teaching methods, e.g. ICT/audiovisual media/material.

Table 6.11
Agreement of host schools to statements about the performance of Comenius Assistants in the classroom and beyond - by country of school (Percentages*)

	Country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Comenius Assistants											
had a good relationship to the pupils	84	90	90	88	90	87	83	93	93	95	89
had a good relationship to the colleagues	83	88	85	84	91	82	83	92	91	95	87
encouraged the pupils to take an active part in lessons	78	84	79	81	82	82	78	89	84	98	82
had good communication skills	78	81	77	81	82	83	78	89	86	95	82
was usually well prepared for his/her work in the classroom	79	79	71	85	74	92	79	90	89	91	80
had enough information on culture and society of the host country	82	80	76	92	67	77	82	82	77	91	79
had enough information on practical matters of life in the host country, e.g. insurances etc.	74	81	72	88	57	74	79	80	76	91	75
was able to explain complex issues	66	63	59	67	53	73	72	81	78	88	66
mastered the main language of instruction at the school well	72	68	66	91	61	46	61	58	76	86	66
made use of interesting teaching material taken from his/her home country	62	61	61	76	65	66	59	78	73	80	65
made use of innovative teaching methods, e.g. ICT/ audiovisual media/ material	57	67	54	69	61	56	57	66	70	84	62
Count (n)	(219)	(433)	(190)	(113)	(275)	(143)	(178)	(154)	(70)	(44)	(1819)

Source: Survey on host schools of Comenius Assistants

Question 6.5: To what extent do you agree with the following statements about the performance of the assistant in the classroom and beyond?

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

Schools from countries in the South-East of Europe were especially satisfied and judged the performance of their Comenius Assistants in all aspects above average (see Table 6.11). Highest ratings for the proficiency of the assistants in the main language of instruction at the school, i.e. usually the domestic language in the host country, were given by schools from Great Britain (91%), Ireland (88%) and Germany (72%) whilst schools from Belgium (37%), Denmark (39%), Finland (43%) and Norway (47%) were least often satisfied in this respect.

A comparison of assessments by type of school shows a significantly lower degree of satisfaction of the professional performance of assistants at vocational and technical secondary schools. The differences were highest in respect to the use of innovative teaching methods (55% in comparison to 64% at primary and 63% at general secondary schools) and the ability to explain complex issues (59% in comparison to 65% at primary and 68% at general secondary schools).

Table 6.12
Agreement of host schools to statements about the performance of the Comenius Assistants in the classroom and beyond - by extent of satisfaction with the matching process (Percentages*)

	Level of satisfaction				Total
	Very high	High	Medium	Low	
Comenius Assistants					
made use of innovative teaching methods, e.g. ICT/audiovisual media/material	72	58	50	33	63
made use of interesting teaching material taken from his/her home country	76	61	47	42	66
was usually well prepared for his/her work in the classroom	89	78	69	49	81
was able to explain complex issues	78	61	48	39	67
encouraged the pupils to take an active part in lessons	91	77	73	56	83
had good communication skills	90	79	67	51	82
had a good relationship to the pupils	94	87	78	73	89
had a good relationship to the colleagues	93	85	76	65	87
mastered the main language of instruction at the school well	73	64	53	42	66
had enough information on practical matters of life in the host country, e.g. insurances etc.	84	71	61	49	75
had enough information on culture and society of the host country	87	74	65	58	79
Count (n)	(911)	(489)	(260)	(93)	(1753)

Source: Survey on host schools of Comenius Assistants

Question 6.5: To what extent do you agree with the following statements about the performance of the assistant in the classroom and beyond?

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

The judgements about assistants are strongly correlated to the satisfaction of schools about the result of the matching process at the end of the application phase (see Table 6.12). However, since the survey was carried out after the end of the assistantships, it could not be excluded that negative experiences with the assistant had also contributed to low ratings of the matching process as a lack in the fulfilment of preferences.

6.4 Problems faced by assistants and host schools

The major problem faced by Comenius Assistants was the mastering of the language of the host country: 14 percent stated they had significant communication difficulties in general and 18 percent had problems teaching in the main language of instruction at the school. Most often assistants in Eastern and Northern European countries were affected by language problems. Each second assistant in Lithuania (57%), Iceland (52%), Hungary (50%), Slovenia (50%), Finland (48%) and Turkey (48%) had problems teaching in the language of the host country.

Table 6.13
Significant Problems encountered by Comenius Assistants - by host country (Percentages*)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Teaching in the language of the host country	11	12	8	5	14	34	13	41	22	30	18
Communication/Understanding the language of the host country in general	10	8	8	2	11	20	11	36	19	22	14
Readiness of the mentor/ contact person to respond to questions/needs	6	7	9	12	11	6	8	8	8	17	8
Readiness of other teachers/ staff members to work with the assistant in the classroom	6	5	10	7	12	5	4	14	11	17	8
Lack of interest of pupils to attend lectures, extra-curricular activities, etc.	8	5	10	6	10	5	5	11	12	16	7
Work climate in the host school	5	4	9	5	8	4	4	9	7	11	6
Administrative/organisational matters	5	3	8	5	11	5	6	8	4	13	6
Too much responsibility	4	3	6	3	5	4	3	7	8	7	5
Heavy work load	3	3	6	5	6	4	4	4	5	5	4
Lifestyle in the host country	4	1	5	5	5	5	1	4	3	7	4
Interaction with pupils of the host country	3	3	4	3	2	4	3	6	2	5	3
Count (n)	(239)	(405)	(306)	(267)	(246)	(449)	(388)	(252)	(182)	(77)	(2811)

Source: Survey on Comenius Assistants

Question 5.13: Did you have significant problems in any of the following areas during your Comenius Assistantship abroad?

* Scale points 1 and 2 on a scale from 5 = "no problems at all" to 1 = "very serious problems"

Other difficulties related to the work at the host school were not very common (see Table 6.13). Less than 10 percent complained about the readiness of the mentor or of other teachers to respond to their questions (8%), a lack of interest of pupils to attend their lectures (7%), the work climate in the school (6%) or a workload which was too heavy (4%). However, in some countries, the extent of difficulties was clearly above average²¹:

- Readiness of the mentor/ contact person to respond to the assistant's questions/needs: Turkey (27%) and Poland (14%).

²¹ See Table 5.13 in Appendix II.2

- Readiness of other teachers/ staff members to work with the assistant in the classroom: Romania (26%), Lithuania (25%) and Poland (21%).
- Lack of interest of pupils to attend the lectures, extra-curricular activities: Bulgaria (20%), Romania (19%) and Poland (17%).
- Work climate in the host school: Czech Republic (16%), Poland (14%) and Bulgaria (13%).

Overall, the host schools taking part in the survey reported significant problems less often than the assistants. Only two difficulties were mentioned by more than five percent of the schools: that the duration of the assistantship was too short (10%) and that the proficiency of the assistants in the domestic language of the country was too low (9%). The latter problem was more often stated by schools from some of the Western European countries than by schools from the East of Europe (see Table 6.14). Most frequent complaints came from schools in Denmark (22%), Austria (16%), Belgium (16%), Norway (16%) and France (15%).

Table 6.14
Significant problems encountered by Host Schools - by country of school (Percent-ages*)

	Country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Duration of the assistantships	13	10	19	11	6	4	10	6	9	7	10
Low language proficiency of the assistant in the language of the country	14	6	15	2	4	13	13	8	10	5	9
Lack of interest of the assistant to take part in extra-curricular activities	10	4	5	6	2	6	8	3	4	2	5
Low level of integration of the assistant within the school	8	4	8	7	3	5	9	4	3	0	5
Low academic level of the contributions of the assistant in the classroom	8	3	3	2	3	3	6	3	1	5	4
Personal matters with the assistant	9	2	4	8	2	7	5	5	0	5	4
Lack of interest of pupils to attend lectures/ courses offered by the assistant	5	3	2	4	1	3	3	2	6	2	3
Rejection of teachers to cooperate with the assistant	1	1	4	3	2	3	4	3	3	2	2
Count (n)	(221)	(431)	(188)	(112)	(273)	(144)	(176)	(153)	(70)	(43)	(1811)

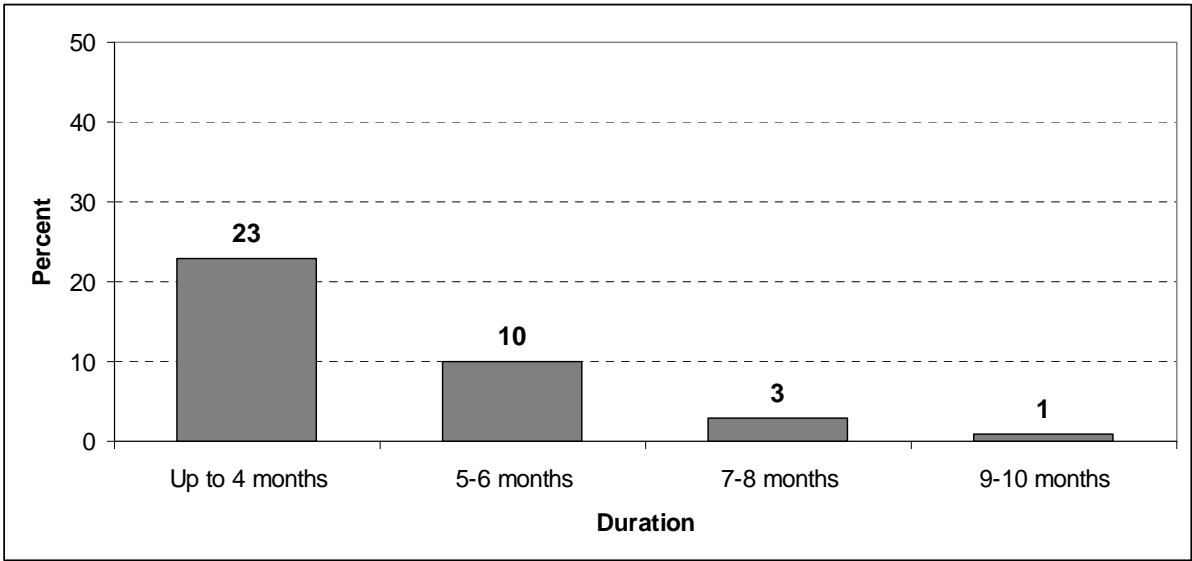
Source: Survey on host schools of Comenius Assistants

Question 6.6: To what extent did your school encounter significant problems in respect to the Comenius Assistantship?

* Scale points 1 and 2 on a scale from 5 = "no problems at all" to 1 = "very serious problems"

The second major problem mentioned by 10 percent of the schools was the duration of the assistantships, i.e. that the time was not sufficient to really integrate the assistant in the curriculum at the school. The shorter the assistantship lasted, the more complaints came from schools (see Chart 6.1). Whilst about one quarter of schools taking part in assistantships of, at most, four months stated large difficulties resulting from the short duration of the stay, the proportion was only three percent in the case of assistantships with a length of more than six months.

Chart 6.1
Significant problems encountered in respect to the duration of the Comenius Assistantship - by duration of the Comenius Assistantship (Percentages*)



Source: Survey on host schools of Comenius Assistants
 Question 6.6: To what extent did your school encounter significant problems with respect to the Comenius Assistantship?
 * Scale points 1 and 2 on a scale from 5 = "no problems at all" to 1 = "very serious problems"

Other problems with the assistants were each stated by five or less percent of the schools. However, some of these schools used an open question to express complaints about the personal attitudes and abilities of the assistant. Most frequently, problems with other teachers at a communication or interaction level were mentioned, often caused by a feeling of arrogance on the part of the assistant or by shyness. Furthermore, the inflexibility of assistants to cope with the specific situation at the school was criticized. Other complaints concerned the reluctance of assistants to take part in social and cultural events or the low performance in the classroom due to personal and/or language difficulties. Although the proportion of schools affected by this kind of negative experiences is in the end not very high, it should be taken seriously in order to avoid a lack of future participation in the programme.

7 Living and Integration in the Host Country

7.1 Cultural and social activities in the host country

Learning about the host country's culture and society and experiencing the host country directly are obvious essential factors in order to cope with living and teaching in other countries, to serve one's own social and cultural needs in the host country and to enrich knowledge and competencies required in a future in which traditional boundaries disappear or lose their importance. The Comenius Assistants surveyed undertook a wide range of activities to broaden their experience. Around three quarters often had conversations with other teachers, staff members and pupils from the host school and 60 percent with other host country nationals outside the school. Travelling around the host country was an activity frequently undertaken by 70 percent of the Comenius Assistants and visiting museums or attending concerts by 66 percent of the respondents; 61 percent often experienced joint leisure activities with host country nationals inside and outside the school.

The extent of cultural and social activities in the host country depends on a variety of factors lying in the personal background of assistants, e.g. language proficiency and personal interests, the support of the host institution and the conditions of the local environment and community. An obvious example for the latter is the much larger offer of cultural events in large cities than in rural areas. It is therefore not surprising that visiting museums and attending concerts were more often reported by Comenius Assistants working at schools in an urban than in a rural area (73% as compared to 56%).

Table 7.1
Frequent social and cultural activities during the Comenius Assistantship - by proficiency in the language of the host country according to the levels of the Common European Framework of Reference for Languages (Percentages*)

	Language competence						Total
	C2	C1	B2	B1	A2	A1	
Discussions/conversations with teachers/ staff members from the host school	81	77	77	75	70	70	76
Discussions/conversations with pupils from the host school	79	77	76	73	69	69	75
Discussions/conversations with host country nationals outside the school	67	64	62	56	50	47	60
Travelling around the host country	73	74	66	68	69	67	70
Visiting museums, attending concerts, theatres, cinemas, etc.	73	69	63	64	62	61	66
Joint leisure activities with host country nationals	68	61	61	57	55	52	61
Count (n)	(572)	(702)	(521)	(416)	(309)	(182)	(2702)

Source: Survey on Comenius Assistants

Question 5.10: Please state the frequency of the following experiences and activities during your Comenius Assistantship:

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

Sufficient proficiency in the language of the host country is not only a pre-condition for intense and inspiring conversations when abroad but also ease the attendance of cultural events. Vice versa, the participation in social and cultural activities is one of the most effective ways of improving foreign language abilities. As Table 7.1 shows, assistants who rated their competence in the language of the host country higher at the end of the assistantship, had more often taken part in social and cultural activities.

The host school had an important role in fostering social and cultural activities. Assistants who were satisfied with support from their school were significantly more often in contact with host country nationals (70% as compared to 33%), communicated with teachers and pupils and attended cultural events (see Table 7.2).

Table 7.2
Frequent experiences and activities during the Comenius Assistantship - by satisfaction with support of host school to foster social contacts with host country nationals (Percentages*)

	Satisfaction with the support			Total
	High	Medium	Low	
Discussions/conversations with the mentor/contact person	89	69	56	81
Discussions/conversations with other teachers/staff members from the host school	87	64	47	78
Discussions/conversations with pupils from the host school	82	68	51	76
Discussions/conversations with host country nationals outside the school	70	48	33	61
Travelling around the host country	76	65	57	72
Visiting museums, attending concerts, theatres, cinemas, etc.	73	58	50	67
Joint leisure activities with host country nationals	73	45	28	62
Count (n)	(1749)	(459)	(321)	(2529)

Source: Survey on Comenius Assistants

Question 5.10: Please state the frequency of the following experiences and activities during your Comenius Assistantship:

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

7.2 Accommodation

During the stay abroad, 32 percent of the Comenius Assistants lived together with other people, sharing an apartment or a house, 27 percent rented their own apartment and 18 percent lodged in a room of a family. Only a small proportion found accommodation in a guest house/apartment belonging to the host school (7%). The remaining assistants mostly found a room in a student hostel or a hall of residence furnished by an institute of higher education or other agencies in charge of accommodation of students. Accommodation in the guest house of the host school was most frequently reported by assistants spending a period abroad in France (31%) while rooms in private homes or families was most common in Great Britain (36%), Belgium (31%) and the Netherlands (30%).

About four out of five assistants were satisfied with the quality of their accommodation (46% were very satisfied and 32% satisfied) and only 7 percent complained about poor quality. Overall, differences by host country are rather small. However, slightly lower proportions of highest ratings, i.e. very satisfied, could be observed among assistants hosted by schools in the East/South-East of Europe or in France (see Table 7.3).

Table 7.3
Degree of satisfaction with the quality of accommodation during the Comenius Assistantship - by host country of Comenius Assistants (Percentages)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Very satisfied	51	44	41	47	46	55	45	39	38	38	46
Satisfied	32	38	28	30	28	28	33	37	35	38	32
Partly satisfied	11	12	20	18	15	11	18	16	18	15	15
Dissatisfied	3	4	7	3	7	4	2	7	5	5	5
Not satisfied at all	2	2	3	3	3	2	2	1	3	4	2
Total	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(237)	(404)	(308)	(267)	(247)	(454)	(387)	(252)	(183)	(79)	(2818)

Source: Survey on Comenius Assistants

Question 5.12: How satisfied were you overall with the quality of your accommodation?

7.3 Funding and costs

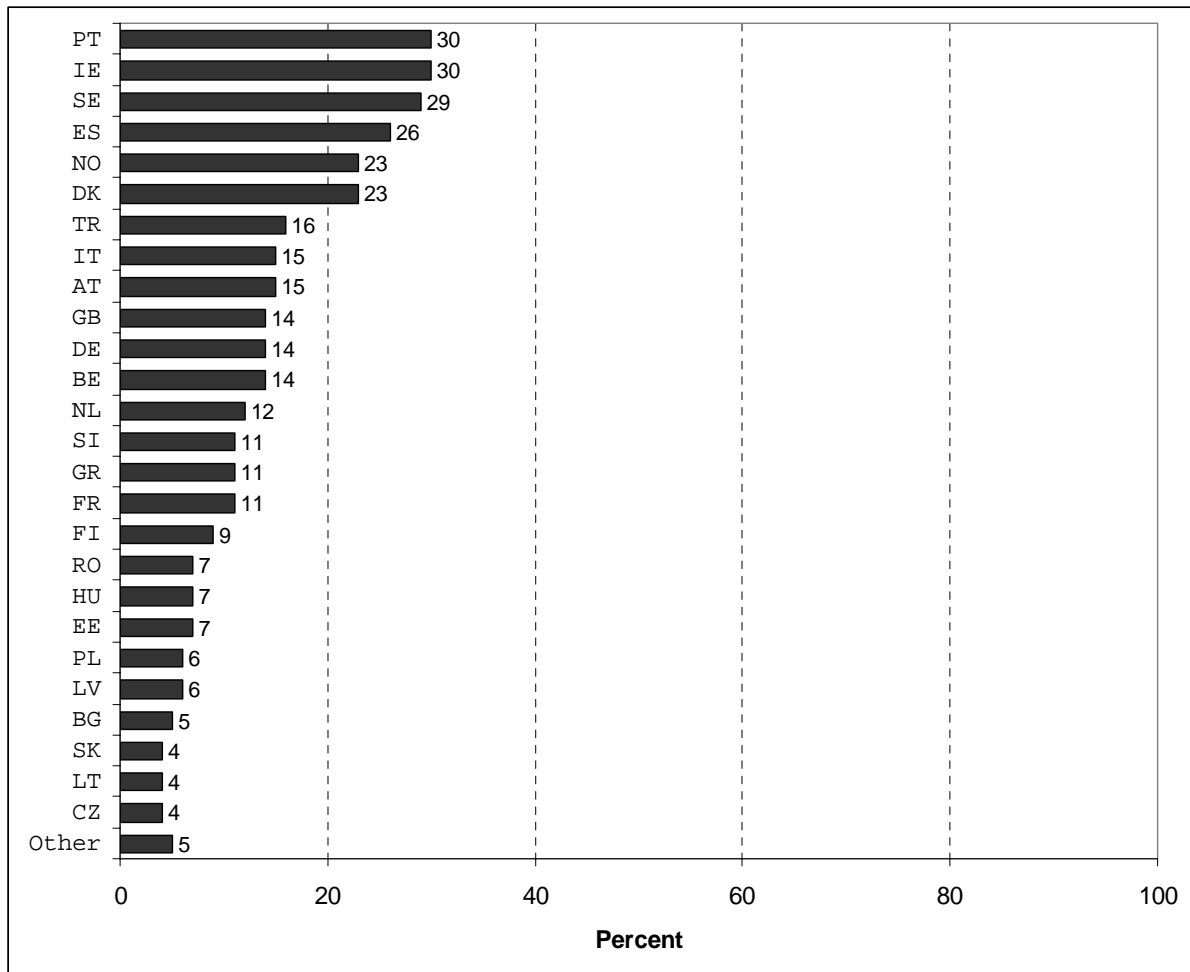
Comenius Assistants receive a grant from their National Agency intended to cover the subsistence costs abroad – accommodation, meals, local travel, the cost of telecommunications, including fax and Internet, insurance and all other sundries – and the costs for a return trip between the home and host country. The contribution to subsistence costs are flat-rate grants calculated on the basis of scales of unit costs of the host country. Since Comenius Assistantships have a minimum duration of 13 full weeks, the grants awarded fall into the category of global flat-rate contributions which cover all costs, including travel costs²². Although the European Commission has developed a framework of grant rules specifying the maximum amount of support, it is within the responsibility of each National Agency to define their own upper limits. Subsistence rates are good examples to demonstrate how the grants differ by country: In 2009, the subsistence rate for a one week stay in Belgium amounted to 157€ for Comenius Assistants from Germany, to 171€ for participants from Austria and to 196€ for British nationals. The latter received the maximum amount of support in accordance with the grant rules of the European Commission.

Serious problems caused by financial matters were reported by 14 percent of the assistants. The highest proportion of problems could be found among respondents from Ireland (30%), Portugal (30%), Sweden (29%), Spain (26%), Norway (23%) and Denmark (23%). On the other hand, assistants from East European countries were least often affected by financial

²² European Commission: Lifelong Learning Programme (LLP) Guide 2009. Part I: General provisions. P. 29.

difficulties (see Chart 7.1). The frequency of problems is dependent not only on the level of grant awarded by the National Agencies as an exemplary comparison of participants from Great Britain and from Germany shows. Although British assistants receive the full amount of grant suggested by the European Commission, the frequency of complaints about financial matters is exactly the same as in the case of German assistants receiving a considerably lower grant (14% each).

Chart 7.1
Problems caused by financial matters - by home country of Comenius Assistants
(Percentages *)



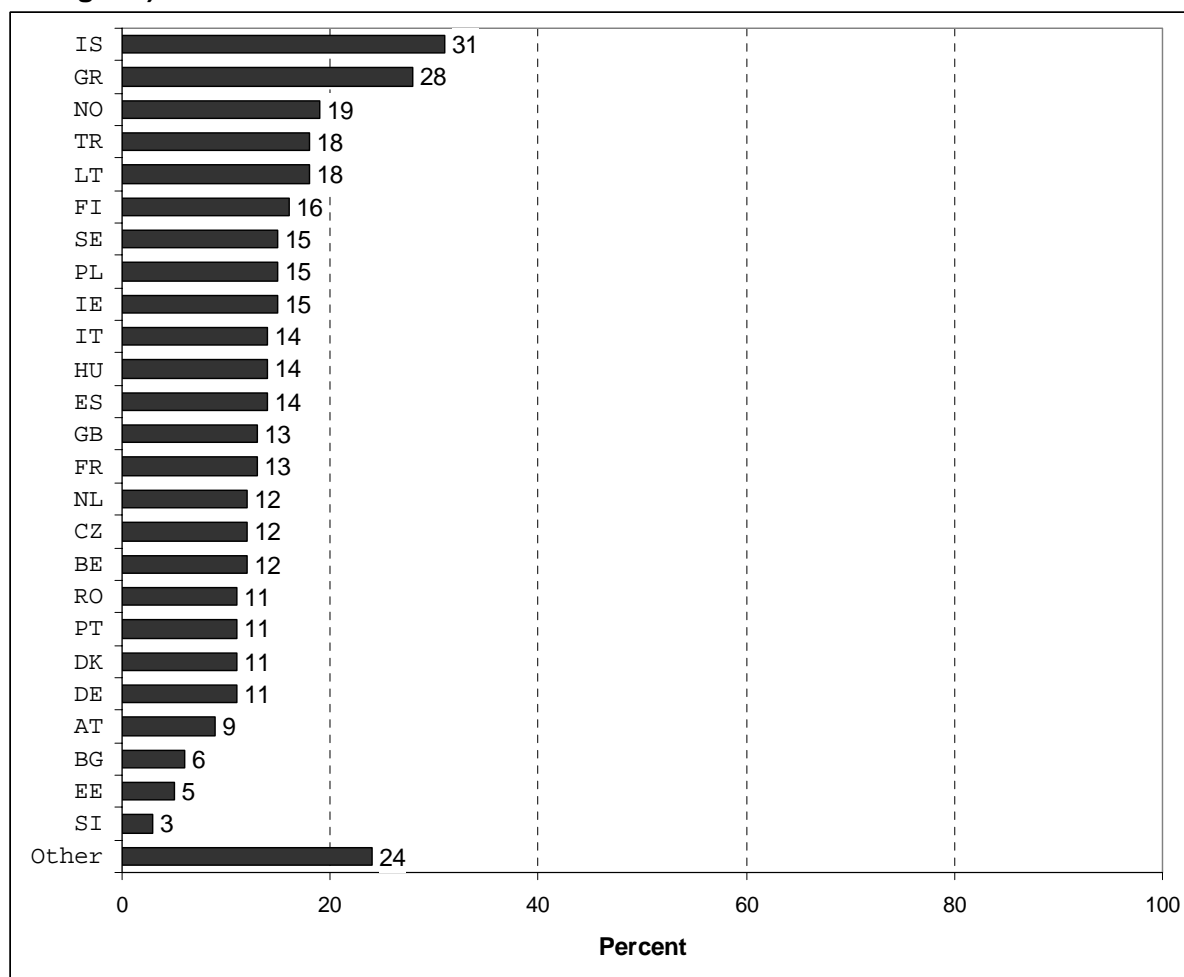
Source: Survey on Comenius Assistants

Question 5.13: Did you have significant problems in any of the following areas during your Comenius Assistantship abroad?

* Points 2 and 1 on a scale from 5 = "no problems at all" to 1 = "very serious problems"

In contrast to the large differences in the extent of financial difficulties by home country of assistants, the extent of problems by host country is relatively homogeneous (see Chart 7.2). In most host countries, the proportion of assistants affected by financial problems is close to the average and ranged between 11 and 16 percent. Only assistants spending a teaching period in Iceland (31%), in Greece (28%) or in "other countries" hosting only few Comenius assistants (24%) were greater affected.

Chart 7.2
Problems caused by financial matters - by host country of Comenius Assistants (Percentages *)



Source: Survey on Comenius Assistants

Question 5.13: Did you have significant problems in any of the following areas during your Comenius Assistantship abroad?

* Points 2 and 1 on a scale from 5 = "no problems at all" to 1 = "very serious problems"

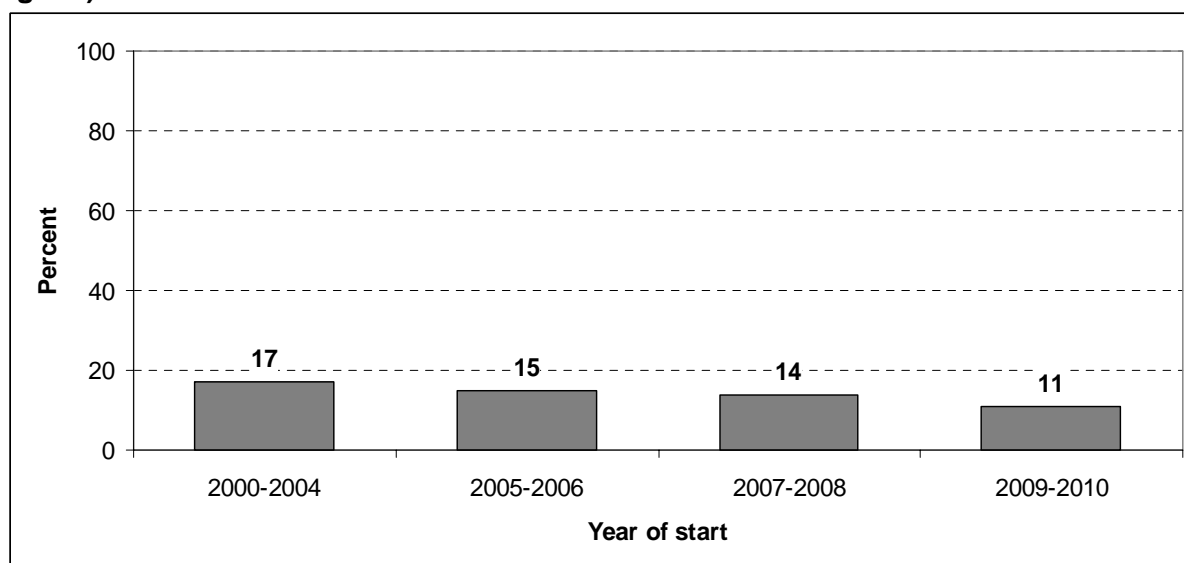
Gaps between living expenses abroad and the level of the Comenius grants might be, at least partly, a result of revised grant policies of the National Agencies to award lower grants. However, the payment of the maximum amount of support specified in the framework of grant rules is also no guarantee for the absence of financial difficulties, as the example of Great Britain has shown. Reasons for financial problems stated by assistants in response to an open question were:

- The level of grant was generally too low to cover the expenses in the host country, e.g. in Great Britain or in Ireland;
- The Comenius grant was considered as sufficient to cover the costs for accommodation etc. in the rural area of the host country but not in the capital;
- Working at more than one school caused additional costs for transportation which was not covered by the Comenius grant;

- Ongoing costs at home had to be paid during the stay abroad;
- In a few cases, the delay of the first payment was mentioned.

During the period of observation, the proportion of assistants reporting serious financial problems decreased from 17 percent in the period 2001-2004 to 11 percent in the period 2009-2010 (see Chart 7.3). This result probably reflects the modifications of the amount of grant awarded since 2001 which is currently higher than it was about ten years ago.

Chart 7.3
Problems caused by financial matters - by year of start of the assistantship (Percentages *)



Source: Survey on Comenius Assistants

Question 5.13: Did you have significant problems in any of the following areas during your Comenius Assistantship abroad?

* Points 2 and 1 on a scale from 5 = "no problems at all" to 1 = "very serious problems"

7.4 Integration in the host school and social life

Altogether, the majority of Comenius Assistants succeeded in becoming integrated into their host schools (79%) and the social life of the host country (73%). As Table 7.4 shows, the duration of the assistantship has a positive impact on the social integration, but plays only a minor role for the integration at the host school. A regression analysis employed to detect the main factors influencing the degree of integration of assistants leads to the following results:

Main factors for a successful integration at the host school are:

- A satisfying collaboration with the host school prior to the assistantship;
- A considerable level of support and advice provided by the host school during the assistantship;
- Frequent conversations and discussions with the mentor and other teachers/staff members within the school;
- A good working climate within the school;

- Frequent and stress free contacts with pupils.

The level of social integration is mainly dependent on

- support from the host school to establish social contacts with host country nationals and participation of the assistant in cultural, sports and recreational activities;
- frequent communication with persons outside the host school and participation in cultural activities;
- a sufficient proficiency in the language of the host country;
- good relations and interactions with pupils from the host country.

The results of the regression analysis are in accordance with the expectations of common sense and provide statistical evidence to a range of suggestions provided in the "Good practice guide for host schools and assistants" published by the European Commission.

Table 7.4
Good integration of Comenius Assistants in the host school and in the social life of the host country in general - by duration of the Comenius Assistantship (Percent-ages*)

	Duration of the assistantship				Total
	Up to 4 months	5-6 months	7-8 months	9-10 months	
At the host school	78	78	82	80	79
Social life in the host country	67	73	78	73	73
Count (n)	(714)	(950)	(719)	(409)	(2792)

Source: Survey on Comenius Assistants

Question 5.14: Please indicate the extent to which you felt integrated in the host school and in the social life of the host country in general:

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

8 Outcomes and Benefits for Assistants and Host Schools

The Comenius Programme as part of the Lifelong Learning Programme of the European Union aims to contribute to the knowledge and understanding of the value and diversity of European cultures and languages amongst young people and educational staff. Furthermore, it should help young people to acquire the basic life skills necessary for personal development, future employment and active European citizenship. Both aims are well reflected in the main objectives of the Comenius Assistantship Action which are

- to give future teachers the opportunity of expanding their understanding of teaching and learning to a European level, enhance their knowledge of foreign languages, other European countries and their education systems and improve their teaching skills;
- to improve the language skills of pupils at the host schools and increase both their motivation to learn languages and their interest in the assistant's country and culture.

Beyond the effects on pupils, the Comenius Assistant can have major impact on the whole school community as well as on the wider local community, e.g. by motivating local teachers to learn a foreign language or to take part in international activities such as Comenius projects. In order to explore the extent to which the main objectives but also more specific goals could be reached by the action, the Comenius Assistants as well as their host schools were not only asked to report about their experiences during the assistantship but also to assess the outcomes and impacts emerging from the participation at the end.

8.1 Personal and professional development of Comenius Assistants

Comenius Assistants taking part in the survey were presented with a list of possible outcomes and benefits related to their personal and professional development. In the main, four thematic areas were addressed: (1) maturity and personal development, (2) acquisition of international/intercultural knowledge and awareness, (3) improvement of foreign language proficiency and (4) professional development and motivation to work as a teacher.

Maturity and personal development

The analysis of responses shows that almost all Comenius Assistants considered the stay at the host schools as valuable for their maturity and personal development (94%). Differences in the assessments according to characteristics of the personal background of assistants or the profile of the assistantship are very small. Only the age at the time of the assistantship turned out to have a minor effect: Whilst 97 percent of assistants who were not older than 22 years stated a significant benefit in maturity and personal development, the respective proportion was about 10 percent lower in the age group over thirty (87%). Taking into account that older participants not only have more life experience in general but also more interna-

tional experience in terms of months spent abroad, it is not surprising that personality was less often affected by the assistantship.

Improvement of international/intercultural knowledge and awareness

Living and teaching for a period of up to 10 months in a foreign country leads in most cases to a substantial improvement in the knowledge and understanding of the school and education system in the host country (94%) and to an improvement in intercultural knowledge and understanding (90%). Furthermore, about 80 percent of the assistants gained considerable experience in international cooperation. The timing of the assistantship in the course of study seems to play a certain role for the type of achievements. While teaching periods abroad in the final phase of the study programme, i.e. after the third year of study, lead slightly more often to an improved knowledge of school systems in other countries, early stays contributed more often to a general enhancement of international/intercultural knowledge/understanding and to a higher extent of experiences in international cooperation (see Table 8.1).

Table 8.1
Contribution of the assistantship to the improvement of international/intercultural knowledge and awareness of Comenius Assistants - by year of study in which the assistantship took place (Percentages*)

	Year of study					Total
	First or second year	Third year	Fourth year	Fifth year or later	After graduation	
Improvement in knowledge and understanding of the school and education system of other countries	90	93	97	96	94	94
Improvement of international/intercultural knowledge/understanding	94	88	93	87	90	90
Gaining experiences in international/intercultural cooperation	89	79	81	78	78	79
Count (n)	(109)	(442)	(316)	(306)	(1586)	(2759)

Source: Survey on Comenius Assistants

Question 6.1: Please indicate the extent to which the Comenius Assistantship has contributed to your personal and professional development:

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

A comparison by home country shows that assistants from some countries in the East and South of Europe most frequently perceived the period abroad as enriching for their international and intercultural knowledge and awareness²³. For example, the proportion of assistants stating experiences in international cooperation as a significant outcome was above average among respondents from Turkey (95%), Greece (93%), Portugal (92%), Bulgaria (91%), Lithuania (91%), Hungary (90%), Romania (89%), Czech Republic (87%) and Poland (85%).

²³ See Table 6.1 in Appendix II.1

Improvement of the proficiency in a foreign language

Foreign language teaching and learning is a central element of Comenius Assistantships. The high proportion of assistants stating a substantial improvement of their respective proficiency (88%) and an increased motivation to learn a new foreign language (79%) is therefore a clear indication that the action works. However, in order to maximise the impact on language proficiency, the duration of the assistantship should last at least four months; six or more months would be even better (see Table 8.2).

Table 8.2
Contribution of the assistantship to the improvement of foreign language proficiency of Comenius Assistants - by duration of the assistantship (Percentages*)

	Duration of the assistantship				Total
	Up to 4 months	5-6 months	7-8 months	9-10 months	
Improvement of proficiency in a foreign language	79	90	92	92	88
Increased motivation to learn a new foreign language	73	78	84	83	79
Count (n)	(705)	(937)	(709)	(401)	(2752)

Source: Survey on Comenius Assistants

Question 6.1: Please indicate the extent to which the Comenius Assistantship has contributed to your personal and professional development:

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

Assistants undertaking a teaching period in countries in which English, Spanish, Italian, French or German is the domestic language most often improved their foreign language proficiency (see Table 8.3). On the other hand, the respective proportion was somewhat lower in countries in the East and South-East of Europe but also in some of the Nordic countries²⁴. The lowest proportions of assistants stating an improvement of foreign language proficiency were hosted by schools in Lithuania (53%), Hungary (65%), Estonia (65%), Iceland (69%), Czech Republic (73%), Denmark (74%), Turkey (76%), Bulgaria (76%), Romania (78%) and Finland (78%).

Comenius Assistantships in English speaking countries led least often to an increased motivation to learn a new foreign language. This finding is not really surprising since most of the respective assistants have studied English prior to the assistantship and therefore were not under pressure to learn a new foreign language to cope with the everyday life in the host country or at the school. A considerably strong impact on the motivation to learn a new foreign language could be observed among assistants spending a period abroad in some of the Nordic countries, i.e. Norway (88%) and Finland (85%), or in the South of Europe, i.e. Spain (87%), Italy (87%) and Portugal (85%).

²⁴ See Table 6.1 in appendix II.2.

Table 8.3
Contribution of the assistantship to the improvement of foreign language proficiency of Comenius Assistants - by language of host country (Percentages*)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Improvement of proficiency in a foreign language	91	93	91	95	92	84	88	73	84	77	88
Increased motivation to learn a new foreign language	77	87	75	71	87	81	76	72	83	81	79
Count (n)	(235)	(398)	(303)	(265)	(244)	(443)	(380)	(249)	(179)	(78)	(2774)

Source: Survey on Comenius Assistants

Question 6.1: Please indicate the extent to which the Comenius Assistantship has contributed to your personal and professional development:

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

A more detailed analysis based on self-assessments of competency in the host country language prior to the start and after the assistantship shows large differences in respect to the various European languages. According to the levels of the Common European Framework of Reference for Languages (CEFR), only every fifth Comenius Assistant already had a high proficiency in the language of the host country prior to the beginning of the assistantship (levels C2 or C1). Slightly less than one third were able to communicate actively or passively at a medium level (B1 or B2) and every second considered himself more as a beginner (levels A1 or A2). Assistants who spent a period of time in an English speaking country rated their prior competency highest (48% level C1/C2) followed by those undertaking an assistantship in a German speaking country (30%). On the other hand, only a small proportion of those who went to countries in the North, East or South-East of Europe started with at least medium language proficiency (see Table 8.4).

The Comenius supported teaching period abroad led to a substantial improvement of the proficiency in the domestic language of the host country: 47 percent rated their competency after the assistantship as high (C1/C2), 35 percent as medium (B1/B2) and only 18 percent remained at the lowest CEFR levels of A1 or A2. While a clear majority of assistants in English, German and French speaking host countries reached the highest competency levels (C2 or C1), the respective proportion was lowest if the assistantship had taken place in a country in the North, East or South-East of Europe²⁵.

²⁵ For details see Table 6.2 in appendix II.2.

Table 8.4
Competency of Comenius Assistants in the language of the host country according to the Common European Framework of Reference for Languages - by language of host country (Percentages)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Before the Comenius Assistantship											
C1/C2	33	14	27	49	15	5	28	4	13	1	20
B1/B2	40	34	38	44	29	14	36	12	18	17	29
A1/A2	27	52	34	7	56	81	36	85	69	82	51
Count (n)	(233)	(388)	(304)	(263)	(242)	(419)	(372)	(223)	(167)	(72)	(2683)
After the Comenius Assistantship											
C1/C2	59	52	63	86	49	20	59	14	33	17	47
B1/B2	35	41	32	14	43	42	26	29	50	43	35
A1/A2	6	7	5	0	8	38	15	57	17	40	18
Count (n)	(231)	(387)	(303)	(262)	(244)	(431)	(372)	(237)	(172)	(77)	(2716)

Source: Survey on Comenius Assistants

Question 6.2: How do you rate your competence in the language of the host country according to the levels of the Common European Framework of Reference for Languages before and after your assistantship and currently?

What are the major factors contributing to the improvement of the proficiency in the host country language? With the help of a regression analysis, the following important aspects could be identified:

- A high motivation to learn a foreign language prior to the assistantship, i.e. language learning as a key reason to apply for the Comenius Assistantship;
- A certain level of proficiency in the host country language prior to the assistantship;
- A sufficient length of the duration of the period abroad;
- Teaching in the language of the host country;
- Frequent contacts with host country nationals outside the school.

The pressure to learn the language of the host country is also dependent on the extent to which English can be used as Lingua Franca for conversations inside and outside the school. Particularly in some of the Northern countries, assistants seemed to prefer to speak English instead of learning the domestic language.

Professional development as a teacher

The contribution of the assistantship to the professional development as a teacher was highlighted by the majority of assistants:

- 74 percent considered the period abroad as valuable in increasing their motivation to become a teacher;
- 69 percent experienced new ways of teaching and learning;
- 69 percent reported a better understanding of the relationship between theory and practice;
- 67 percent became acquainted with new teaching methods/didactic concepts;
- 66 percent improved their interdisciplinary knowledge/understanding;
- 62 percent improved their knowledge in (future) teaching subjects;
- 60 percent improved their knowledge of conflict management in day to day school life/work and
- 36 percent improved their ICT competency (Information and Communication Technology).

The longer the assistantship lasted, the more often professional benefits were reported (see Table 8.5). Only the motivation to become a teacher was not influenced by the length of the period abroad.

Table 8.5
Contribution of the assistantship to the professional development of Comenius Assistants - by duration of the assistantship (Percentages*)

	Duration of the assistantship				Total
	Up to 4 months	5-6 months	7-8 months	9-10 months	
Increased your motivation to become a teacher	75	74	74	76	74
Experiencing new ways of teaching and learning	62	69	73	76	69
Better understanding of the relationship between theory and practice	62	68	74	73	69
Acquaintance with new teaching methods/didactic concepts	60	67	71	74	67
Improvement of interdisciplinary knowledge/ understanding	59	66	70	74	66
Improvement of knowledge in (future) teaching subjects	56	61	70	65	62
Improvement of knowledge about conflict management in day to day school life/work	51	61	65	65	60
Improvement of ICT competence (Information and Communication Technology)	32	35	39	37	36
Count (n)	(705)	(937)	(709)	(401)	(2752)

Source: Survey on Comenius Assistants

Comenius Assistants from countries in the South-East of Europe gained the highest professional benefit from the teaching period abroad in respect to each of the aspects addressed by the survey (see Table 8.6). Above average outcomes could also be observed by assistants from other Eastern and Southern European countries. On the other hand, participants from countries in the North and in Central-West Europe considered significant professional benefits least often.

Table 8.6
Contribution of the assistantship to the professional development of Comenius Assistants - by home country (Percentages*)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
Increased your motivation to become a teacher	74	78	75	56	81	73	65	71	72	72	88	74
Experiencing new ways of teaching and learning	52	85	77	77	70	74	55	59	72	81	88	69
Better understanding of the relationship between theory and practice	53	80	85	55	77	80	45	54	72	73	90	68
Acquaintance with new teaching methods/ didactic concepts	44	81	77	64	83	76	49	56	71	77	85	67
Improvement of interdisciplinary knowledge/ understanding	53	79	71	60	71	77	44	57	72	73	82	66
Improvement of knowledge in (future) teaching subjects	38	69	68	58	72	72	52	60	70	71	83	62
Improvement of knowledge about conflict management in day to day school life/ work	34	72	66	58	76	68	51	42	69	73	82	60
Improvement of ICT competency (Information and Communication Technology)	22	41	34	22	38	49	16	26	43	41	65	36
Count (n)	(577)	(225)	(109)	(174)	(402)	(288)	(131)	(253)	(274)	(106)	(235)	(2774)

Source: Survey on Comenius Assistants

Question 6.1: Please indicate the extent to which the Comenius Assistantship has contributed to your personal and professional development:

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

A comparison by host country shows to a certain extent a complementary picture: Overall, a professional benefit was more frequently reported by assistants spending a period at a host school in the North or West of Europe than in the East or South-East. The differences were largest in respect to experiencing new ways of teaching and learning, acquaintance with new teaching methods/didactic concepts and the improvement of ICT competency (see Table 8.7). An area which does not fit to the North-West/South-East scheme is the knowledge of conflict management in day to day school life and work. While assistants spending a period in the Nordic countries stated this outcome least frequently, the respective proportion of assistants at schools in the South-East of Europe was above average.

Table 8.7
Contribution of the assistantship to the professional development of Comenius Assistants - by host country (Percentages*)

	Host country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Increased the motivation to become a teacher	79	74	69	78	71	76	78	71	71	69	74
Experiencing new ways of teaching and learning	77	66	62	83	66	75	73	58	61	47	69
Better understanding of the relationship between theory and practice	76	69	64	69	68	67	73	65	66	67	68
Acquaintance with new teaching methods/ didactic concepts	82	66	59	81	63	72	71	54	57	47	67
Improvement of interdisciplinary knowledge/ understanding	75	63	61	74	63	68	70	60	66	55	66
Improvement of knowledge in (future) teaching subjects	78	64	56	69	61	56	69	57	55	53	62
Improvement of knowledge about conflict management in day to day school life/ work	69	60	57	66	62	51	62	56	64	62	60
Improvement of ICT competency (Information and Communication Technology)	37	36	30	49	32	39	33	30	42	21	36
Count (n)	(235)	(398)	(303)	(265)	(244)	(443)	(380)	(249)	(179)	(78)	(2774)

Source: Survey on Comenius Assistants

Question 6.1: Please indicate the extent to which the Comenius Assistantship has contributed to your personal and professional development:

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

Despite the considerable differences by country, the potential of this Comenius action to foster the personal and professional development of future teachers is altogether impressively confirmed by the statements of respondents.

8.2 Outcomes for host schools, teachers and pupils

8.2.1 Contribution of assistants to host schools and teachers

The presence of a Comenius Assistant at the school will usually not only contribute to the curriculum at the school but will also open a window to the language and culture of another European country. Thus it is not surprising that the majority of schools observed a strengthening of the European Dimension in daily school life (76%) accompanied by an increased interest of staff members in foreign language learning (64%). The main advantages for pupils were seen in the more personalised help provided by the assistants (76%), an increased offer of foreign language training for pupils (61%) and a higher diversity of foreign languages taught (56%). Furthermore, the assistants contributed at a considerable number of schools to the improvement of content and methods of teaching:

- 55 percent of the schools reported a substantial improvement of the content of subject(s) taught;
- 51 percent the creation of pedagogical materials/teaching aids;
- 41 percent the introduction of new teaching techniques/pedagogical approaches and
- 38 percent the teaching of a subject in a foreign language of the pupils, i.e. content and language integrated learning (CLIL).

Every second school praised the role of assistants in other Comenius actions or international activities and every third stated an important contribution to the establishment of partnerships/cooperation with schools/organisations from other countries.

The highest benefits were reported by schools in which the assistants taught not only languages or only other subjects but both, i.e. languages and other subjects. Respective schools stated more frequently an impact on content and language integrated learning (CLIL) and also observed a stronger European Dimension in daily school life, an increased interest of staff members in foreign language learning and an increased offer of foreign languages (see Table 8.8).

Table 8.8
Contribution of the Comenius Assistantship to host schools and teachers - by subject(s) taught by the Comenius Assistants (Percentages*)

	Subject(s) of teaching			Total
	Only language(s)	Languages plus other subjects	Only other subjects	
Stronger European Dimension in daily school life	70	82	75	76
More personalized help to pupils	75	77	71	76
Increased interest of staff members in foreign language learning	58	69	59	64
Increased offers of foreign language training for pupils	56	68	51	61
Increased diversity of foreign languages taught	49	64	48	56
Improvement of the content of subject(s) taught	52	59	49	55
Participation in other Comenius actions/European programmes	45	58	48	51
Creation of pedagogical materials/teaching aids	48	55	44	51
New teaching techniques/pedagogical approaches	37	46	39	41
Introduction of teaching of a subject in a foreign language, i.e. content and language integrated learning (CLIL)	26	50	45	38
Establishment of partnerships/cooperation with schools/organisations from other countries	34	41	39	37
Count (n)	(854)	(851)	(77)	(1782)

Source: Survey on host schools of Comenius Assistants

Question 7.2: Please indicate the extent to which the Comenius Assistantship contributed to your school, the teachers at your school and the local community:

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

Overall, schools located in countries in the South and East of Europe stated more frequently a substantial impact than did schools located in the North or West (see Table 8.9). A more detailed analysis reflecting the benefits of schools from individual countries leads to the following results²⁶:

a) Contribution of assistants to the European Dimension at the school:

- *Strengthening of the European Dimension in daily school life*: Highest benefit was stated by schools in Spain (83%), Italy (83%) and France (82%), the lowest in Norway (47%), Denmark (46%), and Belgium (42%).
- *Participation in other Comenius actions/European programmes*: Highest benefits at schools in Portugal (69%), Spain (60%) and Italy (59%), lowest in Sweden (34%), Finland (33%), Norway (32%) and Ireland (31%).
- *Establishment of partnerships/ cooperation with schools/ organisations from other countries*: Highest benefits at schools in Czech Republic (48%), France (48%), Italy (45%) and Portugal (45%), lowest in Norway (21%), Poland (20%) and Finland (19%).

b) Contribution of assistants to foreign language training at the schools:

- *Increased interest of staff members in foreign language learning*: Highest benefit at schools in Spain (84%), Poland (74%), Czech Republic (73%) and Portugal (69%), lowest in Ireland (44%), Denmark (39%), the Netherlands (38%) and Belgium (28%).
- *Increased offers of foreign language training for pupils*: Highest benefit at schools in Italy (87%), Slovenia (82%), Norway (74%) and Poland (73%), lowest in the Netherlands (50%), Belgium (48%), Denmark (46%) and France (29%).
- *Increased diversity of foreign languages taught*: Highest benefit at schools in Czech Republic (70%), Poland (69%) and Slovenia (65%), lowest in Denmark (43%), Belgium (41%), France (35%) and the Netherlands (31%).
- *Introduction of teaching of a subject in a foreign language, i.e. content and language integrated learning (CLIL)*: Highest benefit at schools in Finland (54%), Slovenia (53%), Spain (51%) and Norway (47%), lowest in the Netherlands (27%), Germany (24%), Belgium (21%) and France (21%).

c) Contribution of assistants towards the creation of pedagogical materials and pedagogical approaches:

- *Improvement of the content of subject(s) taught*: Highest benefit at schools in Spain (66%), Slovenia (65%), Czech Republic (64%) and Ireland (64%), lowest in Belgium (37%), Denmark (37%), Austria (36%) and Germany (35%).
- *Creation of pedagogical materials/ teaching aids*: Highest benefits at schools in Czech Republic (68%), Spain (64%), Ireland (62%) and the Netherlands (60%), lowest in Sweden (39%), Austria (37%), Denmark (30%) and Belgium (23%).

²⁶ See Table 7.2 in appendix II.2.

- *New teaching techniques/ pedagogical approaches*: Highest benefits at schools in Czech Republic (77%), Slovenia (53%) and Poland (50%), lowest in Sweden (26%), Germany (23%), Denmark (22%) and Belgium (13%)

Table 8.9
Contribution of the Comenius Assistantship to host schools and teachers - by country of school (Percentages*)

	Country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Stronger European Dimension in daily school life	73	82	82	70	83	56	62	74	76	86	76
More personalized help to pupils	71	85	76	60	69	73	77	72	79	93	76
Increased interest of staff members in foreign language learning	48	84	56	51	65	51	42	74	70	81	63
Increased offers of foreign language training for pupils	58	54	29	59	87	61	59	70	65	95	61
Increased diversity of foreign languages taught	58	52	36	64	64	51	51	66	61	81	56
Improvement of the content of subject(s) taught	35	66	61	51	58	47	42	58	60	84	55
Creation of pedagogical materials/ teaching aids	40	64	42	42	48	44	43	64	54	77	51
Participation in other Comenius actions/European programmes	49	60	48	42	59	33	34	51	65	79	51
New teaching techniques/ pedagogical approaches	23	48	42	27	46	29	30	55	49	70	41
Introduction of teaching of a subject in a foreign language, i.e. content and language integrated learning (CLIL)	24	51	21	31	41	42	27	42	40	75	38
Establishment of partnerships/cooperation with schools from other countries	41	35	48	28	45	24	27	32	45	67	37
Count (n)	(220)	(432)	(192)	(112)	(273)	(144)	(177)	(153)	(70)	(44)	(1817)

Source: Survey on host schools of Comenius Assistants

Question 7.2: Please indicate the extent to which the Comenius Assistantship contributed to your school, the teachers at your school and the local community:

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

The assessment of benefits did not differ substantially by type of school in regard to most aspects. However, (pre-) primary schools highlighted more often the increased offer and diversity of foreign language training for pupils.

8.2.2 Contribution of assistants to competency, skills and attitudes of pupils

Substantial contributions of assistants to the curriculum and the European Dimension in daily school life at the host school are pre-conditions for the generally expected impacts of Comenius Assistantships on competency, skills and attitudes of pupils, i.e. the improvement of the language skills and an increase of both the pupils motivation to learn languages and their interest in the assistant's country and culture. Host schools taking part in the study confirmed these expectations. A vast majority stated a substantial increase in the motivation of pupils to learn a foreign language (85%) and an improvement in foreign language skills (79%). A similar proportion observed a strengthening of the interest of pupils in other countries and cultures (89%), a combating of stereotypes about other countries and cultures (79%) and an expansion of their pupils' knowledge about the European Union (69%). Furthermore, two thirds of the schools felt that the assistants inspired pupils to take part in the Comenius programme.

The extent of outcomes is strongly related to the satisfaction of schools with the result of the matching process in which the assistants are assigned to the schools by the National Agencies in charge of Comenius. Since the retrospective assessment of the matching process could be seen as an implicit judgement of the work of the assistant, it becomes clear how strong the outcomes of the assistantships are dependent on the personality of the assistant and his or her integration into the school. As Table 8.10 shows, the contribution of assistants to the competency, skills and attitudes of pupils are rated much higher by schools which were satisfied with the matching than by schools where reservations were expressed.

Table 8.10
Contribution of Comenius Assistant to the improvement of competences, skills and attitudes of pupils - by extent of satisfaction with the matching process (Percentages*)

	Level of satisfaction				Total
	Very high	High	Medium	Low	
Strengthening their interest in other countries and cultures, e.g. the assistant's country and culture	94	89	82	64	89
Increase in their motivation to learn foreign languages	92	85	73	60	85
Improvement in foreign language skills	87	79	65	49	79
Combating stereotypes about other countries and cultures	85	78	67	59	79
Increase in the motivation of pupils towards learning in general	80	70	59	49	72
Expanding their pupils' knowledge about the European Union	76	66	57	46	69
Inspiring them to take part in the Comenius programme	69	61	54	30	62
Count (n)	(911)	(487)	(257)	(95)	(1750)

Source: Survey on host schools of Comenius Assistants

Question 7.1: Please indicate the extent to which the Comenius Assistant contributed to the improvement in the competency, skills and attitudes of pupils in the following directions:

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

The difference between South and East Europe, on the one hand, and North and West Europe, on the other, which has already been discussed in the context of outcomes for assistants, can also be observed in respect to the benefits of assistantships for pupils (see Table 8.11). Particularly the contribution to the improvement of foreign language skills, the expansion of pupils' knowledge about the European Union and the increase of interest of pupils to take part in the Comenius programme were more often beneficial for schools located in East and South European countries.

Table 8.11
Contribution of Comenius Assistant to the improvement of competency, skills and attitudes of pupils - by country of school (Percentages*)

	Country										Total
	DE	ES	FR	GB	IT	Other North	Other West	Other East	Other South	Other South-East	
Increase in the motivation of pupils towards learning in general	66	82	68	59	77	62	64	69	71	93	72
Increase in their motivation to learn foreign languages	74	92	84	78	89	83	73	89	86	98	85
Improvement in foreign language skills	67	84	82	71	82	77	68	88	79	93	79
Strengthening their interest in other countries and cultures, e.g. the assistant's country and culture	84	93	87	87	93	83	81	91	91	98	89
Expanding their pupils' knowledge about the European Union	54	81	68	68	77	43	55	71	75	91	69
Combating stereotypes about other countries and cultures	76	85	79	71	82	67	72	79	85	89	79
Inspiring them to take part in the Comenius programme	58	73	50	41	76	42	44	66	78	82	62
Count (n)	(220)	(432)	(193)	(112)	(273)	(145)	(179)	(153)	(69)	(44)	(1820)

Source: Survey on host schools of Comenius Assistants

Question 7.1: Please indicate the extent to which the Comenius Assistant contributed to the improvement in the competency, skills and attitudes of pupils in the following directions:

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

Although some of the schools criticised the short duration of assistantships (see chapter 6.5), only a slight increase in positive assessment of outcomes could be observed in the cases where the assistant had spent a longer period of time at the host school. A regression analysis shows that other factors were more important in maximising the benefits for pupils:

- A strong motivation and commitment by the school to make use of the assistant to increase the teaching capacity in order to help teachers and pupils, adding specific language competence to the teaching body and strengthening the internationalisation of the school.
- The personality and attitudes of the assistant, i.e. satisfaction about collaboration with the assistant prior to the assistantship, acceptance of the assistant by teachers and pupils, etc.
- Sufficient competency and skills of the assistant to perform as a teacher, e.g. social and communication skills, professional/teaching skills etc.

- Sufficient proficiency of the assistant in the language of the host school.

It might also be interesting to note that schools with a strong international orientation more often reported that pupils were inspired by the assistant to take part in the Comenius programme as opposed to schools which considered the extent of their international activities to be similar or below other schools of the same type and size in the country.

8.3 Overall satisfaction with outcomes and benefits

Overall, the vast majority of Comenius Assistants (89%) as well as their host schools were very satisfied or satisfied with the results of the assistantship (87%) and less than five percent of both considered it a rather unsatisfactory experience. As Table 8.12 shows, assistants from countries in the East or South-East of Europe were considerably more often "very satisfied" than assistants from the North or North-West of Europe. In respect to the host country of the assistantship, the complementary picture emerged, i.e. assistants spending a period in the North or North-West of Europe were more often very satisfied than assistants who visited schools in the East or South-East of Europe.

Table 8.12
Overall satisfaction of assistants with the Comenius Assistantship - by home region of Comenius Assistants (Percentages)

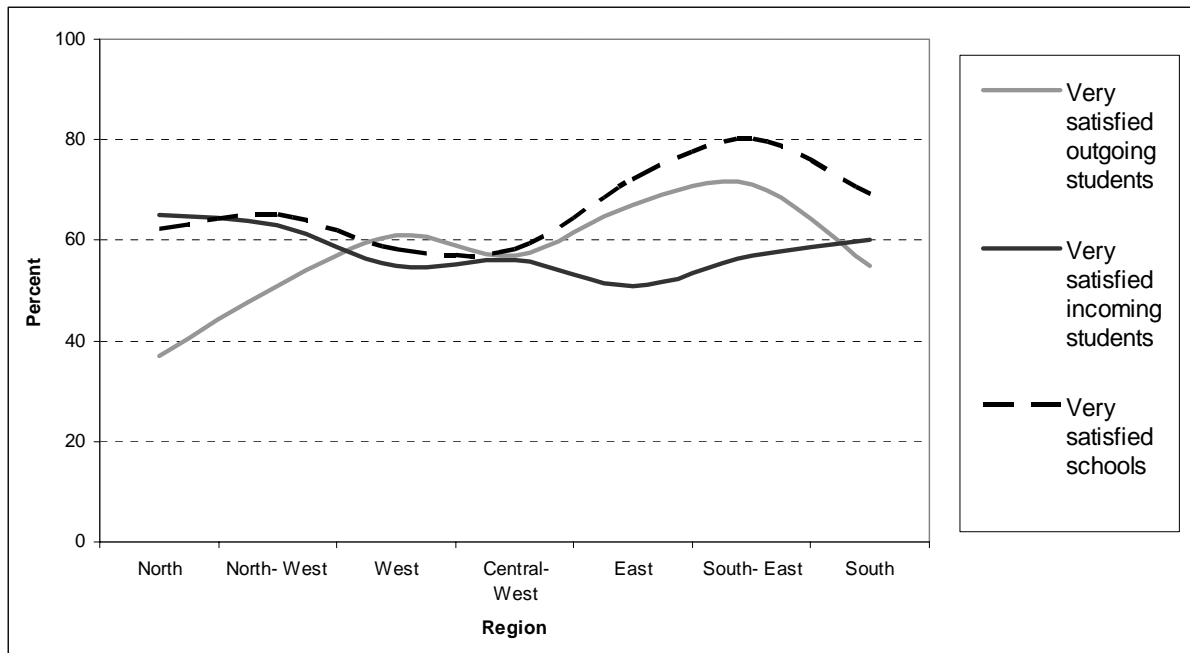
	Home region *							Total
	North	North-West	West	Central-West	East	South-East	South	
Very satisfied	37	51	61	57	67	71	55	59
Satisfied	46	29	30	32	27	23	31	30
Partly satisfied	13	13	6	7	4	4	11	8
Dissatisfied	5	4	3	2	1	1	2	2
Not satisfied at all	0	3	0	1	1	0	1	1
Total	100	100	100	100	100	100	100	100
Count (n)	(127)	(191)	(277)	(606)	(548)	(230)	(713)	(2692)

Source: Survey on Comenius Assistants

Question 9.2: Looking back on your Comenius Assistantship, how satisfied were you in general with it?

A comparison of the judgements of assistants and their host schools by region shows a high correspondence in the North and West of Europe but a rather low one in the East and South-East of Europe (see Chart 8.1). Whether differences in the subjective perceptions on the part of the participants has led to an influence on the degree of satisfaction or a real imbalance of outputs, could not finally be decided on the basis of available data. In either case this constellation needs further attention and the satisfaction of host students in East and South-East of Europe has to be improved.

Chart 8.1
Proportion of "very satisfied" Comenius Assistants and host schools - by home and host region of the Comenius Assistants (Percentages)



Source: Survey on Comenius Assistants
 Question 9.2: Looking back on your Comenius Assistantship, how satisfied were you in general with it?

What are the possible options and means to improve the satisfaction of assistants? Based on statistical regression analysis, the following factors turned out to be of significant importance:

- Satisfaction with the result of the matching process organised by the National Agency, i.e. fulfilment of preferences and assignment to a suitable host school;
- Satisfactory collaboration with the host school before the assistantship;
- A sufficient level of support from the host school during the assistantship;
- A good working climate at the host school and the readiness of colleagues to respond to and work with the assistant;
- Integration of the assistant at the school and in the local community;
- Improvement of foreign language proficiency during the assistantship;
- The contribution of the assistantship to the personal and professional development of the assistant.

9 Activities and Employment after the Assistantship

9.1 Completion of study and country of residence

At the time the survey was conducted, most former Comenius Assistants undertaking the assistantship during their course of study had successfully completed a study programme: 61 percent had graduated in the programme in which they were enrolled prior to the assistantship and 9 percent in another course of study. Those remaining were either still enrolled (25%) or did not intend to finish their studies (5%). As could be expected, almost all participants from the period 2000-2006 and the majority from 2007-2008 have graduated in the meantime (see Table 9.1). About two thirds of the graduates hold a Master degree and one third a Bachelor degree. A small number also stated the award of a PhD.

Table 9.1
Successful completion of study programme enrolled prior to the Comenius Assistantship - by year of start of the assistantship (Percentages)

	Year of start				Total
	2000-2004	2005-2006	2007-2008	2009-2010	
Completion of study enrolled during the Assistantship	85	81	53	28	61
Completion of a degree in another course of study	10	7	9	10	9
Not yet completed	2	6	33	54	25
No completion intended	3	6	4	8	5
Total	100	100	100	100	100
Count (n)	(283)	(322)	(387)	(304)	(1296)

Source: Survey on Comenius Assistants

Question 7.4: If you took part in the Comenius Assistantship during your course of study as a teacher, did you finally successfully finish your studies?

An astonishingly high share reported that the Comenius Assistantship was not recognised by their home university as part of the study period (43%). The proportions were highest among respondents from Southern and Northern European countries (75% and 67%).

At the time the survey was conducted, four out of five former assistants from the period 2000-2008 lived in the country of residence prior to the assistantship, 10 percent in the Comenius host country and 9 percent in a third country.

9.2 Employment and work

About 80 percent of former Comenius Assistants holding an academic degree were employed at the time the study was conducted: 63 percent had a full-time and 17 percent a part-time job. As Table 9.2 shows, almost all participants from the period 2000-2006 were employed while only a minority of those who had either just returned from the assistantship or had just finished their course of study had already found a job. Female respondents were slightly more often employed than their male colleagues (81% as compared to 74%). Only a small proportion of respondents- less than 10 percent - were self-employed.

Table 9.2
Employment at the time the survey was conducted - by year of start of the Comenius Assistantship (Percentages)

	Year of start				Total
	2000-2004	2005-2006	2007-2008	2009-2010	
Full time	77	74	55	33	63
Part time	16	16	22	13	17
Not employed	7	9	23	54	20
Total	100	100	100	100	100
Count (n)	(603)	(604)	(572)	(366)	(2145)

Source: Survey on Comenius Assistants
Question 7.6: Are you currently employed?

A correspondence between the educational level of the assistant at the time of the Comenius Assistantships and the transition to work could not be observed. As Table 9.3 shows, the employment rate is at a similar level for assistants undertaking the assistantship during their course of study as for those after graduation.

Table 9.3
Employment at the time the survey was conducted - by year of study in which the Comenius Assistantship took place (Percentages)

	Year of study					Total
	First or second year	Third year	Fourth year	Fifth year or later	After graduation	
Not employed	18	17	20	15	21	20
Full time	55	68	64	67	62	63
Part time	27	15	16	18	17	17
Total	100	100	100	100	100	100
Count (n)	(66)	(250)	(176)	(172)	(1478)	(2142)

Source: Survey on Comenius Assistants
Question 7.6: Are you currently employed?

As could be expected, the majority found a job in the educational sector: 61 percent at schools up to secondary level, 10 percent at higher education institutions and 4 percent in other institutions mainly concerned with education, e.g. special language schools or in adult education. The remaining quarter is widely spread over other sectors of employment, e.g. commerce/finance/insurance (6%), public government from local to European level (3%), language services (2%), etc. While a clear majority of assistants from most West and North European countries worked in schools, the respective proportion is less than half among assistants from countries in the East and South East of Europe (see Table 9.4).

Table 9.4
Sector of employment - by home country of Comenius Assistants (Percentages)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
Primary, secondary or other school	84	59	67	42	49	41	72	73	48	50	47	61
Higher education institution or research organisation	6	14	10	8	15	7	8	7	12	11	19	10
Commerce/ finance/ insurance	0	3	5	9	9	14	6	5	8	7	4	6
Others in the educational sector	3	5	3	4	3	4	4	3	8	6	5	4
Local, regional or national government	0	4	3	8	4	3	5	2	5	4	2	3
Industry	0	1	3	2	4	6	1	3	2	1	4	2
Language services, e.g. translation	0	1	0	1	1	3	0	1	3	6	4	2
Tourism	0	2	0	2	4	0	0	1	1	0	1	1
Other sectors	5	10	10	24	11	22	5	6	12	15	14	11
Total	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(450)	(164)	(39)	(124)	(280)	(175)	(106)	(183)	(178)	(84)	(135)	(1918)

Source: Survey on Comenius Assistants
Question 7.8: In which sector are you currently employed?

Former Comenius Assistants working in the educational sector were mostly employed in general secondary schools (42%) and in primary schools (21%). Only a small proportion taught at vocational/technical secondary schools (7%) or at pre-primary schools (2%). Those remaining worked mainly at universities. With a few exceptions, almost all those employed in schools were teachers (95%) and a small number were head teachers (1%). Altogether about two thirds of the former Comenius Assistants now employed worked as teachers: 88 percent in their home country prior to the assistantship, 7 percent in the Comenius host country and 5 percent in a third country.

Did the participation in a Comenius Assistantship turn out to be useful in the transition to work and employment? The vast majority of former assistants believe that this is the case. About two thirds noted a positive impact of the assistantship on obtaining their first job and on the type of job tasks in which they were involved. As regards income level, however, Comenius Assistantships does not provide clear advantages. Whereas 17 percent noted a positive impact in this respect and 3 percent a negative impact, the majority (80%) considered income to be neither positively nor negatively influenced by the assistantship. Whilst

those working as teachers stated slightly more often an impact on their work tasks (69% as compared to 55% in other occupations), the impact on income was rated lowest (14% as compared to 20%). Taking into account that teachers in most countries are contracted by governments and employed within fixed salary structures, it is not surprising that participation in Comenius Assistantships had no effects on income.

The longer the assistantship lasted, the more beneficial was it rated by participants (see Table 9.5). Those who spent 7-10 months in another country perceived not only more often a positive impact on obtaining the first job but also in regard to the type of work tasks and the level of income.

Table 9.5
Positive impact(s) of the Comenius Assistantship on current employment - by duration of the Comenius Assistantship (Percentages*)

	Duration of the assistantship				Total
	Up to 4 months	5-6 months	7-8 months	9-10 months	
Obtaining a first job	57	64	69	70	64
Type of tasks the work involves	58	64	68	67	64
Level of income	11	15	24	20	17
Count (n)	(512)	(648)	(497)	(224)	(1881)

Source: Survey on Comenius Assistants

Question 7.10: In your opinion what impact did your Comenius Assistantship have in regard to your employment?

* Scale points 5 and 4 on a scale from 5 = "very positive impact" to 1 = "very negative impact"

As already stated above, a considerable proportion of former assistants from countries in the East and South-East of Europe applied their language competencies and international experiences acquired during the period abroad in jobs outside the education sector and obviously in jobs with higher salaries than in the school sector. As Table 9.6 shows, the proportion of respondents from those countries stating a positive impact of the Comenius Assistantship on the level of income is considerably higher than among assistants from most other countries.

Table 9.6
Positive impact(s) of the Comenius Assistantship on current employment - by home country of Comenius Assistants (Percentages*)

	Home country											Total
	DE	ES	FR	GB	IT	PL	Other North	Other West	Other East	Other South	Other South-East	
Obtaining a first job	70	63	69	67	44	80	67	58	67	53	73	64
Type of tasks the work involves	66	58	72	58	65	59	59	51	68	61	86	64
Level of income	3	22	26	22	10	34	11	8	30	19	32	17
Count (n)	(443)	(162)	(37)	(123)	(276)	(174)	(102)	(181)	(176)	(84)	(139)	(1897)

Source: Survey on Comenius Assistants

Question 7.10: In your opinion what impact did your Comenius Assistantship have in regard to your employment?

* Scale points 5 and 4 on a scale from 5 = "very positive impact" to 1 = "very negative impact"

In assessing what types of qualification acquired or improved during the teaching period abroad turned out to be useful to their occupation, former Comenius Assistants clearly rated the general impacts, i.e. those on personal development and ways of thinking, as most important. Oral foreign language competency and knowledge of the host country and its people came next, whereas academic and professional knowledge as well as written use of foreign language acquired during the period abroad was considered least often useful for later occupation.

The extent of usefulness of qualifications depends on the type of employment. Former assistants starting work as a teacher clearly more often stated the possibility of applying professional knowledge and pedagogical skills in their daily work than did respondents starting a career outside the school sector (see Table 9.7). On the other hand, the latter made more frequent use of foreign language skills acquired abroad. Within the sub-group of teachers, the highest use of qualifications was reported by pure language teachers while those who only studied other subjects were least often able to apply foreign language proficiency or pedagogical skills acquired during the assistantship (see Table 9.8) in the classroom or in the daily work tasks.

Table 9.7
Achievements of the Comenius Assistantship turned out to be useful in the job - by employment as a teacher (Percentages*)

	Employment as teacher		Total
	Yes	No	
General maturity enhancement and personality development derived from the period abroad	94	93	94
New ways of thinking and reflection due to comparative views	81	79	80
Oral use of the foreign language	73	79	75
Written use of the foreign language	60	69	62
Knowledge of the host country and its people	75	69	73
Pedagogical skills	76	58	71
Subject-related knowledge acquired during the Comenius Assistantship	60	46	56
Count (n)	(1313)	(499)	(1812)

Source: Survey on Comenius Assistants

Question 7.11: To what extent have your achievements during your Comenius Assistantship turned out to be useful in your job?

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

Table 9.8
Achievements of the Comenius Assistantship which turned out to be useful in the job of teachers - by subject(s) studied prior to the Comenius Assistantship (Percentages*)

	Subject(s) studied			Total
	Only language(s)	Languages plus other subjects	Only other subjects	
General maturity enhancement and personality development derived from the period abroad	93	96	92	94
New ways of thinking and reflection due to comparative views	81	82	81	81
Oral use of the foreign language	82	73	46	74
Written use of the foreign language	68	59	33	60
Knowledge of the host country and its people	79	76	60	75
Pedagogical skills	76	77	72	76
Subject-related knowledge acquired during the Comenius Assistantship	64	59	46	60
Count (n)	(620)	(469)	(167)	(1256)

Source: Survey on Comenius Assistants

Question 7.11: To what extent have your achievements during your Comenius Assistantship turned out to be useful in your job?

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

9.3 Maintaining of contacts

Almost all former Comenius Assistants continued to keep contact to the host country in one or another:

- 74 percent communicated privately and 25 percent professionally with persons living in the host country;
- 50 percent travelled to the host country and 38 percent received visitors;
- 51 percent read or watched media on the host country and
- 37 percent read popular journals/literature and 24 percent professional journals/literature from the host country.

A long period abroad is obviously more likely to lead to continuing contacts. As Table 9.9 shows, this relationship is more pronounced in respect to personal contacts and travelling to the host country than to reading literature or watching media.

Another important factor for maintaining contact is the proficiency in the language of the host country. Interestingly, a good command in that language is more important when applied to media and literature than for personal contacts (see Table 9.10). Obviously, the lack of foreign language proficiency in direct contacts can be bridged by English or one of the other widespread European languages, i.e. German, French or Spanish.

Table 9.9
Frequent activities for keeping in touch with the Comenius host country after return -
by duration of the Comenius Assistantship (Percentages*)

	Duration of the assistantship				Total
	Up to 4 months	5-6 months	7-8 months	9-10 months	
Communicating with persons living in the host country	68	73	78	80	74
Reading or watching media on that country	47	51	53	55	51
Travelling to the host country	46	48	52	61	50
Receiving visitors from the host country	31	36	42	49	38
Reading popular journals/literature from the host country	30	40	38	44	37
Through professional contacts	21	24	27	32	25
Reading professional journals/literature from the host country	16	26	26	30	24
Count (n)	(650)	(809)	(585)	(281)	(2325)

Source: Survey on Comenius Assistants

Question 8.1: If you are currently not living in your Comenius host country, in which way and to what extent did you keep in touch with your Comenius host country after you returned home?

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

Table 9.10
Frequent activities for keeping in touch with the Comenius host country after return -
by proficiency in the language of the host country (Percentages*)

	Language competence						Total
	C2	C1	B2	B1	A2	A1	
Communicating with persons living in the host country	84	71	70	73	74	60	74
Reading or watching media on that country	65	57	48	43	38	31	51
Travelling to the host country	58	58	48	46	41	26	50
Receiving visitors from the host country	44	41	37	36	32	22	38
Reading popular journals/literature from the host country	58	47	31	23	18	11	37
Through professional contacts	35	28	20	19	23	19	25
Reading professional journals/literature from the host country	41	30	17	13	10	8	24
Count (n)	(493)	(591)	(441)	(347)	(260)	(158)	(2290)

Source: Survey on Comenius Assistants

Question 8.1: If you are currently not living in your Comenius host country, in which way and to what extent did you keep in touch with your Comenius host country after you returned home?

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

Continuing contacts with the host school were reported by 61 percent of former Comenius Assistants (68% of the schools). In most cases, these contacts were of a private nature. However, five percent stated professional relationships in the context of European programmes (10% of the schools). The longer the time passed since the participation in the assistantship, the less likely are there to be private or professional contacts. While the respective proportion is about 80 percent in the more recent cohort of former assistants, it decreases to less than 50 percent if the visit is more than five years ago. Those who worked as teachers reported private or professional contacts with the former host schools slightly more often than those who decided in favour of a career outside the school sector (see Table 9.11).

Table 9.11
Current contacts with the former Comenius host school - by employment as a teacher
(Percentages, multiple replies possible)

	Employment as teacher		Total
	Yes	No	
No contacts	38	42	39
Private contacts	61	58	60
Professional contacts in the context of European programmes	6	2	5
Total	104	101	104
Count (n)	(1295)	(502)	(1797)

Source: Survey on Comenius Assistants

Question 8.2: Do you currently have any contact with your former Comenius host school?

10 Suggestions of Participants for the Future Improvement of the Comenius Assistantships Action

At the end of both questionnaires, the respondents could make further suggestions which could be helpful to future Comenius assistants, to host schools and to those in charge of the implementation of the Comenius Assistantship action, i.e. National Agencies and the European Commission. About 1,000 schools and 1,500 of the former assistants made use of this opportunity and provided their remarks. A systematic analysis of the suggestions made to future Comenius Assistants and host schools resulted more or less in a similar list of tips as has already been published by the European Commission in the "Good practice guide for host schools and assistants". Obviously the recommendations were not yet fully implemented at the time the assistantships were carried out. However, the responses of assistants and schools underlined the importance of the guide and the relevance of issues covered.

The suggestions and remarks concerning the improvement of the implementation of the Comenius action could be summarised as follows:

- One of the main points for the Comenius Assistants was that the Comenius grant should be a little higher and should arrive promptly. This would make life easier and participants could then concentrate more on their tasks as an assistant.
- Schools suggested a longer duration of the placements. The period should be from 6 months up to a whole school year. A shorter period has fewer effects for the host schools and the assistants.
- A better matching is another point mentioned by both groups of participants. In each country there should be an external clearing house/mediation for problems with the matching or other problems between the assistant and the host school.
- Stays in rural areas could be a big challenge for the Comenius Assistants. Public transport is often expensive or seldom and it is more difficult to meet people, to travel and to enjoy free time. However, these kinds of experiences were also considered as important elements of the stay abroad.
- The Comenius Assistants asked for a slightly closer monitoring of the school by the local Comenius office – a check to make sure that the school is well prepared and that the assistant will be well involved in school life.
- The induction meetings should be arranged more often or the arrival time of the assistants should be restricted to a certain time (e.g. shortly before the beginning of the school term). Too many assistants miss the induction meeting.
- It would be a useful idea to set up an alumni club to enhance and encourage the exchange of information among participants. This could help further participants with their preparation for the placement and provide feedback for the further development of the programme. A special website may be an alternative where teaching materials and experience can be shared.

- It would be very helpful if every Comenius Assistant could have student status and thus enjoy student privileges. This would help in obtaining reductions in order to participate in cultural life. Another possibility could be something similar to an assistant identification card which may open doors to other institutions.
- A quicker selection process would be more modern in a time with demand on flexibility - a quicker decision making process and thus more time for preparation.

Some of these issues (for example, the level of grants, the idea of external supervisors/mentors or the problem of loneliness) were already highlighted by the authors of the Assistants Break Barriers project²⁷. Their relevance can be confirmed now by a larger scale of participants.

²⁷ see <http://www.ask.hi.is/Apps/WebObjects/HI.woa/wa/dp?id=1012327>

11 Conclusions and Recommendations

11.1 Objectives and Design of the Study

The present study is one of the means available to the European Commission of evaluating the impact of Comenius on school education in Europe and identifying opportunities to increase the effectiveness of the programme. It is the aim of the Comenius Assistantships Action to give future teachers the opportunity of gaining a better understanding of the European dimension of teaching and learning, of enhancing their knowledge of foreign languages, other European countries and their education systems and of improving their teaching skills. Furthermore, the assistantships are intended to contribute to the improvement of the language skills of the pupils at the host schools and to increase both their motivation to learn languages and their interest in the assistant's home country and culture. Future teachers who are nationals of the countries participating in the Lifelong Learning Programme or who are living in one of these countries under the conditions fixed by each of them as well as schools in these countries are eligible to apply for a Comenius Assistantship.

The target group of the study consisted of successful applicants, i.e. Comenius Assistants and host schools, from all eligible countries whose application were approved in the period 2000-2009. About 7,000 Comenius Assistants and 4,000 schools were asked with the help of web based questionnaires to report on their experiences and to assess the outcomes and impacts of their participation. About 45 percent of the assistants and 47 percent of the schools responded to the surveys.

11.2 General fulfilment of the objectives of the action

The results of the study show clearly that Comenius Assistantships contribute to a significant extent to the personal and professional development of future teachers and trigger impacts not only on pupils attending classes or extra-curricular activities of the assistants but also on an institutional level of schools. An added value for assistants could also be observed with respect to their careers as teachers after completion of their studies. The teaching experiences abroad not only helped them find first employment but also contributed to the quality of everyday work tasks. Altogether, there is no doubt that this Comenius action meets its objectives.

11.3 Participants and mobility flows

Whereas prior to the implementation of the Lifelong Learning Programme in 2007 future language teachers were addressed by the Comenius Assistantships Action, it is now open to future teachers of any subject. Consequently, the proportion of non-pure language teachers increased from about 40 percent prior to the implementation of the LLP to 62 percent in

2009. Every fifth assistant from the 2009 cohort studied solely subjects other than languages prior to the assistantship.

The majority of host schools provide education at secondary level: 49 percent are general secondary schools and 15 percent technical or vocational secondary schools. Primary schools have a share of about 30 percent while only a few pre-primary and other types of schools take part in this Comenius action.

In accordance with the amount of the Comenius budget allocated to National Agencies, the larger European countries have a higher share of Comenius Assistants than the smaller countries. With an average of about 140 assistants per year, Germany is the largest sending country, followed by Italy with about 115 and Great Britain with 100 assistants. Major host countries are the larger EU member states in West and South Europe: Spain with an average of 155 incoming assistants per year, France with 126, Italy with 108 and Great Britain with 104 incoming assistants. A more detailed analysis of the flow of assistants shows a clear imbalance of movements between East Europe and West Europe: Considerably more assistants were sent than received by almost all individual East European countries. The few former EU-15/EFTA countries which receive a significantly lower number of assistants than they send are Germany and Belgium.

11.4 Procedures and modalities of the Action Scheme

Matching of assistants and host schools

Comenius Assistantships are a decentralised action under the responsibility of National Agencies. Both assistants and schools have to submit their application independently to the National Agency of their country. The matching of assistants and host schools is based on preferences stated by the applicants, e.g. country and location of host school, mother tongue of assistants, etc., and is carried out by the National Agencies. It became clear that the result of the matching process is of major importance for the overall success of the assistantships. The more the preferences of assistants and schools were met, the higher the level of perceived outcomes. For assistants it is of special importance that their preferences concerning the type and location of the school are taken into account while host schools put high emphasis on the subjects the assistant is able to teach. It is strongly suggested that National Agencies take this most important criterion for assistants, i.e. type and location of the school, and for the host school, i.e. subjects the assistant should teach, seriously into consideration as "must-be-fulfilled-criteria" when matching assistants and schools.

Duration of Comenius Assistantships

Future teachers can apply for a Comenius supported assistantship abroad lasting at least 3 months and at most 10 months. Former Comenius Assistants taking part in the survey spent on average 6.2 months at the host school: 26 percent up to 4 months, 34 percent 4-6 months, 26 percent 7-8 months and 15 percent 9-10 months. The flexibility in setting the duration of the assistantship is an advantage because it allows students to spend shorter peri-

ods abroad and thus reduces the risk of a substantial prolongation of the overall period of study. However, there are good reasons to argue that assistantships of less than six months should be rather the exception. Firstly, too short a duration endangers the success of the assistantship in terms of outcomes and benefits for assistants and host schools. Secondly, a duration of less than one term makes it difficult for schools to integrate the assistants properly into the curriculum and time table for pupils. The shorter the assistantship, the more often schools cited problems. Consequently, assistantships lasting six months or more should be given priority.

Level of grants

Comenius Assistants receive a grant from their National Agency intended to cover the subsistence costs abroad and the travel costs for a return trip between the home and host country. Although the European Commission has developed a framework of grant rules specifying the maximum amount of support, it is within the responsibility of each National Agency to define their own ceilings. However, serious financial problems as reported by one in seven former assistants depend not only on differences in the level of support provided by individual National Agencies but also on high expenses of assistantships at schools located in capitals or large cities, extra costs for transportation in the case of assistants shared by two or more schools or ongoing costs at home which had to be paid during the stay abroad.

By and large, the cost coverage rate of the Comenius grant seems to be sufficient for most of the assistants. Nevertheless the Commission should examine the possibility of providing additional funding under clearly defined circumstances, e.g. to assistants shared by two or more schools. The possibility of National Agencies to set their own ceilings for grant levels has advantages and disadvantages. On the one hand, assistants from different countries spending a teaching period abroad at the same school or in the same host country get a different amount of grant to cover their expenses which might be in contradiction to the principle of equal treatment. On the other hand, the definition of ceilings allows National Agencies to divide the total budget available for Comenius Assistantships into as many units as necessary to ensure an appropriate acceptance rate of applications. It is suggested that in the light of the results of this study the grant rules in general and the autonomy of National Agencies to set their own ceilings should be re-examined between the Commission and the National Agencies.

11.5 Advice and support provided to Comenius Assistants

Contribution of host schools to the preparation of assistants prior to the assistantship

The provision of information material by the host school prior to the start of the assistantship contributed significantly to the level of preparation of assistants in respect to their knowledge about the host school and its local environment and the content of lessons to be taught during the assistantship. Unfortunately, only one in two assistants received appropriate information or support. It is therefore strongly suggested that all future host schools should be obliged to contribute to the preparation of assistants by sending information packages con-

taining detailed descriptions of the institution and its environment and especially of organisational matters and the role and tasks expected from the assistants.

Advice and support provided by host schools during the assistantship

Overall, host schools were very well aware of their responsibility for the Comenius Assistants and provided substantial advice and support during the time of the assistantship. Most of the suggestions published by the European Commission in the “Good practice guide for host schools and assistants” were put into practice. Mentors were appointed by the schools to welcome the assistant and assure his or her integration into the school and local community, he or she was picked up on arrival in the country, a guided tour of the school was undertaken to familiarise the assistant with the building and infrastructure of the school, an introduction of the assistant to teachers and staff members took place, etc. The high degree of satisfaction of Comenius Assistants with the support provided by the schools is a clear indication of the quality of such provisions. Based on statistical analysis, it turned out that the level of support is of major importance for the integration of the assistants in the school and in the local community. Thus it is strongly recommended that schools follow the rules described in the “Good practice guide” of the European Commission.

Contributions of the National Agencies

National Agencies are responsible for the contractual management of Comenius Assistantships and support assistants and schools by organising induction meetings prior and during the assistantships. Overall, the positive assessment of the work of National Agencies indicates no need for change. Nevertheless, there were also some complaints from schools and assistants that induction meetings were not offered, invitations were not received, or large distances to the venue and a lack of financial support hampered a participation in the meeting. In order to avoid similar difficulties in the future, National Agencies should reconsider their information policy and should ensure that neither assistants nor representatives of schools are unable to take part in an induction meeting due to a lack of financial means. National Agencies and the European Commission should also strengthen the information flow between potential applicants and current or former assistants by supporting the implementation of an Alumni Association and by giving more access to the final reports of Comenius Assistants.

11.6 Activities and performance of assistants at the host school

Weekly workload of assistants

In the "Good practice guide for host schools and assistants" the European Commission suggest a workload for assistants of 12-16 hours "school based" work per week. During the period of observation of the study, this ceiling has become more and more a reality. Prior to the implementation of the LLP, only every second assistant felt within the suggested range while one out of three worked more than 16 hours per week and one out of six less than 12 hours. In the most recent years, the proportion of assistants falling within the ceiling of 12-16 hours

increased to slightly more than two thirds while the proportion of those stating a higher or lower weekly work load decreased respectively (23% and 9%). Thus, a growing majority of schools obviously followed the recommendation of the Commission and gave the assistants on the one hand enough time for teaching practise and job-shadowing in the classroom and on the other hand for their own studies and cultural activities in the host country.

Subjects of teaching

While prior to the start of the Lifelong Learning Programme in 2007 only future (foreign) language teachers were eligible to apply for a Comenius Assistantship, the LLP has opened the action to future teachers of all subjects. The rapid increase of the proportion of assistants who have studied solely subjects other than languages to about 20 percent in 2009 confirms the attractiveness of this Comenius Action for the new target group. On the other hand, the majority of schools are still more interested in Comenius Assistants in their traditional role as language assistants than as contributors to content and language integrated learning in other subjects (CLIL). Consequently, almost all assistants were employed to teach a foreign language to pupils but only a minority to teach other subjects. In respect to the use of qualifications acquired abroad for the job as a teacher after the assistantship, some evidence was found that pure language teachers have the highest benefits from the period abroad. The implementation of a special study to be carried out in about three to five years to evaluate the benefits of Comenius Assistantships for non-language teachers and their host schools is suggested.

Foreign languages taught to pupils and language of instruction

Learning and teaching of foreign languages are still at the core of the objectives of Comenius Assistantships. In this respect the assistants support their host schools in two ways: Firstly, they expand the pool of (native) foreign language teachers and secondly, the presence of an assistant increases pupils' interest in the country of the assistant and its language. In accordance with the pattern of foreign-language teaching in European schools, the assistants are mainly employed to teach English (63%). Classes in other foreign languages were offered at a considerably lower extent: German lessons at 16 percent of the schools, French lessons at 14 percent, Italian lessons at 11 percent and Spanish lessons at 8 percent. Classes in languages from smaller countries were rather exceptions. However, at 30 percent of the schools the assistants offered foreign language lessons in a language which was not regularly taught at the school by other teachers.

From the perspective of the assistants, the teaching of foreign languages can be a mixed blessing. On the one hand, the schools expect them to give foreign language lessons to the pupils, i.e. classes in a language that is not the native language of the pupils. On the other hand, the assistants have been at least partially trained in the language of the host country and intend to work as a foreign language teacher in that language after returning to their home country. Seen against this background, it would be quite reasonable that the assistants have the opportunity of offering classes in the domestic language of the pupils or at least to taking part as assistant teacher in such classes. This has happened only in every second

case. In particular Comenius Assistants from countries with major European languages such as English were generally employed by the host schools to provide classes and lectures in their mother tongue. Although it is understandable that schools are mainly interested in the native/foreign language skills of the assistants, it has to be ensured that the assistants can get teaching practise in the domestic language of the host country if this language is one of the main subjects studied prior to the assistantship.

Performance of assistants

Overall, Comenius Assistants did a good job as assistant teachers abroad. They were praised by their host schools for their degree of interest and their work with the pupils. Most of the schools were especially satisfied with the social and communication skills of the assistants and their good knowledge of the culture and society of the host country and of practical matters of life in the host country. In contrast, their professional performance was judged with slightly less enthusiasm, e.g. the ability to explain complex issues, a good mastery of the main language of instruction at the school, the use of interesting teaching material brought from the home country or the use of innovative teaching methods. However, taking into account that nearly half of the assistants had not completed the course of studies at the time of the assistantship, expectations of their professional performance should be realistic. The following measures could possibly help improve the competency and performance of assistants:

- Initial training for assistants might help to enhance their knowledge and mastery of pedagogical approaches and use of training/teaching material.
- A tighter cooperation between host schools and the training organisations of the assistants, usually universities, would furnish the training centres with feedback on the performance of the assistant and improve the curricula (content as well as quality) of the training organisation itself.

Major difficulties encountered by assistants and host schools

The major problem faced by Comenius Assistants and by schools was mastering the language of the host country: 14 percent of the assistants stated significant communication difficulties in general and 18 percent had problems teaching in the main language of instruction at the school. Assistants in Eastern and Northern European countries were most often confronted with such language problems. Since the vast majority of assistants spending a period of time in these countries had practically no or only very limited proficiency in the domestic language beforehand, it is suggested putting more emphasis on language preparation and defining a minimum level of language proficiency as pre-condition for supporting the assistantship.

Personal conflicts between the assistant and the school were reported by slightly more than five percent of responses. While assistants complained about a lack of acceptance by teachers and pupils, the schools criticised the personal attitudes and professional abilities of the assistant. Although the proportion of participants affected by these difficulties is not high, it

has to be taken into account that personal conflicts normally lead to dissatisfaction and thus endanger the outcomes and impacts of the assistantship. It is therefore suggested that a contact person in the National Agency be named as a mediator to solve conflicts. If obvious problems between assistants and schools cannot be solved this way, then the possibility of continuing the assistantship at another school in the host country (rematching) should be considered.

11.7 Outcomes of Comenius Assistantships and satisfaction of participants

Personal and professional development of assistants

Maturity and personal development: Overall, Comenius Assistantships proved to be instruments with a high potential to foster the personal and professional development of future teachers. Almost all Comenius Assistants confirmed the value of the teaching period abroad on their maturity: the younger the assistants, the higher the benefits.

Improvement of international/intercultural knowledge and awareness: The assistantships lead in nearly all cases to a substantial improvement of the knowledge and understanding of the school and education system in the host country and to an improvement of intercultural knowledge and understanding. Furthermore, the vast majority of the assistants gained considerable experiences in international cooperation.

Improvement of the proficiency in a foreign language: It is also a clear indicator for the functioning of this action that high proportions of assistants were able to improve their foreign language proficiency and developed an increased motivation to learn a new foreign language. However, assistantships in countries with more widely used languages such as English, Spanish, Italian, French or German contributed more often to such outcomes than assistantships in most countries in the East, South-East or North of Europe. As confirmed by statistical analysis, the extent of teaching in the language of the host country is of major importance for the improvement in the foreign language proficiency of the assistants. Further factors are a high motivation to learn a foreign language prior to the assistantship, a certain level of proficiency in the language of the host country prior to the assistantship, a sufficient length of the period abroad and frequent contacts with host country nationals outside the school.

Professional development as a teacher: For the vast majority of Comenius Assistants the teaching period abroad was not only a valuable exercise for the improvement of intercultural or foreign language proficiency but also improved their teaching skills. Two out of three assistants experienced new ways of teaching and learning, gained a better understanding of the relationship between theory and practice, became acquainted with new teaching methods/didactic concepts, improved their interdisciplinary knowledge/understanding, became more familiar with (future) teaching subjects or were able to acquire knowledge about conflict management in everyday school life. The longer the assistantship lasted, the more often respective outcomes could be observed. Finally, it is worth noting that the experiences at the

host school in most cases strengthened the motivation of Comenius Assistants to become a teacher.

Outcomes for schools, teachers and pupils

Generally, Comenius Assistantships contribute to the strengthening of the European dimension at the host schools and to the skills of pupils as laid down in the objectives of the action:

a) Outcomes for schools/teachers: The majority of schools observed a variety of outcomes and impacts of the assistantship on the institutional level: A strengthening of the European Dimension in the daily school life, a contribution of assistants to foreign language training at the school accompanied by an increased interest of staff members in foreign language learning, the creation of pedagogical materials and the introduction of new teaching techniques and pedagogical approaches. Furthermore, one school in two praised the role of assistants in other Comenius actions or international activities and one in three stated an important contribution to the establishment of partnerships/cooperation with schools/organisations from other countries. The highest benefits could be observed at schools in which the assistants taught not only languages or only other subjects but both, i.e. languages and other subjects. Better use of the knowledge and skills of assistants by involving them in other areas than mere language teaching is therefore to be recommended.

b) Outcomes for pupils: Substantial contributions of assistants to the curriculum and the European Dimension in daily school life at the host school are pre-conditions for the generally expected impact of Comenius Assistantships on competency, skills and attitudes of pupils. The success of the assistantships is shown by the overwhelming number of schools which noted a significant increase in the motivation of pupils to learn a foreign language, an improvement in foreign language skills, a strengthening of the interest of pupils in other countries and cultures, a combating of stereotypes about other countries and cultures and an expansion of their pupils' knowledge about the European Union. It becomes clear that the main factors for maximising the benefits for pupils are a strong motivation and commitment of the school to make use of the assistant as a specific teaching resource, the personality and attitudes of the assistant, sufficient competency and skills of the assistant to perform as a teacher and sufficient proficiency of the assistant in the language of the host school.

Overall satisfaction of assistants and host schools

The vast majority of Comenius Assistants and their host schools were very satisfied or satisfied with the results of the assistantship (each about 90 percent), and less than five percent of both considered it an unsatisfactory experience. Based on statistical regression analysis it was clear that the following factors are of significant importance:

- Satisfaction with the result of the matching process organised by the National Agency, i.e. fulfilment of preferences and assignment to a host school;
- Satisfactory collaboration with the host school before the assistantship;
- A sufficient level of support from the host school during the assistantship;

- A good working climate at the host school and the readiness of colleagues to respond to and work with the assistant;
- Integration of the assistant at the school and in the local community;
- Improvement of foreign language proficiency during the assistantship;
- The contribution of the assistantship to the personal and professional development of the assistant.

The Comenius “Good practice guide” was found to be helpful and useful for both assistants and host schools, and contributed to the success of the action.

The North/West - South/East gap of provisions and outcomes

The extent of satisfaction with support and advice provided by schools as well as the level of outcomes and impacts varies considerably between assistants and schools from countries in different parts of Europe. The two extreme poles on the geographical map are the North/North-West of Europe on the one hand and South-East/East on the other. In comparison to assistants hosted by schools in the South-East/East of Europe, the assistants at schools in the North/North-West

- were on average more often satisfied about the collaboration with the host school prior to the assistantship;
- praised more often the advice concerning work tasks and provision of language training during the assistantship;
- were more satisfied with the quality of the induction meeting in the host country;
- stated less often significant difficulties with the readiness of teachers/staff members to work with the assistant in the classroom or a lack of interest of pupils to attend the lectures, extra-curricular activities;
- stated more often professional outcomes of the assistantship, e.g. the acquaintance with new teaching methods/didactic concepts, experiencing new ways of teaching and learning or the improvement of ICT competency (Information and Communication Technology);
- rated the overall satisfaction with the assistantship higher.

A comparison of the outcomes of assistantships from the perspective of schools shows that

- schools located in countries in the South-East and South of Europe rated the benefits for their pupils, teachers and the school as a whole above average while schools in the North/North-West of Europe were below average;
- the overall satisfaction with the outcomes of the assistantships was rated highest by schools from South-East, East and South of Europe.

In order to increase the outcomes of Comenius Assistants spending a teaching period at a school in South-East/East of Europe but also to reduce the imbalance of flow between Western and Eastern European countries it seems to be necessary to make host schools more

aware of the important role they have to play to make the Comenius Assistantship a successful and valuable experience. Each highly satisfied assistant returning from a host school in South-East or East Europe could be seen as a valuable promoter for that region.

11.8 Impact of Comenius Assistantships on employment and work of former assistants

About 80 percent of former Comenius Assistants holding an academic degree were employed at the time of the survey. The majority found a job in the educational sector: 61 percent at schools up to secondary level, 10 percent at higher education institutions and 4 percent in other institutions mainly concerned with education, e.g. special language schools or adult education. The remaining quarter is widely spread over other sectors of employment. Altogether, about two thirds of the former Comenius Assistants employed currently work as teachers: 88 percent of them in their home country prior to the assistantship, 7 percent in the Comenius host country and 5 percent in a third country.

In the opinion of former assistants, the Comenius supported teaching period abroad had a clear impact on the transition to work and employment. Taking part in an assistantship not only helped the assistants to obtain a job but it helped them to cope with the every day work tasks and improved the quality of their professional performance. The longer the assistantship lasted, the more often employment related benefits were reported by the participants. Advantages in terms of an increased level of income are dependent on the type of occupation. The highest benefits in this respect were reported by former assistants working outside the educational sector, i.e. who decided not to become a teacher. Former assistants from countries in East and South-East of Europe benefitted particularly in this way from Comenius Assistantships. Within the sub-group of teachers, the pure language teachers were most often able to use skills and competency acquired abroad while those who studied solely subjects other than languages could least often apply their foreign language proficiency, the subject-related knowledge acquired during the Comenius Assistantship, pedagogical skills or knowledge of the host country in the classroom or in the daily work tasks.

Annex I Objectives and Methods of the Study

I.1 Objectives of the study

Systematic evaluation of participants, conditions, activities, outcomes and impacts of action schemes has a long tradition in the educational programmes of the European Commission. The current study is one of these means aiming to assess the impact of Comenius on school education in Europe and to identify opportunities to increase the effectiveness of the programme. Its main objectives are to

- a) Assess the impact of Comenius Assistantships on the professional development of former Comenius Assistants;
- b) Assess the impact of Comenius Assistantships on host schools, the teachers and pupils;
- c) Outline the main benefits, the main difficulties as well as the necessary administrative and planning requirements for successful assistantships.

I.2 Methods of the study

This study is based on two web based surveys addressing Comenius Assistants and their host schools who have successfully applied in the period 2000-2009. Experiences acquired in previous surveys and discussions with experts from the European Commission helped in setting thematic priorities and formulating the questionnaires. Comenius Assistants and schools were asked to provide information about:

- Personal/institutional background
- Application for the Comenius Assistantship and fulfilment of preferences
- Profile of the assistantship
- Preparation for the assistantship
- Activities and experiences during the assistantship
- Outcomes and benefits of the assistantship
- Maintaining of contacts

In addition, the assistants were asked to report on their major activities after their return from the Comenius Assistantship and on current employment. The questionnaires for both target groups were made available in six languages: English, French, German, Spanish, Italian and Polish.

Basic information about the assistantships and contact information about assistants and host schools were extracted by National Agencies and the European Commission from the databases SocLink and LLP-Link. Due to missing or invalid e-mail addresses, not all participants could be invited to take part in the survey. In order not to overwhelm those schools which

have hosted more than one assistant with questionnaires, it was decided in advance to ask them about their experiences only with the most recent assistant. Finally, about 7,000 Comenius assistants and 4,000 schools formed the net sample of the study.

Table I.1
Participation of Comenius Assistants in the survey - by home country

	A		B		C		C / B*100 Return rate %
	Gross sample (n)	%	Net Sample (n)	%	Respondents (n)	%	
AT - Austria	137	1.5	76	1.1	37	1.2	48.7
BE - Belgium	520	5.6	364	5.3	155	5.0	42.6
BG - Bulgaria	126	1.4	106	1.5	53	1.7	50.0
CY - Cyprus	18	0.2	13	0.2	6	0.2	46.2
CZ - Czech Republic	250	2.7	201	2.9	76	2.5	37.8
DE - Germany	1288	14.0	1057	15.3	631	20.5	59.7
DK - Denmark	150	1.6	112	1.6	34	1.1	30.4
EE - Estonia	57	0.6	47	0.7	30	1.0	63.8
ES - Spain	710	7.7	572	8.3	240	7.8	42.0
FI - Finland	220	2.4	114	1.7	46	1.5	40.4
FR - France	316	3.4	285	4.1	120	3.9	42.1
GB – Great Britain	926	10.1	596	8.7	187	6.1	31.4
GR - Greece	144	1.6	107	1.6	54	1.8	50.5
HU - Hungary	360	3.9	266	3.9	103	3.3	38.7
IE - Ireland	146	1.6	118	1.7	35	1.1	29.7
IS - Iceland	31	0.3	18	0.3	3	0.1	16.7
IT - Italy	1142	12.4	913	13.3	431	14.0	47.2
LI - Liechtenstein	12	0.1	5	0.1	3	0.1	60.0
LT - Lithuania	128	1.4	61	0.9	23	0.7	37.7
LU - Luxembourg	21	0.2	17	0.2	11	0.4	64.7
LV - Latvia	81	0.9	51	0.7	22	0.7	43.1
MT - Malta	1	0.0	1	0.0	0	0.0	0.0
NL - Netherlands	181	2.0	140	2.0	50	1.6	35.7
NO - Norway	100	1.1	60	0.9	26	0.8	43.3
PL - Poland	807	8.8	639	9.3	329	10.7	51.5
PT - Portugal	235	2.6	158	2.3	64	2.1	40.5
RO - Romania	218	2.4	145	2.1	62	2.0	42.8
SE - Sweden	174	1.9	101	1.5	36	1.2	35.6
SI - Slovenia	95	1.0	74	1.1	28	0.9	37.8
SK - Slovak Republic	178	1.9	69	1.0	28	0.9	40.6
TR - Turkey	440	4.8	404	5.9	157	5.1	38.9
Total	9,212	100.0	6,890	100.0	3,080	100.0	44.7

Source: GES

After a field phase of about two months in which contact information was updated as far as possible and several reminders were sent, 3,080 assistants (44.7%) and 1,870 schools (46.8%) replied to the surveys. Taking into account that a substantial number of e-mail addresses formally valid, i.e. mails not bounced back by mail servers, are probably outdated

and no longer in use, the response rate of those actually receiving the invitation to take part in the study could be considerably higher.

As Table I.1 and I.2 shows, a certain variation of return rates by country could be observed. However, with the exception of Great Britain, all other countries with large numbers of assistants are well represented in the study.

Table I.2
Participation of Schools in the survey - by country

	Gross sample		Net Sample		Respondents		Return rate
	(n)	%	(n)	%	(n)	%	
AT - Austria	214	3.2	126	3.2	81	4.3	64.3
BE - Belgium	220	3.3	123	3.1	33	1.8	26.8
BG - Bulgaria	31	0.5	17	0.4	10	0.5	58.8
CY - Cyprus	19	0.3	11	0.3	2	0.1	18.2
CZ - Czech Republic	110	1.6	77	1.9	22	1.2	28.6
DE - Germany	599	9.0	413	10.3	228	12.2	55.2
DK - Denmark	192	2.9	105	2.6	29	1.6	27.6
EE - Estonia	35	0.5	25	0.6	14	0.7	56.0
ES - Spain	1122	16.8	716	17.9	440	23.5	61.5
FI - Finland	220	3.3	134	3.4	56	3.0	41.8
FR - France	799	11.9	391	9.8	203	10.9	51.9
GB – Great Britain	717	10.7	414	10.4	115	6.1	27.8
GR - Greece	106	1.6	66	1.7	16	0.9	24.2
HU - Hungary	93	1.4	66	1.7	15	0.8	22.7
IE - Ireland	118	1.8	98	2.5	37	2.0	37.8
IS - Iceland	35	0.5	20	0.5	5	0.3	25.0
IT - Italy	848	12.7	495	12.4	276	14.8	55.8
LT - Lithuania	42	0.6	17	0.4	8	0.4	47.1
LU - Luxembourg	21	0.3	15	0.4	5	0.3	33.3
LV - Latvia	33	0.5	22	0.6	7	0.4	31.8
MT - Malta	18	0.3	7	0.2	3	0.2	42.9
NL - Netherlands	120	1.8	78	2.0	27	1.4	34.6
NO - Norway	141	2.1	86	2.2	21	1.1	24.4
PL - Poland	150	2.2	106	2.7	68	3.6	64.2
PT - Portugal	237	3.5	120	3.0	49	2.6	40.8
RO - Romania	57	0.9	37	0.9	19	1.0	51.4
SE - Sweden	254	3.8	119	3.0	41	2.2	34.5
SI - Slovenia	50	0.7	37	0.9	20	1.1	54.1
SK - Slovak Republic	18	0.3	9	0.2	5	0.3	55.6
TR - Turkey	69	1.0	45	1.1	15	0.8	33.3
Total	6,688	100.0	3,995	100.0	1,870	100.0	46.8

Source: GES

A comparison of the profile of respondents from large countries with the gross samples shows:

- in the case of Comenius Assistants: an over-representation of German assistants and an under-representation of British assistants;
- in the case of schools: an over-representation of German, Spanish and Italian schools and an under-representation of British schools.

By and large the over-representation and under-representation according to standard statistical criteria is rather low in most cases and should not lead to a substantial bias of major findings about the total population of assistants and schools.

II Statistical Annex

Annex II.1

Results of the Survey on Comenius Assistants 2000 – 2009:

Breakdown of responses by home country ¹⁾ of Comenius Assistants

¹⁾ Remark: In the category "Other" those countries are grouped together for which the number of respondents is less than 20 and thus the data basis is too small to provide representative and meaningful statistics. These countries are Cyprus, Iceland, Liechtenstein and Luxembourg

Table 1.1
Gender of Comenius Assistants - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Female	86	81	92	95	89	85	93	78	98	74	76	96	86	73	78	91	95	78	81	90	83	89	67	89	89	81	78	84
Male	14	19	8	5	11	15	7	22	2	26	24	4	14	27	22	9	5	22	19	10	17	11	33	11	11	19	22	16
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(37)	(155)	(51)	(76)	(629)	(34)	(30)	(240)	(45)	(120)	(187)	(53)	(102)	(33)	(430)	(23)	(21)	(50)	(26)	(329)	(64)	(62)	(36)	(28)	(28)	(155)	(23)	(3067)

Source: Survey on Comenius Assistants
 Question 1.1: Gender:

Table 1.2-1
Age at the time of the survey - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
up to 25 years	3	42	28	8	12	3	20	11	7	57	38	2	16	52	2	61	29	20	0	46	11	15	9	11	15	67	17	23
26-30 years	56	47	44	58	53	50	43	48	60	35	41	55	57	33	31	30	71	45	56	49	52	66	50	79	78	31	65	47
31-35 years	31	10	26	33	31	32	37	33	27	5	17	42	25	6	48	9	0	24	32	5	31	19	18	7	7	1	13	24
36 years and older	11	1	2	1	4	15	0	8	7	3	4	2	2	9	19	0	0	10	12	0	6	0	24	4	0	1	4	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(36)	(154)	(50)	(76)	(621)	(34)	(30)	(241)	(45)	(119)	(184)	(53)	(102)	(33)	(427)	(23)	(21)	(49)	(25)	(328)	(64)	(62)	(34)	(28)	(27)	(156)	(23)	(3045)

Source: Survey on Comenius Assistants
 Question 1.2: Year of birth:

Table 1.2-2
Age at the time of the survey - by home country of Comenius Assistants (Mean)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Average age	30,7	26,7	28,2	29,6	29,4	30,9	28,4	29,9	29,6	25,9	27,3	29,9	28,5	26,3	32,4	25,9	26,5	29,2	30,7	26,1	29,5	28,2	32,2	28,3	27,8	25,1	28,2	28,8
Count (n)	(36)	(154)	(50)	(76)	(621)	(34)	(30)	(241)	(45)	(119)	(184)	(53)	(102)	(33)	(427)	(23)	(21)	(49)	(25)	(328)	(64)	(62)	(34)	(28)	(27)	(156)	(23)	(3045)

Source: Survey on Comenius Assistants
 Question 1.2: Year of birth:

Table 1.2-3
Age at the beginning of the Comenius Assistantship - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
up to 22 years	14	39	16	4	11	3	23	7	0	34	55	6	8	41	0	36	29	33	0	60	5	24	6	4	4	44	9	22
23-25 years	37	51	67	49	46	35	50	41	40	44	32	47	58	38	14	55	71	30	36	32	67	58	29	54	67	49	52	40
26-30 years	37	8	10	47	39	53	27	40	58	17	9	43	31	10	63	5	0	22	56	6	25	16	32	39	30	6	35	31
31 years and older	11	1	6	0	4	9	0	11	2	5	4	4	3	10	22	5	0	15	8	1	3	2	32	4	0	1	4	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(154)	(49)	(76)	(620)	(34)	(30)	(241)	(45)	(119)	(179)	(53)	(102)	(29)	(427)	(22)	(21)	(46)	(25)	(328)	(64)	(62)	(34)	(28)	(27)	(156)	(23)	(3029)

Source: Survey on Comenius Assistants

Question 1.2: Year of birth:

Question 3.6: Please state the year in which your Comenius Assistantship started

Table 1.2-4
Age at the beginning of the Comenius Assistantship - by home country of Comenius Assistants (Mean)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Average age at the beginning	25,7	23,2	24,4	25,5	25,3	26,3	24,5	26,3	26,7	24,2	23,0	25,6	25,0	23,7	28,6	23,6	23,1	25,2	26,7	22,6	25,0	23,8	29,5	25,6	24,9	23,1	25,3	25,2
Count (n)	(35)	(154)	(49)	(76)	(620)	(34)	(30)	(241)	(45)	(119)	(179)	(53)	(102)	(29)	(427)	(22)	(21)	(46)	(25)	(328)	(64)	(62)	(34)	(28)	(27)	(156)	(23)	(3029)

Source: Survey on Comenius Assistants

Question 1.2: Year of birth:

Question 3.6: Please state the year in which your Comenius Assistantship started

Table 1.4
Mother tongue of the Comenius Assistants - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Language of home country	92	97	100	99	95	91	90	91	96	92	90	100	99	88	95	96	95	88	92	99	97	98	92	100	96	100	52	95
Language of host country	3	1	0	0	3	3	3	1	0	4	3	0	1	9	4	0	0	0	4	0	0	0	3	0	0	0	0	2
Other language	5	2	0	1	3	6	7	8	4	4	8	0	0	3	0	4	5	12	4	0	3	2	6	0	4	0	48	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(37)	(154)	(52)	(76)	(626)	(34)	(30)	(241)	(45)	(120)	(185)	(53)	(101)	(33)	(424)	(23)	(21)	(50)	(26)	(328)	(64)	(62)	(36)	(28)	(28)	(154)	(23)	(3054)

Source: Survey on Comenius Assistants
 Question 1.4: Please indicate your mother tongue:

Table 1.5-1
Months spend abroad prior to the Comenius Assistantship - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Months spend abroad overall																												
None	5	16	22	7	16	12	7	10	2	4	10	17	13	18	6	0	10	10	12	10	8	38	3	7	0	21	0	11
Up to 3 months	8	23	20	8	18	12	13	18	13	15	18	6	18	12	9	23	10	26	4	24	13	13	17	21	0	8	4	16
4-6 months	22	30	18	20	17	6	3	8	13	13	16	21	20	12	15	9	30	16	8	23	8	18	20	14	22	23	4	17
7-12 months	22	16	22	22	22	29	47	25	28	29	26	15	26	30	28	41	25	20	27	25	52	16	14	29	26	38	17	26
More than 12 months	43	15	16	43	27	41	30	39	43	38	31	42	24	27	42	27	25	28	50	18	19	15	46	29	52	10	74	30
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(37)	(153)	(49)	(76)	(619)	(34)	(30)	(241)	(46)	(119)	(184)	(53)	(102)	(33)	(428)	(22)	(20)	(50)	(26)	(327)	(62)	(61)	(35)	(28)	(27)	(144)	(23)	(3029)
Months spend in the host country																												
None	49	55	49	55	58	59	47	51	54	44	55	53	55	42	46	36	50	54	58	48	52	67	49	46	52	35	26	51
Up to 3 months	22	23	20	11	20	12	20	16	15	14	21	4	13	12	17	23	5	16	4	18	6	5	20	21	4	5	9	16
4-6 months	11	14	16	16	13	9	3	10	17	8	11	17	18	21	19	5	20	16	8	14	11	16	23	14	15	24	26	15
7-12 months	19	8	14	18	8	21	27	18	13	26	10	26	14	21	12	32	25	6	27	18	31	10	9	14	19	35	35	15
More than 12 months	0	1	0	0	2	0	3	5	0	8	2	0	1	3	6	5	0	8	4	2	0	2	0	4	11	1	4	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(37)	(153)	(49)	(76)	(619)	(34)	(30)	(241)	(46)	(119)	(184)	(53)	(102)	(33)	(428)	(22)	(20)	(50)	(26)	(327)	(62)	(61)	(35)	(28)	(27)	(144)	(23)	(3029)

Source: Survey on Comenius Assistants
 Question 1.5: How many months have you spent abroad prior to the Comenius Assistantship since you were 15 years old?

Table 1.5-2
Months spend abroad prior to the Comenius Assistantship - by home country of Comenius Assistants (Mean)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Months spent abroad overall	15,0	7,3	7,9	12,8	9,9	14,5	12,7	13,4	20,0	17,2	12,8	12,8	8,7	13,4	13,2	10,7	9,9	16,4	14,7	7,5	11,0	5,7	28,4	9,9	16,7	6,8	35,3	11,5
Month spent in the host country	2,6	2,2	2,5	2,7	2,1	2,7	4,5	3,6	2,3	6,5	2,6	3,2	2,5	4,2	3,5	4,7	3,1	4,2	3,2	3,0	3,3	2,1	2,3	3,2	5,2	4,3	5,5	3,1
Count (n)	(35)	(129)	(38)	(71)	(523)	(30)	(28)	(218)	(45)	(114)	(166)	(44)	(89)	(27)	(402)	(22)	(17)	(45)	(23)	(292)	(57)	(38)	(34)	(26)	(27)	(114)	(23)	(2677)

Source: Survey on Comenius Assistants

Question 1.5: How many months have you spent abroad prior to the Comenius Assistantship since you were 15 years old?

Table 2.1
Source(s) of information about the Comenius Assistantships - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
From the internet site/ leaflet etc. of the National Agency in home country	14	10	15	33	34	6	53	29	54	18	21	30	37	12	35	52	32	22	27	16	23	32	14	36	43	41	17	28
From the internet site of the European Commission	0	2	6	5	12	3	3	17	4	7	8	4	5	0	15	13	0	2	0	3	8	6	8	7	0	10	0	9
Teaching staff at your home university	33	59	62	34	19	44	33	10	17	23	58	15	23	61	10	17	50	62	31	76	13	31	31	25	25	50	13	33
Department for international affairs at your home university	11	20	27	20	16	47	20	6	35	27	5	6	4	27	16	26	27	8	15	6	38	18	25	21	11	17	9	15
Former Comenius Assistants	19	14	13	25	19	12	17	17	26	12	6	23	32	12	13	22	18	8	12	20	20	26	6	14	18	29	26	18
Other students/ friends	58	19	12	34	39	21	20	37	24	32	9	49	41	12	37	43	23	14	12	19	45	34	19	25	39	38	35	31
Other source	3	5	4	3	8	3	7	16	7	8	10	8	4	9	8	0	9	6	15	5	3	6	17	11	11	3	13	7
Total	139	130	138	154	146	135	153	131	167	125	118	134	146	133	132	174	159	122	112	144	150	153	119	139	146	188	113	141
Count (n)	(36)	(155)	(52)	(76)	(628)	(34)	(30)	(241)	(46)	(120)	(186)	(53)	(102)	(33)	(431)	(23)	(22)	(50)	(26)	(327)	(64)	(62)	(36)	(28)	(28)	(156)	(23)	(3068)

Source: Survey on Comenius Assistants

Question 2.1: How did you learn about Comenius Assistantships?

Table 2.2
Reasons to apply for a Comenius Assistantship - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Desire to gain teaching practice in a foreign country	86	87	94	87	92	71	87	92	87	90	69	92	92	73	90	96	95	76	68	88	90	95	86	86	86	98	83	88
Learning of a foreign language	81	83	76	82	76	74	90	92	82	77	89	87	86	85	80	91	86	86	88	90	73	85	91	82	75	83	78	83
Desire to travel (e.g. Comenius offered a cheap opportunity to stay abroad)	75	81	79	75	63	88	83	76	65	78	79	75	78	75	79	91	71	82	73	76	79	75	79	86	68	79	83	75
Friends also applied for assistantship/student mobility	3	5	22	7	3	3	0	6	0	8	7	15	13	6	8	26	18	18	4	9	11	33	3	11	11	37	14	9
Desire to enhance your understanding of the particular host country	81	81	81	78	82	76	80	79	73	91	84	75	80	73	80	91	77	81	72	76	83	83	82	46	57	90	86	80
Desire to improve career prospects	56	64	90	76	51	82	79	94	78	77	73	83	86	82	79	87	91	61	50	93	95	95	74	79	82	97	57	76
Wanted a break from your usual surroundings	61	52	36	39	55	59	55	43	63	37	48	58	61	41	55	77	50	65	73	45	57	42	62	57	37	47	74	51
Count (n)	(36)	(155)	(52)	(76)	(630)	(34)	(30)	(240)	(46)	(120)	(187)	(53)	(102)	(33)	(431)	(23)	(22)	(50)	(26)	(328)	(64)	(62)	(36)	(28)	(28)	(156)	(23)	(3071)

Source: Survey on Comenius Assistants

Question 2.2: How important were the following reasons for you to apply for a Comenius Assistantship?

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

Table 2.3-1
Preferences for the assistantship stated in the application - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Host country	100	96	100	97	97	97	100	98	96	97	99	94	95	97	97	100	100	100	100	97	94	97	100	96	93	94	100	97
Type of host school/ organisation	83	77	88	89	83	91	90	83	78	84	86	79	75	88	85	87	86	84	88	87	84	80	94	93	78	92	87	84
Size and location of the host school/ organisation	86	73	85	82	77	71	90	75	76	80	82	70	69	91	81	87	77	80	81	80	81	80	86	96	81	83	78	79
Age range of pupils desired to teach	89	85	90	91	84	85	90	80	80	89	89	77	82	94	88	96	95	94	92	92	92	82	94	93	85	91	91	87
Subject(s) desired to teach	86	82	88	87	79	79	97	85	87	92	79	83	88	91	88	87	95	84	81	86	81	87	89	96	85	90	83	85
Teaching language	78	80	98	89	78	85	97	85	83	88	83	83	88	94	90	87	86	90	81	92	81	93	86	93	89	93	83	86
Timing/Duration of the assistantship	94	86	90	88	94	88	97	84	93	88	90	79	78	91	88	100	91	96	96	92	84	90	100	93	81	92	100	90
Total	617	581	640	624	592	597	660	589	593	618	609	566	576	644	616	643	632	628	619	627	598	610	649	659	593	635	622	608
Count (n)	(36)	(154)	(52)	(76)	(627)	(34)	(30)	(240)	(46)	(120)	(186)	(53)	(102)	(32)	(428)	(23)	(22)	(50)	(26)	(325)	(64)	(61)	(35)	(27)	(27)	(156)	(23)	(3055)

Source: Survey on Comenius Assistants

Question 2.3: To which of the following aspects did you give preferences for the assistantship in your application and to what extent were these preferences fulfilled?

Table 2.3-2

Degree of fulfilment of preferences stated in the application - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Host country																												
Completely fulfilled (first priority)	72	67	73	78	81	82	73	67	64	78	91	62	67	87	66	74	73	92	77	72	50	78	69	73	80	69	91	74
Partly fulfilled (second priority)	25	24	23	20	15	15	20	24	34	18	9	28	27	10	26	26	27	4	19	22	32	16	26	23	16	25	4	20
Not at all fulfilled	3	9	4	1	4	3	7	9	2	3	0	10	6	3	7	0	0	4	4	6	18	7	6	4	4	6	4	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(36)	(147)	(52)	(74)	(605)	(33)	(30)	(232)	(44)	(116)	(185)	(50)	(97)	(31)	(414)	(23)	(22)	(50)	(26)	(315)	(60)	(58)	(35)	(26)	(25)	(147)	(23)	(2956)
Type of host school/ organisation																												
Completely fulfilled (first priority)	57	80	59	66	66	61	63	47	69	64	74	60	58	79	66	60	79	74	65	71	50	63	64	64	67	66	70	65
Partly fulfilled (second priority)	30	16	39	31	29	35	37	45	22	34	24	36	36	21	29	25	16	19	30	26	41	31	30	28	29	26	25	30
Not at all fulfilled	13	4	2	3	5	3	0	9	8	2	2	5	5	0	5	15	5	7	4	4	9	6	6	8	5	8	5	5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(30)	(119)	(46)	(68)	(518)	(31)	(27)	(197)	(36)	(99)	(160)	(42)	(77)	(28)	(364)	(20)	(19)	(42)	(23)	(282)	(54)	(48)	(33)	(25)	(21)	(143)	(20)	(2572)
Size and location of the host school/ organisation																												
Completely fulfilled (first priority)	55	70	52	60	53	54	63	43	66	63	66	41	61	72	56	50	65	63	67	60	48	67	67	42	68	61	61	58
Partly fulfilled (second priority)	35	23	43	24	36	38	33	42	23	28	28	38	33	24	33	45	24	25	29	31	38	27	23	46	23	28	28	32
Not at all fulfilled	10	7	5	16	11	8	4	15	11	9	6	22	6	3	11	5	12	13	5	9	13	6	10	12	9	11	11	10
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(31)	(113)	(44)	(62)	(483)	(24)	(27)	(178)	(35)	(96)	(153)	(37)	(70)	(29)	(345)	(20)	(17)	(40)	(21)	(261)	(52)	(48)	(30)	(26)	(22)	(130)	(18)	(2412)
Age range of pupils desired to teach																												
Completely fulfilled (first priority)	66	69	51	61	65	62	33	55	59	69	68	66	60	77	65	64	62	68	67	65	58	70	52	48	61	67	71	64
Partly fulfilled (second priority)	28	25	43	32	28	34	63	32	30	25	30	24	35	20	29	27	29	21	21	29	41	20	39	40	30	29	14	29
Not at all fulfilled	6	5	6	7	7	3	4	13	11	6	1	10	6	3	6	9	10	11	13	6	2	10	9	12	9	4	14	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(32)	(131)	(47)	(69)	(523)	(29)	(27)	(192)	(37)	(107)	(164)	(41)	(84)	(30)	(376)	(22)	(21)	(47)	(24)	(297)	(59)	(50)	(33)	(25)	(23)	(142)	(21)	(2653)

(Table 2.3-2 continues)

	Home country																											Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR	Other	
Subject(s) desired to teach																												
Completely fulfilled (first priority)	71	73	80	80	74	81	76	65	60	80	81	64	69	86	72	75	90	79	57	73	67	88	77	69	70	67	95	73
Partly fulfilled (second priority)	29	25	13	14	24	19	24	27	30	17	18	27	30	11	25	20	10	19	43	24	31	8	16	27	26	28	5	23
Not at all fulfilled	0	2	7	6	2	0	0	9	10	3	1	9	1	4	3	5	0	2	0	3	2	4	6	4	4	5	0	4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(31)	(126)	(46)	(66)	(497)	(27)	(29)	(203)	(40)	(109)	(147)	(44)	(90)	(28)	(376)	(20)	(21)	(42)	(21)	(281)	(52)	(52)	(31)	(26)	(23)	(141)	(19)	(2588)
Teaching language																												
Completely fulfilled (first priority)	68	76	84	85	79	83	79	73	66	88	92	68	82	90	78	75	89	80	76	84	65	95	93	80	83	79	89	80
Partly fulfilled (second priority)	21	23	14	9	18	17	21	21	32	7	6	25	17	10	19	25	11	20	24	13	33	5	7	20	13	19	5	17
Not at all fulfilled	11	1	2	6	3	0	0	6	3	6	2	7	1	0	3	0	0	0	0	3	2	0	0	0	4	2	5	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(28)	(123)	(51)	(68)	(489)	(29)	(29)	(203)	(38)	(104)	(154)	(44)	(90)	(30)	(385)	(20)	(19)	(44)	(21)	(298)	(52)	(57)	(30)	(25)	(24)	(145)	(19)	(2619)
Timing/Duration of the assistantship																												
Completely fulfilled (first priority)	88	83	79	82	93	90	97	62	91	82	88	79	78	76	64	100	85	88	88	85	70	84	89	84	68	73	87	81
Partly fulfilled (second priority)	9	15	15	16	6	10	3	26	7	18	8	19	18	24	32	0	10	10	12	14	26	13	11	16	23	24	13	16
Not at all fulfilled	3	2	6	1	1	0	0	12	2	0	4	2	5	0	3	0	5	2	0	1	4	4	0	0	9	2	0	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(34)	(133)	(47)	(67)	(590)	(30)	(29)	(201)	(43)	(105)	(168)	(42)	(80)	(29)	(375)	(23)	(20)	(48)	(25)	(297)	(54)	(55)	(35)	(25)	(22)	(143)	(23)	(2743)

Source: Survey on Comenius Assistants

Question 2.3: To which of the following aspects did you give preferences for the assistantship in your application and to what extent were these preferences fulfilled?

Table 2.5
Satisfaction with the collaboration of the host school before the Comenius Assistantship - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Establishment of the first contact with the host school	83	81	94	83	82	71	77	82	74	89	87	81	83	73	84	87	95	90	77	87	83	87	80	79	93	84	87	84
Agreement about the start and final day of the assistantship	89	90	96	91	92	82	90	88	91	97	88	83	91	73	86	91	95	84	85	89	85	93	89	96	100	91	96	90
Information about the host school	75	70	87	80	72	59	80	67	63	85	83	79	82	61	77	83	86	82	68	81	79	90	74	68	75	82	78	76
Information about your role in the host school	67	53	75	62	55	47	61	60	37	65	66	62	62	50	66	70	68	64	42	72	67	79	53	50	68	75	52	62
Establishment of the model agreement with the host school	64	66	78	79	53	59	73	70	49	83	72	69	78	63	75	83	86	78	72	79	76	92	60	67	82	85	64	70
Count (n)	(36)	(155)	(52)	(76)	(628)	(34)	(30)	(239)	(46)	(119)	(186)	(52)	(101)	(33)	(429)	(23)	(22)	(50)	(26)	(326)	(64)	(62)	(35)	(28)	(28)	(153)	(23)	(3056)

Source: Survey on Comenius Assistants

Question 2.5: To what extent were you satisfied with the collaboration of the host school before the Comenius Assistantship?

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

Table 2.6
Satisfaction with the with the support of the National Agency in the home country before the Comenius Assistantship - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Duration of selection and matching procedure	78	77	73	92	75	85	93	70	85	65	84	69	83	79	72	91	95	72	68	88	78	98	89	75	79	84	100	79
Result of the matching process	83	79	81	91	82	85	90	72	83	81	87	71	89	85	75	91	100	84	72	92	75	92	86	79	89	83	91	82
Quality of the induction meeting organised by your National Agency	66	62	75	90	68	70	82	55	78	71	64	34	81	55	53	96	95	40	29	89	70	95	61	81	74	87	76	69
Ways of dealing with contractual/administrative issues	74	74	72	96	80	76	93	60	85	66	76	65	85	67	70	83	86	64	64	88	75	93	69	79	86	79	87	76
Count (n)	(36)	(154)	(52)	(76)	(606)	(34)	(30)	(240)	(46)	(119)	(187)	(52)	(101)	(33)	(427)	(23)	(22)	(50)	(25)	(327)	(64)	(61)	(35)	(28)	(28)	(156)	(23)	(3035)

Source: Survey on Comenius Assistants

Question 2.6: To what extent were you satisfied with the support of the National Agency in your home country before the Comenius Assistantship?

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

Table 3.1**Year of study, in which the Comenius Assistantship took place - by home country of Comenius Assistants (Percentages)**

	Home country																										Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other	
First or second year	3	1	0	0	2	0	7	0	2	0	1	0	1	39	3	0	5	0	4	22	2	2	6	0	0	2	0	4	
Third year	0	41	4	1	19	6	10	1	2	11	46	2	5	15	1	0	0	22	0	48	3	6	14	0	0	5	5	16	
Fourth year	6	0	35	7	17	21	23	3	15	36	1	2	23	0	2	39	27	38	13	10	5	10	17	18	4	16	9	12	
Fifth year or later	14	5	18	33	11	24	27	10	39	23	0	0	29	0	9	0	27	4	13	9	3	2	8	43	25	1	5	11	
After graduation	77	53	43	59	51	50	33	86	41	29	53	96	42	45	85	61	41	36	71	11	87	81	56	39	71	77	82	57	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(148)	(51)	(76)	(620)	(34)	(30)	(237)	(46)	(116)	(186)	(50)	(98)	(33)	(422)	(23)	(22)	(45)	(24)	(311)	(61)	(62)	(36)	(28)	(28)	(154)	(22)	(2998)	

Source: Survey on Comenius Assistants

Question 3.1: In which year of study did your Comenius Assistantship take place?

**Table 3.2-1
Subject(s) studied prior to the assistantship - by home country of Comenius Assistants (Percentages, multiple replies possible)**

	Home country																									Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK		TR	Other
Arts and Crafts	25	20	12	18	11	21	20	22	27	12	15	7	11	3	24	13	9	9	4	5	2	10	11	7	4	16	14	14
Music	22	18	12	14	7	12	7	19	20	6	12	0	7	20	12	13	9	11	8	5	2	21	8	7	4	17	18	11
History	13	24	20	8	13	21	17	27	23	37	24	20	20	30	41	22	14	11	28	12	15	26	17	7	11	21	36	22
Religion/Ethics	9	13	4	4	14	27	10	15	16	10	10	2	6	10	12	17	0	7	20	3	5	16	19	14	18	14	14	11
Civics	3	7	6	18	3	9	3	3	16	10	4	2	6	13	11	0	5	5	8	3	5	16	19	11	11	4	9	6
Main language of instruction of the host school	16	36	26	13	23	27	17	49	25	41	48	22	26	47	48	9	14	30	20	26	26	41	53	21	14	17	32	32
A language taught as "foreign language"	72	74	94	93	66	73	87	81	75	63	66	87	92	67	77	83	91	73	72	86	87	91	58	82	86	93	77	77
Mathematics	25	13	8	21	20	9	20	19	23	10	16	2	11	7	10	4	5	7	16	4	8	17	17	11	4	9	14	13
Physics	3	8	6	0	1	6	7	13	11	7	12	2	5	0	8	0	5	2	4	3	2	16	0	4	0	7	0	6
Chemistry	3	5	8	0	2	9	7	12	18	7	11	0	4	7	8	0	5	5	0	3	3	16	3	4	4	7	0	6
Biology	13	11	8	4	7	9	13	12	25	7	11	0	5	7	9	0	9	7	4	3	3	16	6	7	7	7	9	8
Geography	19	12	12	8	6	12	13	14	25	22	18	0	8	3	22	9	9	5	4	8	10	19	11	4	11	13	23	12
Environmental Education	6	10	4	7	3	6	10	8	25	7	6	0	6	0	4	4	0	7	4	3	2	9	6	4	4	6	5	5
Health Education	3	6	2	4	2	6	13	7	16	1	4	0	2	3	3	4	5	2	0	2	2	7	0	0	4	5	5	4
Sports	22	13	8	16	11	12	7	14	20	8	11	4	7	7	8	4	5	7	16	4	3	21	6	7	7	12	14	10
New Technologies	0	8	10	0	0	3	7	14	7	7	4	7	6	3	7	0	5	2	4	4	5	5	3	0	0	9	5	5
Economy and Business	3	1	2	3	2	3	7	5	0	6	8	0	3	20	2	4	5	2	4	4	2	10	3	0	4	1	0	3
Vocational subjects	0	1	8	0	2	9	7	17	2	2	6	4	2	0	3	4	0	0	0	2	0	5	3	0	7	11	5	4
Other basic programmes	9	9	10	4	8	6	20	8	9	13	8	20	14	10	7	13	0	14	12	7	10	0	8	14	7	13	18	9
Total	266	292	260	236	203	282	290	359	384	276	297	178	244	257	318	204	191	205	228	184	190	360	250	204	204	284	295	259
Count (n)	(32)	(143)	(50)	(76)	(604)	(33)	(30)	(229)	(44)	(112)	(178)	(46)	(96)	(30)	(404)	(23)	(22)	(44)	(25)	(305)	(61)	(58)	(36)	(28)	(28)	(149)	(22)	(2908)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-2
Subject(s) studied prior to the assistantship - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Only language(s)	33	55	68	43	29	33	66	57	53	37	46	67	65	28	50	65	86	68	44	73	78	62	39	67	54	59	50	51
Languages and natural sciences	17	2	8	8	13	6	3	5	0	8	4	2	6	17	2	0	0	5	12	5	2	5	14	0	7	5	5	6
Languages and humanities	17	16	8	28	29	30	7	10	7	19	11	16	13	38	18	9	5	10	12	8	7	7	22	15	21	9	18	17
Languages, natural sciences and humanities	17	13	14	16	7	21	17	22	19	18	18	9	12	7	22	9	5	8	12	10	7	21	3	7	7	24	14	14
Natural sciences and humanities	3	4	0	0	11	3	3	1	9	8	4	0	1	3	3	13	5	0	8	0	3	2	6	0	4	1	5	4
Only humanities	7	8	2	3	5	0	3	3	2	7	7	2	0	3	5	4	0	5	12	2	2	3	11	7	4	1	9	4
Only natural sciences	7	2	0	3	6	6	0	1	9	4	10	2	3	3	0	0	0	5	0	3	2	0	6	4	4	1	0	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(30)	(142)	(50)	(76)	(590)	(33)	(29)	(229)	(43)	(106)	(177)	(43)	(95)	(29)	(402)	(23)	(22)	(40)	(25)	(303)	(60)	(58)	(36)	(27)	(28)	(148)	(22)	(2866)

Source: Survey on Comenius Assistants
 Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-3
Subject(s) studied prior to the assistantship - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Only language(s)	33	55	68	43	29	33	66	57	53	37	46	67	65	28	50	65	86	68	44	73	78	62	39	67	54	59	50	51
Languages plus other subjects	50	31	30	51	49	58	28	37	26	44	33	28	31	62	42	17	9	23	36	22	15	33	39	22	36	38	36	37
Only other subjects	17	14	2	5	22	9	7	6	21	19	21	5	4	10	9	17	5	10	20	5	7	5	22	11	11	3	14	12
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(30)	(142)	(50)	(76)	(590)	(33)	(29)	(229)	(43)	(106)	(177)	(43)	(95)	(29)	(402)	(23)	(22)	(40)	(25)	(303)	(60)	(58)	(36)	(27)	(28)	(148)	(22)	(2866)

Source: Survey on Comenius Assistants
 Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-4
Subject(s) taught at the host school - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																									Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK		TR	Other
Arts and Crafts	9	13	18	23	7	18	19	11	16	12	11	9	14	14	10	19	9	18	10	19	7	20	13	11	12	22	10	13
Music	9	11	11	13	6	9	12	5	13	7	8	7	8	17	6	10	5	13	5	9	9	7	16	0	8	22	14	8
History	16	13	9	6	6	12	12	7	9	15	10	14	13	17	11	19	5	13	15	16	14	15	6	7	4	20	14	11
Religion/Ethics	3	1	5	1	3	9	4	1	0	4	2	7	1	3	2	5	9	7	5	3	4	5	6	7	0	16	0	3
Civics	0	4	5	7	2	6	8	3	7	2	3	5	2	0	3	0	0	2	5	6	4	5	6	0	0	4	10	4
Main language of instruction of the host school	0	11	18	11	10	21	4	16	13	19	10	14	9	17	18	10	23	11	20	23	19	20	19	22	16	14	19	15
A language taught as "foreign language" 97	91	91	93	93	96	85	96	96	82	89	89	93	91	90	89	76	95	93	85	88	93	89	97	89	96	87	90	91
Mathematics	3	7	11	11	6	12	0	4	13	6	8	2	8	3	1	5	9	7	10	11	9	9	16	15	0	6	14	7
Physics	0	4	0	0	1	3	0	0	4	2	3	0	0	0	0	0	0	0	2	0	0	0	0	7	0	0	0	1
Chemistry	0	2	2	0	1	0	0	1	9	2	3	0	0	0	0	0	0	0	2	2	0	0	0	4	1	0	0	1
Biology	0	3	2	0	3	6	4	1	9	2	3	0	0	0	1	0	5	4	0	4	2	0	3	0	4	1	5	2
Geography	9	12	20	13	6	9	8	7	22	12	8	7	9	10	11	19	27	9	5	14	12	20	10	15	4	12	14	10
Environmental Education	0	1	5	3	2	9	4	0	0	7	6	2	4	3	2	14	5	7	5	5	4	4	6	0	0	5	0	3
Health Education	3	0	0	1	2	3	0	0	2	1	2	2	2	0	1	5	0	0	0	3	0	2	3	0	0	1	0	1
Sports	13	6	9	10	8	18	0	5	20	7	9	5	4	3	3	10	18	9	15	10	9	9	10	7	8	11	19	8
New Technologies	0	4	5	0	1	0	0	3	9	6	5	2	4	3	3	0	0	2	0	5	4	5	3	0	0	5	5	3
Economy and Business	3	1	0	0	0	0	0	0	0	0	3	0	4	0	0	5	0	2	0	3	0	0	0	0	0	1	0	1
Vocational subjects	0	3	5	7	2	15	4	4	7	3	5	5	2	3	2	5	0	0	0	3	0	5	3	4	4	8	0	3
Other basic programmes	3	4	5	8	5	3	0	3	7	5	6	11	9	7	4	14	0	11	15	15	7	5	0	11	4	10	10	7
Total	169	191	223	207	167	235	173	167	242	201	195	184	186	193	167	214	209	209	195	240	196	222	219	196	164	244	224	193
Count (n)	(32)	(138)	(44)	(71)	(576)	(34)	(26)	(218)	(45)	(108)	(174)	(44)	(95)	(29)	(372)	(21)	(22)	(45)	(20)	(294)	(57)	(55)	(31)	(27)	(25)	(141)	(21)	(2765)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-5
Subject(s) taught at the host school - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Only language(s)	69	64	64	51	65	53	69	75	44	63	65	75	65	59	75	62	68	59	55	54	77	56	58	56	72	42	62	64
Languages and natural sciences	3	4	9	11	9	6	0	6	9	8	6	2	4	3	3	0	14	2	0	7	4	9	10	19	4	9	0	6
Languages and humanities	9	14	5	18	17	21	15	10	13	12	10	9	11	17	8	5	5	20	25	16	4	9	16	7	16	26	10	13
Languages, natural sciences and humanities	16	12	20	17	8	15	12	9	16	13	13	7	13	14	9	14	14	16	15	19	11	20	13	15	4	15	24	12
Natural sciences and humanities	0	2	2	1	1	3	0	0	4	2	3	2	3	3	1	14	0	0	5	1	2	2	0	0	4	2	0	2
Only humanities	3	1	0	1	1	0	4	0	4	0	1	2	1	3	2	5	0	0	0	1	4	4	0	4	0	5	5	2
Only natural sciences	0	2	0	0	0	3	0	0	9	2	2	2	3	0	1	0	0	2	0	1	0	0	3	0	0	1	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(32)	(138)	(44)	(71)	(573)	(34)	(26)	(218)	(45)	(107)	(173)	(44)	(95)	(29)	(370)	(21)	(22)	(44)	(20)	(292)	(57)	(55)	(31)	(27)	(25)	(140)	(21)	(2754)

Source: Survey on Comenius Assistants
 Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-6
Subject(s) taught at the host school - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Only language(s)	69	64	64	51	65	53	69	75	44	63	65	75	65	59	75	62	68	59	55	54	77	56	58	56	72	42	62	64
Languages plus other subjects	28	30	34	46	34	41	27	24	38	34	29	18	27	34	20	19	32	39	40	42	18	38	39	41	24	50	33	32
Only other subjects	3	6	2	3	2	6	4	0	18	4	6	7	7	7	4	19	0	2	5	4	5	5	3	4	4	8	5	4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(32)	(138)	(44)	(71)	(573)	(34)	(26)	(218)	(45)	(107)	(173)	(44)	(95)	(29)	(370)	(21)	(22)	(44)	(20)	(292)	(57)	(55)	(31)	(27)	(25)	(140)	(21)	(2754)

Source: Survey on Comenius Assistants
 Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-7
Subject(s) taught at the host school - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Only subjects studied at home university	69	66	74	66	55	58	69	74	60	49	51	76	75	56	71	52	64	57	55	54	74	58	58	59	68	57	71	62
Partly subjects not studied	14	25	26	31	24	27	19	12	33	23	20	17	18	22	12	24	36	27	25	40	23	34	26	26	20	36	24	24
Only subjects not studied	17	10	0	3	21	15	12	14	7	28	29	7	6	22	17	24	0	16	20	6	4	8	16	15	12	8	5	15
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(29)	(134)	(43)	(71)	(563)	(33)	(26)	(210)	(43)	(104)	(169)	(41)	(93)	(27)	(353)	(21)	(22)	(44)	(20)	(291)	(57)	(53)	(31)	(27)	(25)	(138)	(21)	(2689)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.3-2**Host country language studied prior to the start of the Comenius Assistantship as a foreign language by language students/teachers - by home country of Comenius Assistants (Percentages)**

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Yes	25	56	51	44	26	57	48	71	65	60	77	56	58	79	57	50	38	49	33	56	44	58	76	42	27	37	38	53
No	75	44	49	56	74	43	52	29	35	40	23	44	42	21	43	50	62	51	67	44	56	42	24	58	73	63	62	47
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(20)	(128)	(51)	(75)	(318)	(30)	(25)	(231)	(37)	(109)	(157)	(43)	(95)	(28)	(407)	(20)	(21)	(37)	(21)	(297)	(57)	(57)	(29)	(24)	(26)	(143)	(13)	(2499)

Source: Survey on Comenius Assistants

Question 3.3: If you studied (a) language(s) prior to the start of your Comenius Assistantship, please specify the language(s):

Table 3.4
Host country in which the Comenius Assistantship took place - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
AT	0	2	11	5	0	3	7	3	7	2	5	2	9	12	4	0	5	4	8	4	5	0	0	4	0	7	4	3
BE	0	0	2	3	2	0	0	8	2	0	7	2	6	3	4	0	5	2	0	2	5	6	3	0	14	4	0	3
BG	0	1	0	1	1	0	0	0	0	0	1	0	0	0	2	0	0	0	0	0	2	0	0	0	0	0	0	1
CZ	5	1	2	0	2	0	3	2	4	3	2	2	1	0	1	0	5	0	0	2	3	2	0	0	7	3	0	2
DE	0	8	15	1	0	6	10	12	17	6	9	20	12	9	12	4	23	6	15	13	6	0	14	14	0	13	4	8
DK	0	5	0	5	5	0	3	3	4	3	2	4	2	0	2	0	0	2	0	3	2	2	0	4	0	2	0	3
EE	0	1	0	3	1	0	0	0	0	0	0	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
ES	30	20	19	13	10	24	23	0	17	12	22	20	15	35	14	30	18	28	23	15	13	19	22	25	14	7	22	14
FI	0	5	4	5	5	3	3	3	0	6	1	0	7	0	3	0	5	0	0	5	2	3	0	7	4	4	0	4
FR	8	6	2	11	11	6	13	15	11	0	21	11	11	21	13	4	5	16	19	9	9	18	14	11	7	8	0	11
GB	3	10	2	11	8	18	3	19	13	14	0	9	8	0	10	4	0	10	12	15	16	18	25	11	7	4	9	10
GR	3	3	2	3	1	3	3	2	0	3	2	0	0	0	2	4	0	4	0	2	2	0	0	0	0	0	0	2
HU	0	1	0	0	3	3	0	1	2	0	1	0	0	0	3	0	0	2	0	1	0	0	0	0	0	1	0	1
IE	3	2	0	3	6	0	0	6	0	13	0	0	2	0	3	0	0	0	0	3	0	5	3	0	4	2	9	3
IS	5	1	0	3	2	6	0	0	2	2	1	0	0	0	1	4	0	2	0	1	0	0	0	0	0	0	0	1
IT	11	8	13	4	7	9	7	10	4	12	10	15	12	15	0	26	9	8	8	9	9	13	14	11	21	25	26	9
LT	0	1	2	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	3	0	0	0	0	0	4	1
NL	5	6	8	4	3	6	7	3	2	1	2	0	4	0	1	0	5	0	12	4	5	2	0	0	7	2	4	3
NO	5	3	0	1	6	3	3	1	2	3	3	2	2	0	1	0	9	6	0	3	5	0	0	0	11	0	0	3
PL	0	2	2	3	3	0	0	2	0	3	1	2	2	0	5	0	0	0	0	0	9	0	0	0	0	7	4	3
PT	3	6	8	11	3	9	3	3	2	5	3	6	5	0	6	13	9	0	0	3	0	8	0	7	0	6	4	4
RO	3	0	0	0	1	0	0	0	0	3	1	0	0	0	3	0	0	0	0	0	2	0	3	0	0	0	0	1
SE	14	4	6	9	10	0	10	4	9	3	4	4	2	0	3	4	5	8	0	3	2	2	0	4	0	4	9	5
SI	0	1	0	1	2	0	0	0	0	1	2	0	0	3	1	4	0	0	0	1	2	0	0	0	0	1	0	1
TR	3	0	0	0	2	0	0	0	0	3	1	0	1	0	3	0	0	2	0	0	0	0	0	0	0	0	0	1
Other	0	5	4	1	3	3	0	2	0	3	1	0	1	3	3	0	0	0	4	1	2	3	3	4	4	0	0	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(37)	(155)	(53)	(76)	(631)	(34)	(30)	(241)	(46)	(120)	(187)	(54)	(103)	(34)	(431)	(23)	(22)	(50)	(26)	(329)	(64)	(62)	(36)	(28)	(28)	(157)	(23)	(3080)

Source: Survey on Comenius Assistants

Question 3.4: Please indicate the host country of your Comenius Assistantship:

Table 3.5-1
Type of host school/school level - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Pre-primary school	0	3	4	0	1	0	0	1	0	2	3	2	0	6	2	9	0	2	0	4	2	2	6	0	4	3	5	2
Primary school	20	18	44	45	23	29	33	36	46	25	25	29	32	33	29	26	36	20	36	40	26	37	41	54	32	43	27	31
General, vocational or technical secondary school	74	77	50	55	74	65	63	59	52	71	72	67	63	61	62	57	55	78	64	54	70	58	50	46	61	53	68	64
Other	6	2	2	0	2	6	3	4	2	3	1	2	5	0	6	9	9	0	0	2	2	3	3	0	4	1	0	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(148)	(50)	(76)	(619)	(34)	(30)	(237)	(46)	(116)	(186)	(49)	(98)	(33)	(423)	(23)	(22)	(45)	(25)	(311)	(61)	(62)	(34)	(28)	(28)	(152)	(22)	(2993)

Source: Survey on Comenius Assistants
 Question 3.5: Please indicate the type of host school/the school level in which you were most involved

Table 3.5-2
Type of education primarily provided at the host school - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
General education	74	87	76	88	84	85	83	82	91	86	78	80	79	82	77	83	75	82	88	85	89	77	86	86	75	79	82	82
Technical education	3	7	4	4	4	6	3	4	0	3	7	8	5	6	5	9	0	4	0	3	7	10	0	4	7	5	5	5
Vocational education	21	3	14	5	11	6	10	13	7	8	15	10	10	12	12	4	15	13	8	8	5	10	14	11	14	14	5	10
Special needs education	3	2	6	3	2	3	3	1	2	3	0	2	6	0	5	4	10	0	4	4	0	3	0	0	4	3	9	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(34)	(147)	(50)	(76)	(616)	(34)	(30)	(234)	(46)	(116)	(186)	(49)	(98)	(33)	(420)	(23)	(20)	(45)	(25)	(309)	(61)	(62)	(35)	(28)	(28)	(153)	(22)	(2980)

Source: Survey on Comenius Assistants
 Question 3.5: Which kind of education was primarily provided at your host school?

Table 3.5-3
Area in which the host school was located - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Rural	17	22	24	24	31	15	30	16	22	25	24	22	14	9	26	22	19	22	32	14	18	20	23	18	18	25	18	23
Sub-urban/small town	43	41	47	41	48	53	47	43	37	40	42	51	51	27	37	48	67	47	32	47	48	46	49	46	36	53	50	45
Urban	40	36	29	36	22	32	23	41	41	35	34	27	35	64	36	30	14	31	36	39	33	34	29	36	46	22	32	32
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(147)	(51)	(76)	(617)	(34)	(30)	(237)	(46)	(116)	(186)	(49)	(98)	(33)	(419)	(23)	(21)	(45)	(25)	(311)	(60)	(61)	(35)	(28)	(28)	(153)	(22)	(2986)

Source: Survey on Comenius Assistants

Question 3.5: Please state the area in which your host school was located:

Table 3.5-4
Size of the host school by the number of pupils - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
1 to 20	0	1	0	0	0	3	3	2	2	0	1	0	0	0	1	0	0	0	0	1	0	0	0	4	0	1	0	1
21 to 50	0	1	2	3	1	3	0	4	2	4	2	2	3	3	2	4	0	2	4	4	5	5	6	0	7	2	0	2
51 to 250	18	24	41	26	28	21	43	18	28	24	25	27	24	12	31	22	20	36	38	25	19	20	21	25	18	32	23	26
251 to 500	38	33	31	31	32	32	37	35	41	34	33	46	30	39	31	48	50	31	38	29	36	29	29	46	46	33	41	33
501 to 2,000	35	39	24	36	36	38	13	35	26	35	36	19	37	45	33	22	30	31	21	34	36	41	41	25	29	24	32	34
2,001 to 5,000	6	1	2	3	2	3	3	4	0	4	3	6	5	0	2	0	0	0	0	6	5	3	0	0	0	6	5	3
more than 5,000	3	1	0	1	1	0	0	1	0	0	0	0	1	0	0	4	0	0	0	1	0	2	3	0	0	1	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(34)	(147)	(51)	(74)	(591)	(34)	(30)	(234)	(46)	(114)	(181)	(48)	(97)	(33)	(413)	(23)	(20)	(45)	(24)	(307)	(59)	(59)	(34)	(28)	(28)	(148)	(22)	(2924)

Source: Survey on Comenius Assistants

Question 3.5: Please indicate the size of your host school by the number of pupils:

Table 3.7-1
Duration of the Comenius Assistantship - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Up to 4 months	20	47	40	16	35	35	23	12	18	7	18	8	30	19	29	26	52	47	21	21	7	16	46	43	7	14	14	26
5-6 months	14	19	21	50	37	26	17	50	44	16	34	15	40	47	45	4	5	24	42	24	37	48	46	36	29	23	24	34
7-8 months	46	18	33	21	18	26	37	24	16	31	24	54	16	16	15	30	5	18	21	44	35	23	9	11	36	59	48	26
9-10 months	20	16	6	13	10	12	23	14	22	46	24	23	14	19	11	39	38	11	17	11	22	13	0	11	29	5	14	15
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(148)	(52)	(76)	(617)	(34)	(30)	(234)	(45)	(115)	(185)	(48)	(98)	(32)	(422)	(23)	(21)	(45)	(24)	(310)	(60)	(62)	(35)	(28)	(28)	(151)	(21)	(2979)

Source: Survey on Comenius Assistants
 Question 3.7: Please state the duration of your Comenius Assistantship in months:

Table 3.7-2
Duration of the Comenius Assistantship - by home country of Comenius Assistants (Mean)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Duration of the assistantship	7,1	5,5	5,6	6,1	5,6	5,9	6,7	6,5	6,4	7,8	6,6	7,4	5,9	6,3	5,7	7,0	6,1	5,4	6,3	6,5	7,1	6,3	4,8	5,1	7,3	6,7	6,9	6,2
Count (n)	(35)	(148)	(52)	(76)	(617)	(34)	(30)	(234)	(45)	(115)	(185)	(48)	(98)	(32)	(422)	(23)	(21)	(45)	(24)	(310)	(60)	(62)	(35)	(28)	(28)	(151)	(21)	(2979)

Source: Survey on Comenius Assistants
 Question 3.7: Please state the duration of your Comenius Assistantship in months:

Table 4.1**Ways of preparation for the Comenius Assistantship - by home country of Comenius Assistants (Percentages, multiple replies possible)**

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
With the help of written material/ documents/ internet, etc.	86	85	90	88	88	84	92	91	84	87	86	92	95	84	91	100	90	80	88	94	91	93	97	96	92	94	90	90
Participation in a language course in the domestic language of the host country	31	20	15	35	32	29	12	17	20	12	22	16	37	23	16	17	10	32	17	16	21	8	15	39	15	22	19	22
Participation in special preparation courses/ means offered by your university	3	9	2	7	2	3	0	3	0	4	5	2	4	23	2	0	5	2	4	4	3	0	0	4	8	8	5	4
Participation in an induction meeting organised by the National Agency	57	61	60	65	48	68	50	41	56	57	56	12	66	35	29	65	55	16	4	73	64	80	45	68	42	64	48	51
With the help of materials received from the National Agency	37	21	33	64	55	26	58	23	78	32	45	20	46	26	33	26	50	25	38	66	36	64	45	61	62	38	38	44
By other means	14	15	15	12	21	19	31	15	13	24	17	16	13	19	15	26	15	32	29	14	19	15	9	18	12	12	19	17
Total	229	212	215	270	247	229	242	190	251	216	232	159	261	210	187	235	225	186	179	267	234	261	212	286	231	236	219	228
Count (n)	(35)	(139)	(48)	(74)	(602)	(31)	(26)	(227)	(45)	(113)	(179)	(49)	(95)	(31)	(414)	(23)	(20)	(44)	(24)	(299)	(58)	(59)	(33)	(28)	(26)	(144)	(21)	(2887)

Source: Survey on Comenius Assistants

Question 4.1: How did you prepare for your Comenius Assistantship?

Table 4.2**Receipt of information material from the host school supporting the preparation for the Comenius Assistantship - by home country of Comenius Assistants (Percentages)**

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
No	66	57	42	41	62	48	46	53	57	58	46	51	49	48	43	48	30	53	67	38	45	21	58	54	36	37	45	49
Yes	34	43	58	59	38	52	54	47	43	42	54	49	51	52	57	52	70	47	33	62	55	79	42	46	64	63	55	51
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(141)	(48)	(73)	(594)	(31)	(28)	(227)	(44)	(114)	(177)	(49)	(96)	(31)	(415)	(23)	(20)	(43)	(24)	(297)	(58)	(58)	(33)	(28)	(25)	(141)	(22)	(2875)

Source: Survey on Comenius Assistants

Question 4.2: Did you receive information material/documents, etc. from your host school supporting your preparation for the Comenius Assistantship?

Table 4.3
High satisfaction with the preparatory material provided by the host school - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Information about organisational issues concerning your stay in the host country	80	46	81	85	70	50	69	62	44	77	58	81	86	57	69	82	77	88	60	77	86	80	55	54	63	81	89	71
Information about the school and the local environment in general	83	75	89	83	82	60	71	72	72	89	73	78	87	63	83	83	85	90	75	90	77	86	75	69	88	89	91	82
Information about administrative matters of your work at the school	83	53	79	68	65	50	64	69	35	82	53	75	78	44	72	75	82	73	50	76	85	88	42	46	60	85	75	70
Details of the timetable and your working tasks at the school	82	63	86	62	67	57	62	69	39	80	65	63	73	56	79	73	77	76	38	78	88	81	70	46	87	88	70	73
Accommodation in the host country	83	77	96	83	75	69	80	76	55	83	65	65	85	71	81	91	79	89	86	86	83	83	75	54	81	83	67	79
Language tuition facilities in the school/ the local community	64	68	92	72	61	38	60	52	38	58	57	58	75	73	62	80	90	80	67	64	80	72	83	27	50	63	50	63
Social events and leisure activities in the school/ the local community	64	53	79	76	58	42	50	61	38	77	53	70	75	36	75	73	83	61	43	73	82	86	67	45	80	77	78	68
Count (n)	(12)	(60)	(28)	(42)	(226)	(16)	(15)	(108)	(20)	(48)	(94)	(24)	(49)	(16)	(235)	(12)	(14)	(21)	(8)	(181)	(32)	(44)	(13)	(13)	(16)	(88)	(12)	(1447)

Source: Survey on Comenius Assistants

Question 4.3: To what extent were you satisfied with the information provided by the host school concerning the following aspects?

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

Table 4.4
Involvement in the development of the draft time table for the assistantship - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Determined by the host school	41	36	30	20	31	26	43	41	31	32	49	23	28	38	29	17	21	39	35	23	26	29	31	25	32	22	32	31
Developed by assistant and host school	53	57	67	73	61	68	46	55	60	61	44	67	64	59	62	78	74	48	61	67	67	69	63	75	64	76	68	62
Suggested by the assistant	6	7	2	7	8	6	11	5	9	8	7	10	9	3	9	4	5	14	4	10	7	2	6	0	4	1	0	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(34)	(140)	(46)	(74)	(597)	(31)	(28)	(227)	(45)	(114)	(178)	(48)	(94)	(29)	(414)	(23)	(19)	(44)	(23)	(294)	(58)	(58)	(32)	(28)	(25)	(138)	(22)	(2863)

Source: Survey on Comenius Assistants

Question 4.4: To what extent were you involved in the development of the draft timetable for your assistantship at the host institution?

Table 4.5
Good preparation for the Comenius Assistantship - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Practical matters concerning living in the host country	60	59	57	70	61	65	75	74	80	76	64	63	72	52	60	61	60	64	78	69	55	64	56	54	60	76	71	65
Culture and society of the host country	66	67	61	68	67	68	86	71	89	73	72	61	79	48	64	74	75	75	70	73	55	72	63	68	60	80	77	69
Your host school and the local environment	40	48	52	47	43	30	46	58	52	50	49	45	59	32	43	67	55	55	26	56	45	61	32	39	52	70	45	49
Academic matters/ Content of lessons to be taught at the host school	57	34	61	70	35	35	50	58	53	39	37	42	73	45	57	83	75	50	39	67	64	76	34	43	52	77	41	52
Language of the host country	38	55	39	34	46	58	36	56	62	52	52	45	49	58	49	35	40	57	58	45	47	66	66	46	36	43	55	49
Familiarity with teaching methods	54	39	63	65	41	39	46	49	64	34	37	58	76	40	45	70	65	50	48	75	50	59	53	71	58	86	32	52
Availability of teaching materials for your subject(s)	74	44	74	59	45	26	50	50	38	46	46	53	83	48	54	74	80	48	61	75	64	78	41	61	69	86	57	56
Count (n)	(35)	(141)	(46)	(74)	(600)	(31)	(28)	(228)	(45)	(115)	(179)	(49)	(96)	(31)	(414)	(23)	(20)	(44)	(24)	(298)	(58)	(59)	(32)	(28)	(26)	(139)	(22)	(2885)

Source: Survey on Comenius Assistants

Question 4.5: How well prepared for the Comenius Assistantship did you feel?

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

Table 5.1
Appointment of a mentor in charge of the Comenius Assistant by the host school - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
One person was appointed as mentor	74	65	85	64	75	68	68	76	76	74	74	76	72	77	81	48	79	77	65	71	77	74	70	79	81	65	82	74
Several teachers/ staff members shared the responsibility	18	32	13	30	20	19	32	18	18	23	20	16	26	16	16	39	16	21	22	26	21	22	27	21	19	30	18	22
It was left to the assistant to find a contact person	3	1	0	1	2	3	0	1	0	0	2	4	1	6	1	0	0	2	9	0	2	2	0	0	0	3	0	1
Other type of arrangement	6	2	2	4	3	10	0	4	7	3	5	4	1	0	3	13	5	0	4	3	0	2	3	0	0	2	0	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(34)	(139)	(46)	(73)	(592)	(31)	(28)	(225)	(45)	(111)	(177)	(50)	(94)	(31)	(411)	(23)	(19)	(43)	(23)	(294)	(57)	(58)	(33)	(28)	(26)	(139)	(22)	(2852)

Source: Survey on Comenius Assistants

Question 5.1: Did your host school appoint a mentor particularly charged with supporting and advising you during your Comenius Assistantship?

Table 5.2

Support of the start of the Comenius Assistantship by the host school - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
A teacher/ staff member of the host school picked me up on arrival at the train station/ airport/ etc.	52	65	91	79	69	77	82	72	71	69	74	74	68	55	75	83	83	65	65	84	93	88	68	64	84	82	73	74
Meeting with the head teacher on arrival at the school	88	63	80	81	80	55	86	72	80	51	64	66	72	71	75	91	83	63	87	85	74	88	71	75	72	67	82	75
Official introduction to teachers, staff members and pupils at the host school	73	83	87	86	78	65	86	86	62	82	78	86	80	74	85	83	100	91	78	91	84	95	79	75	84	84	77	83
Guided tour of the school	94	84	83	88	90	71	86	66	84	71	81	68	73	68	69	87	78	86	87	91	84	84	82	68	76	66	82	80
The school arranged a structured induction period	18	37	57	46	26	19	43	42	27	42	26	24	32	16	29	57	56	21	13	61	46	50	44	46	48	36	14	36
Allocation of a desk in a teachers room and free access to the school	64	50	59	65	55	42	68	54	36	51	46	52	58	29	60	61	72	58	35	59	56	67	32	64	56	56	32	55
Other type of arrangement	9	12	4	18	15	19	4	8	9	15	15	8	12	6	6	9	11	23	4	12	16	12	12	14	8	11	9	12
Total	397	394	461	463	413	348	454	400	369	381	384	378	395	319	400	470	483	407	370	483	453	484	388	407	428	404	368	414
Count (n)	(33)	(139)	(46)	(72)	(589)	(31)	(28)	(226)	(45)	(112)	(175)	(50)	(93)	(31)	(409)	(23)	(18)	(43)	(23)	(293)	(57)	(58)	(34)	(28)	(25)	(140)	(22)	(2843)

Source: Survey on Comenius Assistants

Question 5.2: Concerning the start of your Comenius Assistantship to which of the following statements do you agree?

Table 5.3
Satisfaction with support and advice provided by the host school during the assistantship - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Finding accommodation	67	81	91	81	80	74	81	82	81	82	82	85	92	76	79	79	89	86	74	88	84	93	68	88	78	86	70	82
Other practical matters (e.g. insurances, registration with local authorities)	67	65	86	79	75	72	83	73	55	77	79	76	82	62	73	75	82	79	63	86	88	91	67	88	77	80	47	76
Advice concerning your work tasks	74	74	87	76	68	61	75	65	50	69	68	76	82	52	75	82	89	68	48	83	77	83	70	75	71	82	64	73
Language training	72	64	74	63	67	57	63	50	41	66	64	74	76	57	55	80	88	67	59	71	74	76	73	67	59	70	72	65
Social contacts with host country nationals	67	70	75	76	66	56	67	64	54	71	68	65	79	30	68	68	78	64	45	78	76	85	55	67	64	76	76	69
Cultural, sports, recreational activities	43	60	77	78	60	54	70	61	51	65	63	59	70	41	67	70	72	53	33	75	75	85	42	65	65	73	68	65
Personal matters	66	68	80	85	74	58	79	72	60	76	75	75	87	54	77	75	67	77	53	84	79	86	63	63	71	80	70	76
Count (n)	(35)	(139)	(46)	(73)	(589)	(31)	(28)	(225)	(45)	(111)	(177)	(49)	(93)	(31)	(409)	(23)	(18)	(43)	(23)	(293)	(57)	(58)	(34)	(28)	(25)	(140)	(22)	(2845)

Source: Survey on Comenius Assistants

Question 5.3: How satisfied were you with the support and advice of your host school during the assistantship?

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

Table 5.4
Satisfaction with support and advice provided by National Agencies of home and host country during the assistantship - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Support concerning contractual issues	85	72	91	94	78	67	96	65	80	79	72	72	91	53	72	91	94	74	60	88	73	95	77	81	92	82	86	78
Quality of the induction meeting in the host country	73	66	95	89	64	59	76	73	68	81	62	67	86	45	70	67	80	60	57	86	78	96	71	67	78	82	89	73
Count (n)	(35)	(136)	(45)	(71)	(572)	(31)	(27)	(221)	(45)	(111)	(173)	(49)	(91)	(31)	(404)	(22)	(17)	(43)	(23)	(291)	(56)	(57)	(33)	(28)	(25)	(139)	(22)	(2798)

Source: Survey on Comenius Assistants

Question 5.4: How satisfied were you with the support and advice of your National Agency and that of your host's during the assistantship?

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

Table 5.5
Number of schools sharing the assistant - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
One	97	88	87	89	78	77	93	78	82	79	85	73	82	83	85	87	83	90	78	81	77	80	86	89	96	73	68	82
Two	3	7	11	8	15	6	4	15	9	13	12	18	11	13	11	9	17	10	13	13	23	7	11	7	4	19	27	13
Three and more	0	5	2	3	8	16	4	7	9	7	3	8	8	3	4	4	0	0	9	7	0	13	3	4	0	9	5	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(138)	(45)	(72)	(583)	(31)	(28)	(221)	(45)	(112)	(176)	(49)	(92)	(30)	(408)	(23)	(18)	(42)	(23)	(291)	(56)	(56)	(35)	(28)	(25)	(140)	(22)	(2824)

Source: Survey on Comenius Assistants

Question 5.5: Did you work in more than one school during your Comenius Assistantship?

Table 5.6-1
Activities during the Comenius Assistantship - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Language teaching in the classroom	91	96	100	99	98	97	100	99	84	99	98	92	95	100	98	87	94	98	96	96	98	97	94	100	96	96	100	97
Teaching of other subjects in the classroom	46	40	39	57	51	55	57	34	58	48	44	39	47	32	41	57	44	64	57	58	50	57	60	46	36	50	55	48
Helping in project work with pupils	40	51	72	65	55	39	79	49	69	34	59	55	60	58	43	61	56	69	57	73	59	76	60	54	56	76	50	57
Assisting in European projects	20	26	30	42	27	6	14	25	31	31	28	29	45	32	37	26	28	29	17	40	32	43	37	25	24	38	14	32
Teacher/ staff meetings	40	45	48	60	57	55	50	37	47	39	40	49	54	35	41	39	67	62	52	58	57	52	57	54	44	50	55	49
Development of teaching material	43	46	54	33	50	52	39	53	38	49	47	47	40	32	46	65	50	43	30	59	52	52	20	36	44	46	18	48
Extra-curricula activities	51	49	37	42	48	48	39	51	33	59	52	37	48	48	44	35	33	48	22	44	55	48	49	36	28	42	27	46
Other activities	23	22	24	29	18	16	14	17	22	28	19	16	32	6	17	26	17	31	17	23	25	19	29	25	40	17	18	20
Total	354	375	404	426	404	368	393	367	382	386	386	363	422	345	368	396	389	443	348	451	429	443	406	375	368	414	336	397
Count (n)	(35)	(138)	(46)	(72)	(588)	(31)	(28)	(225)	(45)	(111)	(177)	(49)	(93)	(31)	(409)	(23)	(18)	(42)	(23)	(294)	(56)	(58)	(35)	(28)	(25)	(139)	(22)	(2841)

Source: Survey on Comenius Assistants
Question 5.6: In which of the following activities at your host school were you involved/did you participate?

Table 5.6-2
Assisting in European projects during the Comenius Assistantship - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Comenius School Partnership	17	18	22	31	15	3	11	8	16	13	15	17	31	20	18	9	22	17	17	26	18	26	26	14	12	26	14	18
Comenius Network	3	1	0	1	1	0	0	2	4	2	3	0	2	0	6	0	0	0	0	2	4	2	3	0	0	2	0	2
Comenius Multilateral Project (former Comenius 2.1 projects)	0	1	0	4	3	0	4	8	4	3	5	10	8	10	9	4	0	0	0	9	5	7	0	4	0	4	0	5
eTwinning	3	2	4	7	3	0	0	3	7	8	4	6	5	3	6	13	6	2	0	3	5	3	0	11	4	8	5	4
Other	0	6	4	7	8	3	0	6	9	11	6	4	3	7	10	9	0	10	0	9	4	10	9	4	12	5	0	7
Not assisting in European projects	80	74	70	59	73	94	86	75	69	70	72	73	55	70	64	74	72	71	83	61	69	57	63	75	76	62	86	69
Total	103	102	100	110	104	100	100	102	109	106	106	110	104	110	113	109	100	100	100	110	105	105	100	107	104	106	105	106
Count (n)	(35)	(137)	(46)	(71)	(583)	(31)	(28)	(223)	(45)	(110)	(176)	(48)	(93)	(30)	(401)	(23)	(18)	(42)	(23)	(290)	(55)	(58)	(35)	(28)	(25)	(139)	(22)	(2815)

Source: Survey on Comenius Assistants
Question 5.6: In which of the following activities at your host school were you involved/did you participate?

Table 5.7-1
Weekly hours spend on school related activities - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Up to 11 hours	7	8	9	10	11	17	4	21	7	10	19	13	18	27	15	15	13	15	14	9	17	8	13	11	27	15	19	13
12-16 hours	79	55	49	66	62	54	61	59	73	65	46	62	49	40	58	55	50	31	55	53	48	53	42	70	55	65	67	57
17 hours and more	14	38	42	24	27	29	35	20	20	26	35	24	33	33	27	30	38	54	32	39	35	39	45	19	18	21	14	29
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(29)	(128)	(43)	(68)	(543)	(24)	(23)	(209)	(44)	(105)	(164)	(45)	(88)	(30)	(369)	(20)	(16)	(39)	(22)	(281)	(52)	(51)	(31)	(27)	(22)	(136)	(21)	(2630)

Source: Survey on Comenius Assistants

Question 5.7: On average, how many hours per week did you spend on these activities (not including your time for the preparation of lessons)?

Table 5.7-2
Weekly hours spend on school related activities - by home country of Comenius Assistants (Mean)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Average hours per week	14,1	15,8	17,7	15,2	15,4	16,3	18,0	14,3	14,7	15,9	15,3	14,4	15,9	14,7	15,3	15,5	18,1	18,7	15,4	16,9	16,7	16,7	17,3	15,3	14,5	14,5	14,0	15,6
Count (n)	(29)	(128)	(43)	(68)	(543)	(24)	(23)	(209)	(44)	(105)	(164)	(45)	(88)	(30)	(369)	(20)	(16)	(39)	(22)	(281)	(52)	(51)	(31)	(27)	(22)	(136)	(21)	(2630)

Source: Survey on Comenius Assistants

Question 5.7: On average, how many hours per week did you spend on these activities (not including your time for the preparation of lessons)?

Table 5.8
Language(s) used for teaching at the host school - by home country of Comenius Assistants (Mean)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Mother tongue	62,3	27,3	4,2	3,2	53,2	13,3	3,7	59,2	6,1	55,9	82,0	11,3	5,2	86,1	51,0	2,8	2,3	6,7	12,8	9,0	26,2	10,2	5,9	12,7	4,8	11,9	15,4	37,5
Language of the host country	6,4	21,3	19,7	19,8	22,1	20,1	16,2	27,7	35,2	26,2	11,1	29,2	26,6	13,3	18,6	34,2	25,2	26,8	20,0	30,4	21,4	39,4	43,3	20,7	23,0	10,5	24,5	22,6
Other: German	0,0	2,2	9,3	12,0	1,1	1,2	1,8	0,3	7,7	0,0	0,4	2,5	11,7	0,0	0,5	5,3	1,2	2,1	4,3	5,8	5,5	3,4	0,6	14,2	10,0	2,7	0,0	2,7
Other: English	30,3	36,5	65,1	53,0	22,4	54,8	65,6	11,3	45,9	13,6	4,9	45,5	45,6	0,0	25,1	56,7	61,2	62,6	59,3	45,2	45,0	28,6	46,9	48,4	38,1	71,7	34,8	31,9
Other: French	0,0	11,1	0,2	6,9	0,7	3,8	11,3	0,6	4,5	2,8	1,0	10,9	4,0	0,0	2,8	1,1	10,1	0,5	3,6	7,1	1,8	13,4	1,6	2,0	17,8	2,5	24,3	3,6
Other language	1,1	1,6	1,4	5,1	0,5	6,7	1,4	0,9	0,5	1,6	0,6	0,7	6,9	0,5	2,0	0,0	0,0	1,3	0,0	2,5	0,1	5,0	1,7	2,0	6,3	0,6	1,1	1,6
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
Count (n)	(33)	(125)	(42)	(62)	(567)	(26)	(28)	(214)	(42)	(109)	(174)	(48)	(87)	(30)	(376)	(19)	(17)	(40)	(23)	(280)	(55)	(52)	(32)	(25)	(23)	(118)	(19)	(2666)

Source: Survey on Comenius Assistants

Question 5.8: In which language did you teach at your host school(s)?

Table 5.9
Age range of pupils taught at the host school - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
3-5 years	0	10	13	10	10	19	4	18	13	19	20	18	8	19	12	13	6	10	13	22	20	26	23	18	16	16	9	14
6-10 years	21	27	46	47	32	48	25	38	56	35	35	43	29	42	31	30	44	31	43	50	41	53	31	43	20	43	36	37
11-15 years	71	72	63	68	73	74	71	62	71	64	71	63	67	52	59	70	72	76	83	67	64	61	74	79	52	56	73	67
16 years and older	74	61	41	46	55	42	54	57	47	60	53	59	61	45	59	52	61	50	39	44	54	39	46	39	60	40	36	53
Total	165	170	163	171	170	184	154	175	187	178	179	184	165	158	162	165	183	167	178	183	179	179	174	179	148	155	155	171
Count (n)	(34)	(138)	(46)	(72)	(588)	(31)	(28)	(225)	(45)	(112)	(175)	(49)	(93)	(31)	(408)	(23)	(18)	(42)	(23)	(292)	(56)	(57)	(35)	(28)	(25)	(139)	(22)	(2835)

Source: Survey on Comenius Assistants

Question 5.9: Please indicate the age range of pupils you taught at the host school.

Table 5.10**Frequent experiences and activities during the Comenius Assistantship - by home country of Comenius Assistants (Percentages*)**

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Discussions/ conversations with the mentor/ contact person	74	84	84	73	80	68	89	77	55	81	81	63	84	71	80	83	72	79	57	81	64	88	65	64	72	82	77	79
Discussions/ conversations with other teachers/staff members from the host school	71	82	82	76	80	74	71	72	69	85	82	56	77	74	70	70	89	70	61	80	75	91	65	68	67	74	73	76
Discussions/ conversations with pupils from the host school	74	74	84	82	71	68	75	67	69	80	86	50	74	74	74	91	78	79	65	85	65	89	68	86	72	74	59	75
Discussions/ conversations with host country nationals outside the school	74	55	67	44	59	58	54	67	49	55	69	49	50	48	61	52	50	47	48	67	60	65	61	54	43	57	68	60
Travelling around the host country	85	71	78	64	79	58	67	67	66	68	63	75	68	60	67	59	72	70	57	62	71	77	53	54	57	80	86	70
Visiting museums, attending concerts, theatres, cinemas, etc.	68	67	67	51	63	61	59	71	62	71	67	65	73	65	66	65	61	56	57	64	66	78	65	57	48	80	90	66
Joint leisure activities with host country nationals	71	61	66	52	62	48	56	65	49	61	57	53	55	55	59	70	44	56	52	64	59	69	48	46	46	71	73	61
Count (n)	(34)	(137)	(45)	(72)	(584)	(31)	(28)	(223)	(45)	(112)	(174)	(48)	(92)	(31)	(404)	(23)	(18)	(43)	(23)	(292)	(56)	(56)	(34)	(28)	(25)	(137)	(22)	(2817)

Source: Survey on Comenius Assistants

Question 5.10: Please state the frequency of the following experiences and activities during your Comenius Assistantship:

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

Table 5.11**Type of accommodation during the Comenius Assistantship - by home country of Comenius Assistants (Percentages)**

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Guest house/ apartment belonging to your host school	12	7	5	7	6	6	7	8	4	4	9	4	13	10	9	9	6	5	9	6	2	7	3	19	8	9	0	7
Rented apartment/ house	18	32	30	21	23	13	29	24	33	24	33	32	22	39	30	26	28	40	27	28	27	30	20	30	28	28	32	27
Together with other people sharing an apartment/ house	53	28	25	39	30	26	29	36	36	49	26	34	36	26	33	43	28	23	45	32	34	25	31	30	24	29	45	32
Room in private home	12	22	32	11	18	26	14	15	20	13	18	19	12	23	15	4	17	14	14	20	21	26	31	19	12	16	14	18
Hotel/ boarding house	0	1	0	4	1	3	4	1	0	4	2	0	0	0	2	0	11	2	0	3	0	0	6	0	12	6	0	2
Other	6	10	9	18	22	26	18	16	7	6	13	11	17	3	11	17	11	16	5	12	16	12	9	4	16	12	9	14
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(34)	(138)	(44)	(72)	(584)	(31)	(28)	(224)	(45)	(112)	(175)	(47)	(92)	(31)	(402)	(23)	(18)	(43)	(22)	(292)	(56)	(57)	(35)	(27)	(25)	(138)	(22)	(2817)

Source: Survey on Comenius Assistants

Question 5.11: Where did you live most of the time during your Comenius Assistantship?

Table 5.12**Degree of satisfaction with the quality of accommodation during the Comenius Assistantship - by home country of Comenius Assistants (Percentages)**

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Very satisfied	53	51	50	42	40	27	43	39	36	45	51	42	57	45	43	70	67	49	43	54	41	65	39	43	40	54	50	46
Satisfied	26	28	27	38	33	47	43	34	49	33	26	25	26	23	34	13	33	26	39	34	38	28	30	39	36	28	23	32
Partly satisfied	15	13	18	17	20	17	7	19	9	18	11	23	14	26	16	17	0	19	13	8	11	5	15	4	20	12	18	15
Dissatisfied	0	4	5	1	6	7	4	6	7	4	6	6	2	6	5	0	0	2	4	3	9	2	9	11	4	4	5	5
Not satisfied at all	6	4	0	1	1	3	4	2	0	1	5	4	1	0	2	0	0	5	0	2	2	0	6	4	0	2	5	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(34)	(138)	(44)	(71)	(585)	(30)	(28)	(224)	(45)	(112)	(176)	(48)	(92)	(31)	(401)	(23)	(18)	(43)	(23)	(293)	(56)	(57)	(33)	(28)	(25)	(138)	(22)	(2818)

Source: Survey on Comenius Assistants

Question 5.12: How satisfied were you overall with the quality of your accommodation?

Table 5.13
Significant Problems encountered during the Comenius Assistantship - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Communication/Understanding the language of the host country in general	15	15	18	11	12	16	4	12	9	18	8	15	8	20	19	22	6	14	4	13	16	4	6	7	16	22	9	14
Teaching in the language of the host country	21	22	29	18	21	23	17	10	22	25	11	17	9	10	19	10	0	8	15	23	17	12	18	12	29	17	5	18
Readiness of the mentor/contact person to respond to your questions/needs	9	4	5	7	10	19	7	9	18	5	10	17	7	10	9	14	6	9	0	7	9	5	15	4	0	5	0	8
Readiness of other teachers/ staff members to work with the assistant in the classroom	9	7	7	3	9	13	4	9	11	13	9	13	4	10	7	9	0	5	14	5	6	2	12	4	9	7	5	8
Lack of interest of pupils to attend your lectures, extra-curricular activities, etc.	3	7	5	6	7	6	0	9	16	13	9	6	9	3	9	0	6	5	5	6	9	0	9	7	8	10	5	7
Heavy work load	3	7	0	1	6	10	0	5	12	4	3	2	4	3	4	4	0	12	0	3	4	4	0	4	4	5	5	4
Too much responsibility	6	7	0	3	7	6	4	4	11	1	6	0	3	3	4	4	0	0	14	3	4	2	0	0	13	6	5	5
Work climate in the host school	6	7	2	3	7	16	7	6	7	7	8	15	6	10	4	9	0	7	5	5	2	0	9	7	4	5	0	6
Administrative/ organisational matters	6	4	5	4	6	10	11	7	7	5	7	9	9	7	4	13	0	7	0	6	4	2	18	4	8	5	9	6
Financial matters	15	14	5	4	14	23	7	26	9	11	14	11	7	30	15	4	6	12	23	6	30	7	29	11	4	16	5	14
Lifestyle in the host country	6	3	0	1	3	0	0	5	2	3	4	13	2	0	6	0	0	5	0	1	15	2	0	0	4	4	5	4
Interaction with pupils of the host country	3	4	2	0	5	6	7	1	4	5	5	2	0	3	5	0	0	7	5	1	0	0	0	4	0	4	0	3
Count (n)	(34)	(137)	(44)	(71)	(583)	(31)	(28)	(225)	(45)	(111)	(174)	(48)	(91)	(30)	(401)	(23)	(18)	(43)	(23)	(292)	(56)	(56)	(35)	(28)	(25)	(137)	(22)	(2811)

Source: Survey on Comenius Assistants

Question 5.13: Did you have significant problems in any of the following areas during your Comenius Assistantship abroad?

* Scale points 1 and 2 on a scale from 5 = "no problems at all" to 1 = "very serious problems"

Table 5.14**Good integration in the host school and in the social life of the host country in general - by home country of Comenius Assistants (Percentages*)**

	Home country																									Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK		TR	Other
At the host school	71	84	82	83	79	71	93	73	67	77	80	73	77	60	82	83	83	70	57	84	80	88	76	75	68	88	77	79
Social life in the host country	85	68	73	74	71	67	71	80	64	77	66	71	69	77	72	78	72	65	57	75	73	84	66	61	72	83	82	73
Count (n)	(34)	(138)	(45)	(72)	(582)	(31)	(28)	(225)	(45)	(111)	(175)	(48)	(91)	(30)	(403)	(23)	(18)	(43)	(23)	(292)	(56)	(57)	(33)	(28)	(25)	(136)	(22)	(2814)

Source: Survey on Comenius Assistants

Question 5.14: Please indicate the extent to which you felt integrated in the host school and in the social life of the host country in general:

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

Table 6.1
Contribution of the Comenius Assistantship to personal and professional development - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Improvement of proficiency in a foreign language	89	86	84	84	85	77	89	91	82	87	87	92	89	86	89	91	88	85	91	91	91	95	91	82	96	88	95	88
Increased motivation to learn a new foreign language	80	75	89	82	72	70	85	83	72	79	71	83	83	76	86	95	88	62	73	82	74	86	81	79	88	82	77	79
Improvement in knowledge and understanding of the school and education system of other countries	86	94	98	88	94	93	96	94	95	97	90	96	98	93	95	100	94	93	95	91	92	98	97	96	96	99	91	94
Acquaintance with new teaching methods/didactic concepts	51	54	86	64	44	57	70	81	36	77	64	72	74	69	83	86	69	53	55	76	81	91	58	68	71	81	67	67
Improvement of knowledge in (future) teaching subjects	49	62	70	66	38	50	70	69	47	68	58	72	73	69	72	68	75	63	41	72	69	86	71	64	74	87	55	62
Improvement of interdisciplinary knowledge/ understanding	57	56	73	69	53	43	70	79	39	71	60	77	74	62	71	86	69	55	50	77	70	88	48	64	75	83	67	66
Better understanding of the relationship between theory and practice	54	53	84	79	53	37	78	80	36	85	55	80	73	76	77	77	81	45	64	80	64	91	52	39	74	91	62	68
Improvement of international/ intercultural knowledge/ understanding	89	87	95	93	87	87	93	93	95	92	84	91	88	86	91	100	100	85	82	90	94	95	87	89	92	97	90	90
Improvement of knowledge about conflict management in day to day school life/work	43	40	86	67	34	40	63	72	50	66	58	77	77	67	76	82	69	35	64	68	68	77	58	54	61	83	38	60
Improvement of ICT competence (Information and Communication Technology)	23	24	59	36	22	10	30	41	14	34	22	46	39	38	38	55	75	23	9	49	36	66	29	50	50	67	38	36
Gaining experiences in international/ intercultural cooperation	71	77	91	87	75	77	80	70	77	80	80	93	90	74	71	91	75	74	82	85	92	89	81	75	70	95	71	79
Experiencing new ways of teaching and learning	50	59	84	72	52	60	63	85	45	77	77	79	74	69	70	82	69	55	59	74	83	95	61	70	75	87	67	69
Increased your motivation to become a teacher	66	71	84	72	74	57	74	78	64	75	56	77	74	69	81	86	63	73	59	73	68	91	81	61	65	88	86	74
Count (n)	(35)	(135)	(44)	(68)	(577)	(30)	(27)	(225)	(44)	(109)	(174)	(48)	(88)	(29)	(402)	(22)	(16)	(40)	(22)	(288)	(53)	(57)	(32)	(28)	(25)	(134)	(22)	(2774)

Source: Survey on Comenius Assistants

Question 6.1: Please indicate the extent to which the Comenius Assistantship has contributed to your personal and professional development:

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

Table 6.2
Competence in the language of the host country according to the Common European Framework of Reference for Languages - by home country of Comenius Assistants (Percentages)

	Home country																											Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR	Other	
Before the Comenius Assistantship																												
C2	0	5	7	5	3	10	4	5	7	2	3	13	6	7	5	10	6	10	5	7	10	9	16	4	9	4	14	5
C1	3	15	14	9	9	14	19	18	21	15	12	21	10	17	20	10	6	20	10	15	10	25	35	25	17	14	10	15
B2	20	29	12	9	18	17	7	16	12	17	23	17	16	10	16	14	19	5	25	15	20	13	13	11	9	9	33	17
B1	11	12	10	12	14	17	7	17	19	19	18	9	13	28	11	10	13	10	10	6	11	6	7	13	7	10	13	13
A2	14	8	12	8	14	10	7	16	19	13	12	9	17	10	8	5	13	13	0	10	12	15	6	21	4	9	5	12
A1	51	32	45	58	41	31	56	29	23	34	32	32	39	28	39	52	44	43	50	43	42	27	23	32	48	57	29	39
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
After the Comenius Assistantship																												
C2	12	28	11	9	18	17	15	17	18	22	20	40	14	7	27	9	20	28	10	22	33	44	42	21	13	15	38	21
C1	29	28	20	14	28	28	19	32	20	22	32	29	29	29	24	23	20	18	30	23	16	24	29	25	29	22	43	26
B2	38	17	25	29	20	28	19	20	27	20	25	10	21	43	13	36	27	10	40	16	16	16	10	32	17	15	14	19
B1	15	15	18	26	14	14	19	14	16	13	12	10	25	18	13	23	20	33	20	15	18	7	13	11	25	25	5	15
A2	3	5	18	15	13	10	30	10	9	12	9	4	8	4	13	0	7	10	0	15	10	7	6	7	17	17	0	11
A1	3	7	7	8	8	3	0	6	9	10	2	6	3	0	10	9	7	3	0	9	8	2	0	4	0	6	0	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Currently																												
C2	11	21	16	14	14	15	30	23	16	22	22	40	19	14	29	14	27	23	30	29	29	47	41	25	17	20	19	22
C1	31	30	23	12	23	15	7	32	21	24	20	22	26	38	19	24	27	15	25	20	19	22	31	21	33	14	62	23
B2	11	18	21	20	19	19	15	19	26	18	25	7	24	28	13	29	27	28	10	16	10	9	7	21	13	21	10	18
B1	34	15	12	15	15	26	11	13	19	17	16	13	17	14	13	19	13	13	30	9	12	16	14	14	25	16	0	14
A2	6	7	23	18	15	11	22	6	9	7	13	11	10	7	13	10	7	15	5	14	15	2	7	14	13	20	10	12
A1	6	10	5	20	15	15	15	8	9	12	4	7	3	0	13	5	0	5	0	12	15	4	0	4	0	8	0	10
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(134)	(44)	(67)	(571)	(29)	(27)	(225)	(44)	(108)	(172)	(48)	(88)	(29)	(393)	(22)	(16)	(40)	(20)	(285)	(52)	(55)	(31)	(28)	(24)	(132)	(21)	(2740)

Source: Survey on Comenius Assistants

Question 6.2: How do you rate your competence in the language of the host country according to the levels of the Common European Framework of Reference for Languages before and after your assistantship and currently? Information about CEFR can be found on the following website:

Table 6.3**Receipt of a document or certificate from the host school about the assistantship - by home country of Comenius Assistants (Percentages, multiple replies possible)**

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
In the form of a written confirmation of participation	57	60	89	75	53	45	78	70	58	56	50	57	61	44	72	70	50	41	50	76	56	73	63	67	76	78	50	64
In the form of a recommendation letter	31	20	36	17	29	52	26	34	30	23	24	49	33	24	18	25	38	24	36	38	33	25	37	26	24	29	35	28
In the form of the Europass Mobility certificate	6	3	5	6	3	7	4	1	7	39	2	6	10	4	5	15	0	0	9	4	6	20	3	0	8	2	5	6
In other form	6	8	0	2	6	0	4	5	12	7	7	2	4	0	4	15	6	5	9	3	0	4	3	0	4	5	5	5
No	20	25	5	12	21	14	11	13	7	13	31	9	14	44	15	10	13	39	18	8	23	15	7	22	8	11	25	17
Total	120	116	134	112	113	117	122	123	114	138	113	123	121	116	114	135	106	110	123	128	117	136	113	115	120	126	120	119
Count (n)	(35)	(134)	(44)	(65)	(561)	(29)	(27)	(220)	(43)	(103)	(165)	(47)	(84)	(25)	(394)	(20)	(16)	(41)	(22)	(283)	(52)	(55)	(30)	(27)	(25)	(131)	(20)	(2698)

Source: Survey on Comenius Assistants

Question 6.3: Did you receive a document or certificate from the host school about your assistantship?

Table 7.1
Country of residence at the time the survey was conducted - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Home country prior to the assistantship	75	89	81	82	94	89	54	69	70	71	77	73	55	74	81	83	64	81	71	79	71	70	92	85	40	84	92	80
Host country of the assistantship	11	5	5	8	4	7	17	13	11	17	12	13	25	21	11	17	36	13	24	9	10	20	0	10	47	11	0	10
Other country	14	5	14	10	3	4	29	18	19	13	11	15	19	5	7	0	0	6	6	12	19	10	8	5	13	5	8	9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(28)	(95)	(37)	(49)	(448)	(27)	(24)	(154)	(27)	(48)	(132)	(40)	(67)	(19)	(288)	(12)	(14)	(32)	(17)	(224)	(42)	(40)	(26)	(20)	(15)	(74)	(13)	(2012)

Source: Survey on Comenius Assistants
 Question 7.1: What is your current country of residence?

Table 7.2
Major activities after return from the Comenius Assistantship - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Continue study at the home institution	20	20	55	34	46	30	69	10	42	30	38	8	43	54	16	24	50	46	35	79	13	30	32	65	19	15	10	36
Study at another institution of higher education	11	10	12	13	2	13	15	11	0	24	21	12	8	8	8	14	0	22	15	25	7	16	13	12	14	18	5	12
Study abroad	6	2	5	9	2	3	35	10	14	12	14	20	13	35	11	10	19	5	10	17	6	30	10	15	19	17	5	10
Start working as a teacher	71	62	57	66	55	70	65	55	63	37	35	65	56	8	53	57	50	76	60	48	59	45	71	50	62	67	80	54
Start working outside the educational sector	20	17	31	16	6	33	35	20	12	8	25	22	30	27	29	24	31	12	35	25	30	23	13	23	29	6	5	19
Other activity	17	14	14	18	20	23	12	25	16	22	21	20	14	0	21	14	13	12	0	8	17	13	6	15	19	13	10	17
Total	146	124	174	156	131	173	231	131	147	133	154	149	164	131	139	143	163	173	155	202	131	157	145	181	162	137	115	148
Count (n)	(35)	(132)	(42)	(68)	(572)	(30)	(26)	(219)	(43)	(106)	(169)	(49)	(86)	(26)	(388)	(21)	(16)	(41)	(20)	(283)	(54)	(56)	(31)	(26)	(21)	(126)	(20)	(2706)

Source: Survey on Comenius Assistants
 Question 7.2: Please state your major activities after return from the Comenius Assistantship?

Table 7.3
Recognition of the Comenius Assistantship by the home university - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Yes	44	83	69	40	61	17	63	26	36	40	58	7	34	93	25	73	82	89	57	81	31	41	31	35	70	67	50	57
No	56	17	31	60	39	83	38	74	64	60	42	93	66	7	75	27	18	11	43	19	69	59	69	65	30	33	50	43
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(9)	(78)	(29)	(35)	(263)	(12)	(16)	(27)	(28)	(60)	(38)	(14)	(53)	(14)	(166)	(15)	(11)	(28)	(7)	(258)	(16)	(27)	(13)	(20)	(10)	(86)	(8)	(1341)

Source: Survey on Comenius Assistants

Question 7.3: If you took part in the Comenius Assistantship during your course of study as a teacher, was the Comenius Assistantship period recognised by your home institution?

Table 7.4
Successful finish of study programme enrolled prior to the Comenius Assistantship - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Completion of study enrolled during the Assistantship	67	66	80	74	68	62	61	40	54	18	42	78	71	38	61	50	73	79	43	64	50	68	69	55	63	61	14	61
Completion of a degree in another course of study	11	6	10	3	2	31	11	27	11	20	13	11	8	19	14	29	0	3	29	5	7	14	6	5	0	17	71	9
Not yet	22	16	10	20	31	0	28	13	36	50	26	0	16	31	16	14	27	14	29	30	7	14	19	40	25	9	14	25
No completion intended	0	12	0	3	0	8	0	20	0	12	18	11	6	13	9	7	0	3	0	1	36	5	6	0	13	13	0	5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(9)	(68)	(30)	(35)	(288)	(13)	(18)	(15)	(28)	(66)	(38)	(9)	(51)	(16)	(121)	(14)	(11)	(29)	(7)	(267)	(14)	(22)	(16)	(20)	(8)	(76)	(7)	(1296)

Source: Survey on Comenius Assistants

Question 7.4: If you took part in the Comenius Assistantship during your course of study as a teacher, did you finally successfully finish your studies?

Table 7.5
Highest academic degree of graduated former Comenius Assistants - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Bachelor or equivalent	52	58	63	0	11	59	33	74	3	38	62	35	20	75	5	78	67	56	63	31	41	31	35	42	0	84	33	34
Master or equivalent	48	42	38	97	89	41	67	24	94	61	35	60	80	25	90	22	33	44	32	69	59	63	58	58	95	16	67	64
PhD	0	1	0	3	0	0	0	1	3	2	3	4	0	0	6	0	0	0	5	0	0	6	8	0	5	0	0	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(31)	(106)	(40)	(61)	(439)	(29)	(21)	(213)	(34)	(64)	(142)	(48)	(74)	(20)	(364)	(18)	(12)	(36)	(19)	(202)	(46)	(49)	(26)	(19)	(21)	(105)	(18)	(2257)

Source: Survey on Comenius Assistants
 Question 7.5: What is your highest academic degree?

Table 7.6
Employment at the time the survey was conducted - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Not employed	10	18	33	14	7	12	15	24	9	43	14	24	26	38	24	39	31	14	12	26	18	22	8	24	42	39	11	20
Full time	77	68	49	69	79	77	55	52	88	48	77	54	58	31	48	56	69	39	59	63	67	76	62	71	37	52	78	63
Part time	13	14	18	17	14	12	30	24	3	10	8	22	15	31	27	6	0	47	29	12	16	2	31	6	21	9	11	17
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(31)	(111)	(39)	(58)	(441)	(26)	(20)	(189)	(32)	(42)	(97)	(46)	(72)	(16)	(351)	(18)	(13)	(36)	(17)	(203)	(51)	(54)	(26)	(17)	(19)	(102)	(18)	(2145)

Source: Survey on Comenius Assistants
 Question 7.6: Are you currently employed?

Table 7.7
Employment status - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Employee	90	98	85	72	92	92	95	92	94	87	91	81	88	91	92	91	90	97	95	87	83	90	92	93	92	96	100	91
Self-employed	10	1	15	26	6	8	5	8	3	8	4	16	9	9	7	9	0	3	5	13	17	5	8	0	8	3	0	8
Other	0	1	0	2	2	0	0	0	3	5	5	3	4	0	1	0	10	0	0	0	0	5	0	7	0	1	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(31)	(96)	(26)	(54)	(445)	(26)	(20)	(166)	(33)	(39)	(125)	(37)	(57)	(11)	(280)	(11)	(10)	(32)	(19)	(175)	(42)	(42)	(26)	(15)	(12)	(69)	(16)	(1915)

Source: Survey on Comenius Assistants
 Question 7.7: Please state your current employment status.

Table 7.8
Sector of employment - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Primary, secondary or other school	66	77	32	50	84	77	45	59	67	67	42	54	43	36	49	45	40	72	63	41	48	37	81	67	58	58	81	61
Higher education institution or research organisation	0	5	8	15	6	4	5	14	21	10	8	8	14	9	15	9	0	19	5	7	11	12	0	20	0	28	6	10
Industry	3	2	8	0	0	0	0	1	0	3	2	0	4	18	4	0	10	0	0	6	2	7	4	0	0	0	0	2
Commerce/ finance/ insurance	6	5	4	7	0	8	5	3	6	5	9	5	13	18	9	9	10	0	11	14	9	7	0	0	8	1	0	6
Local, regional or national government	0	2	4	6	0	12	10	4	0	3	8	5	5	9	4	0	0	3	5	3	0	2	0	0	8	1	13	3
Others in the educational sector	9	1	4	9	3	0	10	5	6	3	4	8	9	0	3	9	10	6	0	4	5	7	8	7	0	4	0	4
Language services, e.g. translation	0	1	16	4	0	0	5	1	0	0	1	8	0	0	1	9	10	0	0	3	5	2	0	0	0	0	0	2
Tourism	3	0	4	0	0	0	0	2	0	0	2	0	0	0	4	9	10	0	0	0	0	2	0	0	0	0	0	1
Other sectors	13	6	20	9	5	0	20	10	0	10	24	11	13	9	11	9	10	0	16	22	20	22	8	7	25	7	0	11
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(32)	(97)	(25)	(54)	(450)	(26)	(20)	(164)	(33)	(39)	(124)	(37)	(56)	(11)	(280)	(11)	(10)	(32)	(19)	(175)	(44)	(41)	(26)	(15)	(12)	(69)	(16)	(1918)

Source: Survey on Comenius Assistants
 Question 7.8: In which sector are you currently employed?

Table 7.9-1**Type of organisation in which former assistants are employed who are working as teachers in the educational sector - by home country of Comenius Assistants (Percentages)**

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Pre-primary school	0	1	0	0	0	5	8	3	3	10	2	0	5	0	2	14	0	0	8	6	0	4	9	0	0	0	0	2
Primary school	25	14	20	20	28	25	15	16	21	24	35	19	8	0	9	0	0	11	8	19	18	4	18	57	29	31	21	21
General secondary school	38	53	27	28	49	60	46	34	55	41	38	48	38	33	43	29	75	54	42	20	39	46	55	14	0	23	71	42
Vocational or technical secondary school	21	15	13	3	4	5	0	2	0	7	0	4	8	0	18	0	0	11	25	4	11	12	14	7	29	3	0	7
Establishment for learners/ pupils with special needs	4	4	0	0	11	5	0	0	0	0	0	0	0	0	1	0	0	4	0	1	0	4	0	0	0	3	0	4
Institution for in-service teacher education	0	1	0	0	0	0	0	1	0	3	0	4	0	0	1	0	0	4	0	1	4	0	0	0	0	2	0	1
Institution for Initial teacher education	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Higher education institution/ university	0	3	13	13	3	0	15	16	17	7	8	11	21	17	10	29	0	11	0	9	14	19	0	14	14	25	7	9
(Private) language school	0	0	7	23	1	0	15	15	0	0	8	4	13	17	9	14	25	0	8	32	4	4	0	7	29	6	0	8
Adult education	4	5	7	3	1	0	0	4	0	0	0	0	0	0	2	0	0	4	0	0	4	0	0	0	0	0	0	2
Other type of organisation	8	4	13	13	1	0	0	9	3	7	10	11	8	33	5	14	0	4	8	9	7	8	5	0	0	5	0	5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(24)	(78)	(15)	(40)	(398)	(20)	(13)	(128)	(29)	(29)	(63)	(27)	(39)	(6)	(191)	(7)	(4)	(28)	(12)	(102)	(28)	(26)	(22)	(14)	(7)	(64)	(14)	(1428)

Source: Survey on Comenius Assistants

Question 7.9: If you are working as a teacher or in the educational sector, please state the type of organisation in which you are employed and the category of staff to which you belong:

Table 7.9-2
Category of staff of former assistants who are working as teachers in the educational sector - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Teacher	96	92	67	76	92	86	85	82	83	73	77	89	72	60	86	57	75	77	75	83	79	75	96	86	63	72	73	84
Trainer	0	0	13	5	1	0	0	4	3	0	3	0	0	20	2	0	0	0	8	5	3	4	0	7	0	1	0	2
Head teacher, Director, Rector	0	0	0	2	0	5	0	1	0	3	0	4	0	0	0	0	0	0	1	3	0	0	0	0	0	3	0	1
Education manager	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	0	0	3	0	1	0	0	0	0	13	1	0	0
Administrative or other non-teaching staff	0	3	13	5	0	0	15	2	0	0	0	4	5	0	1	29	25	7	0	4	3	0	0	0	0	1	0	2
Inspector	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advisor	0	0	0	0	0	5	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Counsellor or career advisor	0	0	0	2	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	3	0	0	0	0	1	7	0
Educator/ mediator/ learning facilitator	0	0	0	2	0	0	0	2	3	0	5	0	0	20	4	0	0	0	8	1	3	0	4	0	13	4	7	2
Staff working with migrants, Roma and travellers, etc.	0	0	0	0	0	0	0	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0
Staff working with pupils with special educational needs	4	3	0	0	2	5	0	0	0	3	5	0	0	0	1	0	0	3	8	1	0	4	0	7	0	0	0	2
Other category of staff	0	3	7	5	4	0	0	10	10	17	9	4	18	0	6	14	0	10	0	5	3	17	0	0	13	12	13	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(24)	(79)	(15)	(42)	(396)	(21)	(13)	(132)	(29)	(30)	(64)	(27)	(39)	(5)	(192)	(7)	(4)	(30)	(12)	(105)	(29)	(24)	(23)	(14)	(8)	(67)	(15)	(1446)

Source: Survey on Comenius Assistants

Question 7.9: If you are working as a teacher or in the educational sector, please state the type of organisation in which you are employed and the category of staff to which you belong:

Table 7.10
Positive impact(s) of the Comenius Assistantship on current employment - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Obtaining a first job	53	61	85	69	70	68	74	63	65	69	67	44	63	70	44	82	70	50	44	80	60	63	81	53	67	74	53	64
Type of tasks the work involves	55	48	88	68	66	60	84	58	65	72	58	64	66	82	65	64	70	41	28	59	58	74	69	60	58	91	67	64
Level of income	7	8	38	29	3	8	21	22	10	26	22	15	36	20	10	9	50	9	6	34	21	24	19	27	33	34	6	17
Count (n)	(30)	(96)	(26)	(53)	(443)	(25)	(19)	(162)	(31)	(37)	(123)	(37)	(56)	(11)	(276)	(11)	(10)	(32)	(18)	(174)	(43)	(42)	(26)	(15)	(12)	(71)	(18)	(1897)

Source: Survey on Comenius Assistants

Question 7.10: In your opinion what impact did your Comenius Assistantship have in regard to your employment?

* Scale points 5 and 4 on a scale from 5 = "very positive impact" to 1 = "very negative impact"

Table 7.11**Achievements of the Comenius Assistantship turned out to be useful in the job - by home country of Comenius Assistants (Percentages*)**

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Oral use of the foreign language	67	60	96	85	59	73	79	85	75	62	53	75	91	83	84	91	100	59	76	87	77	93	77	80	100	94	72	74
Written use of the foreign language	45	50	88	75	40	46	68	75	72	57	40	64	80	75	71	73	80	44	65	80	70	81	72	60	82	80	61	62
Knowledge of the host country and its people	77	55	81	58	69	77	68	90	84	68	58	84	78	82	79	100	70	44	59	66	74	90	92	80	100	89	59	73
Subject-related knowledge acquired during the Comenius Assistantship	45	46	60	51	46	54	68	61	41	49	42	70	56	67	65	100	60	35	24	55	63	80	67	67	73	89	50	56
Pedagogical skills	58	66	77	79	70	50	79	81	63	69	53	75	82	83	70	91	80	72	47	71	52	88	65	67	85	90	61	71
New ways of thinking and reflection due to comparative views	70	68	100	89	77	54	79	82	72	81	67	89	81	83	90	82	80	56	67	81	88	93	85	73	75	96	72	80
General maturity enhancement and personality development derived from the period abroad	94	94	100	98	95	77	89	91	81	97	84	97	95	100	96	100	90	88	78	97	93	100	96	93	83	99	89	94
Count (n)	(32)	(98)	(26)	(53)	(441)	(26)	(19)	(166)	(32)	(37)	(122)	(37)	(55)	(12)	(279)	(11)	(10)	(32)	(18)	(175)	(43)	(42)	(26)	(15)	(13)	(71)	(18)	(1909)

Source: Survey on Comenius Assistants

Question 7.11: To what extent have your achievements during your Comenius Assistantship turned out to be useful in your job?

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

Table 8.1
Frequent activities for keeping in touch with the Comenius host country after return - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Reading or watching media on that country	50	45	61	45	49	43	38	38	46	43	57	46	57	67	54	69	50	61	40	57	46	58	47	61	47	61	47	51
Communicating with persons living in the host country	57	74	78	68	69	71	76	73	66	87	72	89	67	81	75	82	92	68	67	76	70	81	73	57	67	93	89	74
Reading popular journals/ literature from the host country	33	28	49	27	33	29	29	46	31	41	34	44	39	38	43	40	42	33	33	40	41	51	34	39	43	34	28	37
Reading professional journals/ literature from the host country	20	14	19	20	14	18	14	30	11	23	19	36	27	40	35	33	18	22	27	25	32	44	24	26	27	28	21	24
Receiving visitors from the host country	43	32	41	44	36	39	48	33	26	46	32	31	43	50	44	47	45	28	27	32	42	47	30	43	36	45	32	38
Travelling to the host country	57	62	32	37	57	61	48	38	44	67	54	62	48	85	46	63	33	49	47	47	44	39	47	43	33	30	58	50
Through professional contacts	17	28	29	25	18	22	43	20	12	33	23	38	23	21	32	50	36	22	7	26	32	34	24	23	30	43	21	25
Count (n)	(30)	(118)	(41)	(59)	(536)	(28)	(21)	(184)	(35)	(71)	(136)	(38)	(71)	(21)	(340)	(17)	(13)	(37)	(15)	(250)	(46)	(43)	(30)	(23)	(16)	(103)	(19)	(2341)

Source: Survey on Comenius Assistants

Question 8.1: If you are currently not living in your Comenius host country, in which way and to what extent did you keep in touch with your Comenius host country after you returned home?

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

Table 8.2-1
Current contacts with the former Comenius host school - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
No	58	38	33	38	39	45	19	40	32	22	42	41	39	48	36	30	19	41	47	39	42	29	29	40	45	12	32	37
Private contacts	42	61	67	60	60	52	81	59	63	75	58	59	59	52	63	70	81	59	53	60	56	69	71	60	55	86	68	62
Professional contacts	0	2	0	10	5	3	8	4	7	10	3	7	11	0	3	5	0	5	0	3	4	4	10	8	0	16	0	5
Total	100	102	100	108	104	100	108	102	102	106	102	107	108	100	103	105	100	105	100	103	102	102	110	108	100	114	100	104
Count (n)	(33)	(122)	(43)	(63)	(547)	(29)	(26)	(212)	(41)	(79)	(158)	(44)	(85)	(23)	(378)	(20)	(16)	(41)	(19)	(270)	(50)	(52)	(31)	(25)	(20)	(113)	(19)	(2559)

Source: Survey on Comenius Assistants

Question 8.2: Do you currently have any contact with your former Comenius host school?

Table 8.2-2

Professional contacts with the former Comenius host school in the context of European programmes - by home country of Comenius Assistants (Percentages, multiple replies possible)

	Home country																									Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK		TR	Other
European or international school cooperation	0	0	0	5	1	0	4	1	5	5	1	0	1	0	1	0	0	0	0	0	2	2	3	4	0	4	0	1
Comenius School Partnerships	0	2	0	3	1	0	0	0	0	4	0	0	4	0	1	0	0	0	0	1	2	0	0	0	0	8	0	1
Comenius Regio Partnerships	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Comenius Multilateral Projects	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Comenius Networks	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0
eTwinning	0	0	0	2	1	0	0	0	0	1	0	2	0	0	1	5	0	2	0	0	0	0	0	0	0	1	0	1
Other sub-programmes of the Lifelong Learning Programme (e.g. Erasmus, Grundtvig, etc.)	0	1	0	0	0	0	0	0	2	4	0	0	4	0	1	0	0	2	0	1	0	0	3	0	0	4	0	1
Other EU co-operation programmes (e.g. in the area Youth, Culture, Citizenship)	0	1	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0
None	100	98	100	90	96	100	92	98	93	91	98	95	91	100	97	95	100	98	100	97	96	98	94	96	100	86	100	96
Total	100	101	100	100	100	100	100	100	100	106	100	100	101	100	101	100	100	102	100	100	102	100	100	100	100	108	100	101
Count (n)	(33)	(122)	(43)	(63)	(547)	(29)	(26)	(212)	(41)	(79)	(158)	(44)	(85)	(23)	(378)	(20)	(16)	(41)	(19)	(270)	(50)	(52)	(31)	(25)	(20)	(113)	(19)	(2559)

Source: Survey on Comenius Assistants

Question 8.2: Do you currently have any contact with your former Comenius host school?

Table 9.1
Valuable outcomes of the Comenius Assistantship as assessed in retrospect - by home country of Comenius Assistants (Percentages*)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Enhancement of academic and professional knowledge	65	67	88	72	66	82	76	88	73	83	80	87	84	88	84	90	94	67	53	87	86	87	84	69	79	90	55	79
Relevance to your job/ occupation	71	68	80	75	74	69	67	77	75	83	62	65	76	76	73	86	94	68	78	79	78	82	87	65	77	92	76	75
Income/ salary	16	22	33	22	12	8	17	19	11	46	27	16	47	23	16	33	53	17	13	45	21	48	28	17	36	39	8	25
Career prospects	52	57	83	69	46	57	63	72	61	70	73	56	77	71	36	65	69	57	42	79	65	84	69	69	50	93	50	61
Foreign language proficiency	80	86	89	85	82	77	88	86	83	88	86	90	94	92	81	90	94	85	84	94	90	98	97	81	96	90	95	86
New perspectives on your home country	67	63	70	78	81	80	72	72	79	66	79	44	76	62	35	70	44	69	79	76	65	83	84	92	87	97	67	70
New ways of thinking and reflection	71	81	90	90	76	66	76	80	77	91	84	88	82	77	89	95	88	74	65	88	92	96	83	85	78	97	85	84
Knowledge and understanding of the host country	89	94	93	94	94	87	92	94	95	97	94	92	93	92	94	95	94	88	80	95	94	98	97	96	95	98	100	94
Maturity and personal development	94	98	95	94	95	87	92	94	86	98	91	94	93	100	94	95	94	88	70	96	100	100	90	92	78	99	100	94
Making new friends	82	83	70	79	70	67	83	79	73	84	73	77	77	71	79	90	71	70	65	86	75	85	81	77	78	90	84	78
Count (n)	(35)	(127)	(44)	(67)	(567)	(30)	(25)	(220)	(44)	(96)	(165)	(48)	(87)	(26)	(390)	(21)	(17)	(41)	(20)	(275)	(52)	(54)	(31)	(26)	(24)	(126)	(20)	(2678)

Source: Survey on Comenius Assistants

Question 9.1: In retrospect, to what extent do you consider it worthwhile personally to have participated in a Comenius Assistantship?

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

Table 9.2
Overall satisfaction with the Comenius Assistantship - by home country of Comenius Assistants (Percentages)

	Home country																										Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IT	LT	LV	NL	NO	PL	PT	RO	SE	SI	SK	TR		Other
Very satisfied	57	62	66	68	57	30	68	56	39	62	53	46	66	38	56	62	71	54	40	70	58	81	42	46	54	69	60	59
Satisfied	29	31	27	29	32	60	16	30	39	28	28	35	28	35	31	33	24	32	30	24	33	15	48	46	38	27	30	30
Partly satisfied	6	4	7	3	7	7	12	12	16	9	12	8	2	23	12	0	6	10	30	5	8	2	3	4	4	3	5	8
Dissatisfied	6	3	0	0	2	3	4	0	7	1	5	8	1	0	1	5	0	5	0	1	2	2	6	4	4	1	5	2
Not satisfied at all	3	0	0	0	1	0	0	2	0	0	2	2	2	4	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(128)	(44)	(68)	(568)	(30)	(25)	(220)	(44)	(98)	(165)	(48)	(88)	(26)	(393)	(21)	(17)	(41)	(20)	(279)	(52)	(54)	(31)	(26)	(24)	(127)	(20)	(2692)

Source: Survey on Comenius Assistants

Question 9.2: Looking back on your Comenius Assistantship, how satisfied were you in general with it?

Annex II.2

Results of the Survey on Comenius Assistants 2000 – 2009:

Breakdown of responses by host country ¹⁾ of Comenius Assistants

¹⁾ Remark: In the category "Other" those countries are grouped together for which the number of respondents is less than 20 and thus the data basis is too small to provide representative and meaningful statistics. These countries are Cyprus, Luxembourg, Latvia, Malta, and Slovak Republic

Table 1.1
Gender of Comenius Assistants - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Female	83	88	72	80	85	86	85	85	80	86	89	85	76	93	81	85	75	85	82	65	86	62	84	68	69	85	84
Male	17	12	28	20	15	14	15	15	20	14	11	15	24	7	19	15	25	15	18	35	14	38	16	32	31	15	16
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(100)	(101)	(18)	(54)	(255)	(88)	(20)	(435)	(116)	(336)	(305)	(48)	(45)	(107)	(32)	(277)	(20)	(93)	(90)	(77)	(132)	(29)	(157)	(31)	(36)	(65)	(3067)

Source: Survey on Comenius Assistants
 Question 1.1: Gender:

Table 1.2-1
Age at the time of the survey - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
up to 25 years	29	20	6	25	21	16	30	28	25	21	24	17	18	27	13	26	35	18	22	14	24	14	23	19	9	14	23
26-30 years	38	54	39	42	49	58	40	42	48	44	46	46	47	48	44	49	25	59	45	62	46	38	44	52	47	55	47
31-35 years	26	24	50	32	24	20	25	22	23	28	22	33	24	23	34	21	25	20	28	17	24	45	26	23	32	25	24
36 years and older	8	2	6	2	7	6	5	8	3	7	7	4	11	2	9	3	15	3	4	7	5	3	8	6	12	6	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(98)	(99)	(18)	(53)	(255)	(88)	(20)	(436)	(115)	(335)	(303)	(48)	(45)	(107)	(32)	(270)	(20)	(92)	(89)	(76)	(132)	(29)	(155)	(31)	(34)	(65)	(3045)

Source: Survey on Comenius Assistants
 Question 1.2: Year of birth:

Table 1.2-2
Age at the time of the survey - by host country of Comenius Assistants (Mean)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Average age	28,7	28,6	30,1	28,6	28,8	28,9	29,0	28,8	28,2	29,0	28,8	29,4	29,8	28,1	30,1	28,1	29,7	28,3	28,7	29,0	28,8	29,6	29,1	28,9	30,6	29,4	28,8
Count (n)	(98)	(99)	(18)	(53)	(255)	(88)	(20)	(436)	(115)	(335)	(303)	(48)	(45)	(107)	(32)	(270)	(20)	(92)	(89)	(76)	(132)	(29)	(155)	(31)	(34)	(65)	(3045)

Source: Survey on Comenius Assistants
 Question 1.2: Year of birth:

Table 1.2-3
Age at the beginning of the Comenius Assistantship - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
up to 22 years	27	29	0	21	24	18	25	22	23	25	21	10	16	17	13	29	15	22	26	16	17	3	17	16	6	17	22
23-25 years	41	36	28	45	36	41	10	41	43	35	41	44	29	51	53	42	40	51	34	42	42	38	51	32	18	37	40
26-30 years	24	31	67	28	33	36	65	27	30	32	29	40	40	28	31	26	40	25	35	36	36	52	23	39	53	35	31
31 years and older	7	5	6	6	7	5	0	9	4	7	9	6	16	4	3	3	5	2	6	7	5	7	8	13	24	11	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(94)	(98)	(18)	(53)	(254)	(88)	(20)	(434)	(115)	(330)	(303)	(48)	(45)	(106)	(32)	(269)	(20)	(91)	(89)	(76)	(132)	(29)	(155)	(31)	(34)	(65)	(3029)

Source: Survey on Comenius Assistants
 Question 1.2: Year of birth:
 Question 3.6: Please state the year in which your Comenius Assistantship started

Table 1.2-4
Age at the beginning of the Comenius Assistantship - by host country of Comenius Assistants (Mean)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Average age at the beginning	25,1	24,5	26,6	24,9	25,1	25,1	25,6	25,3	24,8	25,1	25,2	25,4	26,5	24,8	25,3	24,4	25,8	24,5	25,1	25,6	25,4	26,8	25,3	25,9	28,2	25,6	25,2
Count (n)	(94)	(98)	(18)	(53)	(254)	(88)	(20)	(434)	(115)	(330)	(303)	(48)	(45)	(106)	(32)	(269)	(20)	(91)	(89)	(76)	(132)	(29)	(155)	(31)	(34)	(65)	(3029)

Source: Survey on Comenius Assistants
 Question 1.2: Year of birth:
 Question 3.6: Please state the year in which your Comenius Assistantship started

Table 1.3
Home country prior to the beginning of the Comenius Assistantship - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
AT	0	0	0	4	0	0	0	3	0	1	0	2	0	1	6	1	0	2	2	0	1	3	3	0	3	0	1
BE	3	0	11	2	5	8	10	7	7	3	5	8	2	3	6	5	5	11	4	4	7	0	4	3	0	11	5
BG	6	1	0	2	3	0	0	2	2	0	0	2	0	0	0	3	5	4	0	1	3	0	2	0	0	3	2
CZ	4	2	6	0	0	4	10	2	3	2	3	4	0	2	6	1	0	3	1	3	6	0	4	3	0	2	2
DE	0	11	22	20	0	37	45	15	29	21	16	17	44	35	31	16	35	23	42	26	14	31	41	42	39	34	20
DK	1	0	0	0	1	0	0	2	1	1	2	2	2	0	6	1	0	2	1	0	2	0	0	0	0	2	1
EE	2	0	0	2	1	1	0	2	1	1	0	2	0	0	0	1	0	2	1	0	1	0	2	0	0	0	1
ES	7	20	6	7	11	8	0	0	6	10	15	13	4	13	3	9	0	8	3	6	5	0	6	3	3	6	8
FI	3	1	0	4	3	2	0	2	0	1	2	0	2	0	3	1	0	1	1	0	1	0	3	0	0	0	1
FR	2	0	0	7	3	3	0	3	6	0	6	8	0	14	6	5	0	1	4	4	5	14	3	3	11	6	4
GB	9	13	11	7	6	3	0	10	2	12	0	6	4	0	3	7	0	4	6	3	4	3	5	13	3	2	6
GR	1	1	0	2	4	2	5	3	0	2	2	0	0	0	0	3	0	0	1	1	2	0	1	0	0	0	2
HU	9	6	0	2	5	2	5	3	6	3	3	0	0	2	0	4	0	4	2	3	4	0	1	0	3	2	3
IE	4	1	0	0	1	0	0	3	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	3	0	2	1
IT	16	16	39	9	21	10	20	14	12	16	13	17	27	13	13	0	25	5	7	26	21	38	8	10	33	17	14
LT	0	0	0	0	0	0	0	2	0	0	0	2	0	0	3	2	0	0	0	0	2	0	1	3	0	0	1
LV	1	1	0	2	2	0	0	1	1	0	0	0	0	0	0	1	0	1	2	0	2	0	1	0	0	0	1
NL	2	1	0	0	1	1	0	3	0	2	2	4	2	0	3	1	0	0	3	0	0	0	3	0	3	0	2
NO	2	0	0	0	2	0	0	1	0	1	1	0	0	0	0	1	0	3	0	0	0	0	0	0	0	0	1
PL	13	8	0	13	17	10	5	11	15	8	16	10	9	8	9	10	15	14	11	0	8	3	7	10	3	5	11
PT	3	3	6	4	2	1	0	2	1	2	3	2	0	0	0	2	10	3	3	8	0	3	1	3	0	2	2
RO	0	4	0	2	0	1	0	3	2	3	4	0	0	3	0	3	0	1	0	0	4	0	1	0	0	3	2
SE	0	1	0	0	2	0	0	2	0	1	3	0	0	1	0	2	0	0	0	0	0	3	0	0	0	2	1
SI	1	0	0	0	2	1	0	2	2	1	1	0	0	0	0	1	0	0	0	0	2	0	1	0	0	2	1
SK	0	4	0	4	0	0	0	1	1	1	1	0	0	1	0	2	0	2	3	0	0	0	0	0	0	2	1
TR	11	7	0	7	8	3	0	3	5	4	2	0	2	3	0	14	0	3	0	14	8	0	4	3	0	0	5
Other	1	0	0	0	0	0	0	1	0	0	1	0	0	2	0	2	5	1	0	1	1	0	1	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(101)	(101)	(18)	(54)	(257)	(89)	(20)	(439)	(117)	(338)	(305)	(48)	(45)	(107)	(32)	(277)	(20)	(93)	(90)	(77)	(132)	(29)	(159)	(31)	(36)	(65)	(3080)

Source: Survey on Comenius Assistants
 Question 1.3: Please indicate your home country prior to the start of your Comenius Assistantship:

Table 1.4
Mother tongue of the Comenius Assistants - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Language of home country	96	95	94	100	96	94	100	94	99	95	92	96	95	92	97	97	95	97	97	95	94	97	96	94	94	86	95
Language of host country	3	1	6	0	2	2	0	3	0	1	3	4	5	1	3	0	5	1	1	1	2	3	1	3	0	6	2
Other language	1	4	0	0	2	3	0	3	1	4	5	0	0	8	0	3	0	2	2	4	4	0	3	3	6	8	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(100)	(101)	(18)	(54)	(256)	(89)	(20)	(434)	(114)	(335)	(304)	(48)	(44)	(106)	(32)	(275)	(20)	(93)	(89)	(76)	(129)	(29)	(156)	(31)	(36)	(65)	(3054)

Source: Survey on Comenius Assistants
 Question 1.4: Please indicate your mother tongue:

Table 1.5-1
Months spend abroad prior to the Comenius Assistantship - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Months spend abroad overall																											
None	13	9	6	6	6	17	10	11	10	13	16	10	5	12	16	11	11	20	8	11	7	7	12	16	6	14	11
Up to 3 months	18	10	0	22	17	24	15	11	21	21	20	10	25	16	19	12	22	15	14	12	11	14	17	10	6	19	16
4-6 months	21	18	17	19	18	22	15	16	16	16	18	17	9	12	6	17	22	16	17	19	17	7	21	23	14	14	17
7-12 months	22	34	28	30	28	17	45	30	29	21	25	17	14	31	19	24	22	22	40	31	27	21	22	23	23	17	26
More than 12 months	26	29	50	24	31	20	15	31	25	29	21	46	48	29	41	36	22	26	21	28	39	52	29	29	51	35	30
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(100)	(100)	(18)	(54)	(251)	(88)	(20)	(432)	(115)	(336)	(305)	(48)	(44)	(107)	(32)	(268)	(18)	(91)	(86)	(75)	(127)	(29)	(156)	(31)	(35)	(63)	(3029)
Months spend in the host country																											
None	54	60	61	52	29	63	65	48	60	49	50	54	64	62	63	46	61	58	53	52	50	62	56	74	40	67	51
Up to 3 months	11	7	33	19	22	16	15	16	10	21	17	10	14	10	16	15	22	15	17	21	15	17	15	3	20	11	16
4-6 months	19	16	0	17	16	14	5	15	13	13	18	21	14	12	6	16	0	13	10	11	15	10	13	16	26	13	15
7-12 months	15	14	6	11	26	8	15	18	17	13	13	13	5	15	9	19	17	13	16	16	17	7	13	6	11	8	15
More than 12 months	1	3	0	2	6	0	0	3	1	4	1	2	5	1	6	4	0	0	2	0	3	3	2	0	3	2	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(100)	(100)	(18)	(54)	(251)	(88)	(20)	(432)	(115)	(336)	(305)	(48)	(44)	(107)	(32)	(268)	(18)	(91)	(86)	(75)	(127)	(29)	(156)	(31)	(35)	(63)	(3029)

Source: Survey on Comenius Assistants

Question 1.5: How many months have you spent abroad prior to the Comenius Assistantship since you were 15 years old?

Table 1.5-2
Months spend abroad prior to the Comenius Assistantship - by host country of Comenius Assistants (Mean)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Months spent abroad overall	9,5	14,9	14,6	10,1	13,0	7,0	9,2	12,3	9,1	11,1	9,1	13,7	13,9	11,3	10,7	12,9	10,2	10,2	10,5	11,7	14,0	17,1	10,2	11,0	16,3	12,1	11,5
Month spent in the host country	2,8	2,9	1,0	2,9	5,4	1,7	2,2	3,4	2,3	2,9	2,7	2,7	2,2	2,4	2,6	3,9	2,1	2,1	2,8	2,4	4,1	2,9	2,5	1,4	3,7	2,0	3,1
Count (n)	(87)	(91)	(17)	(51)	(234)	(72)	(18)	(383)	(103)	(291)	(255)	(43)	(42)	(94)	(27)	(238)	(16)	(73)	(79)	(67)	(118)	(27)	(138)	(26)	(33)	(54)	(2677)

Source: Survey on Comenius Assistants

Question 1.5: How many months have you spent abroad prior to the Comenius Assistantship since you were 15 years old?

Table 2.1
Source(s) of information about the Comenius Assistantships - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
From the internet site/ leaflet etc. of the National Agency in home country	25	33	39	31	29	31	20	25	32	27	28	15	30	25	32	27	16	25	37	30	33	21	29	48	33	31	28
From the internet site of the European Commission	9	7	33	7	9	8	5	6	10	10	10	10	9	6	6	8	5	6	4	10	14	7	6	13	14	11	9
Teaching staff at your home university	38	41	0	30	35	25	15	35	33	36	37	35	12	21	26	35	11	46	33	25	27	14	30	23	14	28	33
Department for international affairs at the home university	12	13	0	15	13	13	40	15	25	13	16	21	19	16	16	13	32	16	12	19	14	28	16	6	11	17	15
Former Comenius Assistants	18	12	11	19	17	21	0	16	18	19	15	21	12	25	6	21	0	16	26	19	20	7	19	16	14	12	18
Other students/ friends	27	29	33	30	30	33	15	31	27	28	31	23	30	41	26	33	53	29	27	31	39	34	35	32	36	32	31
Other source	5	3	22	7	7	8	10	7	3	9	10	10	7	4	3	8	0	6	4	8	6	3	11	10	11	9	7
Total	134	137	139	139	140	139	105	136	149	143	147	135	119	137	116	145	116	145	143	143	154	114	146	148	133	140	141
Count (n)	(100)	(101)	(18)	(54)	(255)	(89)	(20)	(438)	(115)	(336)	(305)	(48)	(43)	(107)	(31)	(277)	(19)	(93)	(90)	(77)	(132)	(29)	(159)	(31)	(36)	(65)	(3068)

Source: Survey on Comenius Assistants
 Question 2.1: How did you learn about Comenius Assistantships?

Table 2.2
Reasons to apply for a Comenius Assistantship - by host country of Comenius Assistants (Percentages*)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Desire to gain teaching practice in a foreign country	89	87	83	94	91	89	95	88	90	83	88	94	95	88	80	88	95	85	90	94	90	90	93	90	78	91	88
Learning of a foreign language	84	86	78	64	89	75	50	92	72	88	89	70	59	90	59	88	55	77	72	61	84	76	76	60	83	74	83
Desire to travel (e.g. Comenius offered a cheap opportunity to stay abroad)	73	77	67	69	70	69	75	79	82	69	71	83	81	75	94	80	80	78	76	79	83	66	71	77	58	67	75
Friends also applied for assistantship/student mobility	16	16	0	10	11	4	5	9	6	9	9	7	0	7	7	12	16	7	6	11	13	7	7	7	10	8	9
Desire to enhance your understanding of the particular host country	80	63	78	72	84	70	75	81	79	83	82	87	79	77	87	87	79	76	85	82	79	82	81	74	92	65	80
Desire to improve career prospects	81	85	67	66	87	62	75	77	74	74	82	74	70	79	57	79	70	71	70	75	78	69	64	65	50	74	76
Wanted a break from your usual surroundings	56	41	56	51	44	51	70	53	53	43	42	57	60	49	67	52	55	55	59	63	56	71	57	80	62	52	51
Count (n)	(100)	(101)	(18)	(54)	(255)	(89)	(20)	(439)	(116)	(336)	(304)	(48)	(44)	(107)	(31)	(277)	(20)	(93)	(90)	(77)	(132)	(29)	(159)	(31)	(36)	(65)	(3071)

Source: Survey on Comenius Assistants

Question 2.2: How important were the following reasons for you to apply for a Comenius Assistantship?

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

Table 2.3-1
Preferences for the assistantship stated in the application - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Host country	98	97	94	96	97	97	95	99	97	98	98	94	86	100	100	96	95	96	97	91	96	93	100	81	100	94	97
Type of host school/ organisation	83	84	82	68	85	85	100	84	82	84	86	79	98	81	84	83	80	84	89	87	85	86	89	84	78	86	84
Size and location of the host school/ organisation	75	74	71	70	82	83	85	81	81	79	76	75	86	81	71	77	75	79	80	84	83	76	83	81	78	75	79
Age range of pupils desired to teach	85	85	82	72	87	91	90	88	87	86	88	81	95	90	77	85	85	88	90	91	86	83	93	84	83	89	87
Subject(s) desired to teach	88	83	82	77	85	85	85	88	89	83	83	88	89	87	74	86	65	84	84	91	80	90	86	84	81	80	85
Teaching language	83	84	76	75	88	84	85	87	87	84	89	88	89	92	81	87	70	92	84	87	83	72	86	74	86	85	86
Timing/Duration of the assistantship	88	92	94	75	89	91	90	92	90	92	91	81	91	89	90	89	85	85	94	90	86	90	96	84	86	85	90
Total	600	599	582	534	613	617	630	619	612	605	609	585	634	619	577	604	555	608	619	621	599	590	633	571	592	594	608
Count (n)	(100)	(100)	(17)	(53)	(255)	(89)	(20)	(437)	(114)	(332)	(304)	(48)	(44)	(106)	(31)	(275)	(20)	(92)	(90)	(77)	(132)	(29)	(158)	(31)	(36)	(65)	(3055)

Source: Survey on Comenius Assistants

Question 2.3: To which of the following aspects did you give preferences for the assistantship in your application and to what extent were these preferences fulfilled?

Table 2.3-2

Degree of fulfillment of preferences stated in the application - by host country of Comenius Assistants (Percentages*)

	Host country																									Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other	
Host country																												
Completely fulfilled (first priority)	63	45	69	51	80	55	68	86	68	82	82	60	45	67	68	75	63	77	84	63	65	74	77	63	92	56	74	
Partly fulfilled (second priority)	32	46	25	39	15	35	26	11	27	15	16	29	37	27	19	21	16	18	11	24	30	22	19	21	3	28	20	
Not at all fulfilled	5	8	6	10	5	10	5	4	5	4	1	11	18	6	13	4	21	5	5	13	5	4	4	17	6	16	6	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(98)	(97)	(16)	(51)	(244)	(86)	(19)	(434)	(111)	(323)	(297)	(45)	(38)	(106)	(31)	(264)	(19)	(88)	(87)	(70)	(126)	(27)	(158)	(24)	(36)	(61)	(2956)	
Type of host school/ organisation																												
Completely fulfilled (first priority)	73	63	71	63	70	63	65	70	65	66	60	61	79	57	77	55	56	73	66	64	57	72	68	81	71	59	65	
Partly fulfilled (second priority)	23	25	29	29	26	30	25	26	29	30	34	26	14	37	23	38	44	23	30	33	33	24	29	15	21	38	30	
Not at all fulfilled	4	12	0	9	4	7	10	4	5	4	6	13	7	6	0	7	0	4	4	3	10	4	4	4	7	4	5	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(83)	(84)	(14)	(35)	(217)	(76)	(20)	(367)	(92)	(279)	(260)	(38)	(42)	(86)	(26)	(228)	(16)	(77)	(80)	(67)	(110)	(25)	(140)	(26)	(28)	(56)	(2572)	
Size and location of the host school/ organisation																												
Completely fulfilled (first priority)	56	62	50	62	58	57	59	61	64	52	55	61	74	53	82	48	73	66	61	54	52	82	57	63	64	59	58	
Partly fulfilled (second priority)	33	22	42	22	28	35	35	31	25	35	33	33	24	37	18	42	27	29	33	37	35	9	34	29	32	35	32	
Not at all fulfilled	11	16	8	16	14	8	6	8	11	13	12	6	3	9	0	10	0	5	6	9	13	9	9	8	4	6	10	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(75)	(74)	(12)	(37)	(207)	(74)	(17)	(352)	(92)	(262)	(230)	(36)	(38)	(86)	(22)	(211)	(15)	(73)	(72)	(65)	(108)	(22)	(131)	(24)	(28)	(49)	(2412)	
Age range of pupils desired to teach																												
Completely fulfilled (first priority)	68	67	79	55	68	58	50	65	57	66	60	56	76	61	71	59	71	72	60	59	59	67	70	73	80	59	64	
Partly fulfilled (second priority)	28	21	21	37	25	40	39	28	34	29	31	38	17	33	25	31	29	25	32	37	32	33	24	27	20	34	29	
Not at all fulfilled	4	12	0	8	7	2	11	7	9	5	9	5	7	6	4	9	0	4	7	4	9	0	6	0	0	7	7	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(85)	(85)	(14)	(38)	(219)	(81)	(18)	(384)	(99)	(282)	(267)	(39)	(42)	(94)	(24)	(234)	(17)	(81)	(81)	(70)	(114)	(24)	(147)	(26)	(30)	(58)	(2653)	

(Table 2.3-2 continues)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Subject(s) desired to teach																											
Completely fulfilled (first priority)	74	77	79	76	75	84	76	71	66	71	69	71	79	71	74	71	77	77	80	69	70	92	86	69	59	77	73
Partly fulfilled (second priority)	18	19	21	22	22	14	18	25	31	26	29	21	18	23	17	25	23	19	16	24	27	8	13	27	31	19	23
Not at all fulfilled	8	4	0	2	3	1	6	3	3	3	3	7	3	7	9	3	0	4	4	7	3	0	1	4	10	4	4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(88)	(83)	(14)	(41)	(216)	(76)	(17)	(384)	(99)	(276)	(251)	(42)	(39)	(92)	(23)	(237)	(13)	(77)	(76)	(70)	(105)	(26)	(136)	(26)	(29)	(52)	(2588)
Teaching language																											
Completely fulfilled (first priority)	82	79	69	85	80	72	65	81	71	86	84	69	87	80	72	79	79	84	79	75	73	95	85	87	71	84	80
Partly fulfilled (second priority)	17	14	23	15	18	27	35	17	23	12	14	24	10	17	24	18	14	12	18	24	24	5	13	13	16	15	17
Not at all fulfilled	1	7	8	0	3	1	0	2	5	2	2	7	3	3	4	3	7	5	3	1	4	0	2	0	13	2	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(83)	(84)	(13)	(40)	(222)	(75)	(17)	(381)	(98)	(278)	(270)	(42)	(39)	(96)	(25)	(238)	(14)	(85)	(76)	(67)	(110)	(21)	(136)	(23)	(31)	(55)	(2619)
Timing/Duration of the assistantship																											
Completely fulfilled (first priority)	73	77	75	80	81	81	94	84	84	81	77	92	80	83	82	80	94	77	86	75	76	69	89	92	83	78	81
Partly fulfilled (second priority)	24	20	25	18	15	16	6	14	14	15	20	5	20	16	18	17	6	19	12	20	20	23	9	4	17	18	16
Not at all fulfilled	3	3	0	3	4	2	0	1	2	4	3	3	0	1	0	2	0	4	2	4	4	8	3	4	0	4	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(88)	(92)	(16)	(40)	(226)	(81)	(18)	(401)	(102)	(305)	(276)	(39)	(40)	(94)	(28)	(246)	(17)	(78)	(85)	(69)	(113)	(26)	(152)	(26)	(30)	(55)	(2743)

Source: Survey on Comenius Assistants

Question 2.3: To which of the following aspects did you give preferences for the assistantship in your application and to what extent were these preferences fulfilled?

Table 2.5
Satisfaction with the collaboration of the host school before the Comenius Assistantship - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Establishment of the first contact with the host school	91	86	83	91	87	90	85	80	91	81	84	85	86	83	87	78	75	85	87	83	79	79	89	90	75	88	84
Agreement about the start and final day of the assistantship	89	90	94	88	90	95	90	90	95	86	91	88	90	86	90	87	90	88	93	87	87	96	96	90	78	92	90
Information about the host school	78	70	65	79	83	89	85	74	87	72	79	70	76	80	71	65	70	73	82	77	76	82	87	77	56	85	76
Information about your role in the host school	69	68	59	69	64	65	70	66	71	59	63	47	60	67	71	56	40	56	65	61	57	46	68	77	37	60	62
Establishment of the model agreement with the host school	76	75	71	77	71	74	70	74	84	66	70	60	56	69	66	69	55	67	65	64	73	70	70	71	50	65	70
Count (n)	(99)	(99)	(18)	(53)	(252)	(88)	(20)	(439)	(115)	(335)	(304)	(48)	(43)	(105)	(31)	(276)	(20)	(93)	(90)	(77)	(132)	(28)	(159)	(31)	(36)	(65)	(3056)

Source: Survey on Comenius Assistants

Question 2.5: To what extent were you satisfied with the collaboration of the host school before the Comenius Assistantship?

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

Table 2.6
Satisfaction with the with the support of the National Agency in the home country before the Comenius Assistantship - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Duration of selection and matching procedure	88	85	78	75	79	79	84	80	67	78	78	83	70	74	70	80	75	79	75	80	78	82	83	80	72	72	79
Result of the matching process	84	78	89	75	81	82	89	83	78	78	85	83	80	83	77	84	90	83	88	75	86	82	86	83	74	77	82
Quality of the induction meeting organised by your National Agency	71	68	50	73	69	72	38	74	70	59	74	62	47	59	76	76	78	63	67	61	78	67	73	69	60	61	69
Ways of dealing with contractual/administrative issues	76	76	65	69	75	85	80	82	70	73	76	79	73	65	81	79	90	72	80	76	78	79	80	72	74	74	76
Count (n)	(99)	(100)	(18)	(54)	(255)	(85)	(20)	(434)	(115)	(326)	(304)	(48)	(41)	(106)	(31)	(275)	(20)	(90)	(89)	(76)	(132)	(28)	(158)	(30)	(36)	(65)	(3035)

Source: Survey on Comenius Assistants

Question 2.6: To what extent were you satisfied with the support of the National Agency in your home country before the Comenius Assistantship?

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

Table 3.1
Year of study, in which the Comenius Assistantship took place - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
First or second year	6	5	0	2	6	4	10	6	5	3	6	0	2	4	0	4	0	3	3	0	3	0	3	0	0	2	4
Third year	10	20	11	20	14	12	25	18	16	20	17	19	9	13	17	19	12	22	21	8	9	10	12	6	8	18	16
Fourth year	14	7	6	16	11	11	0	13	12	12	11	8	4	18	21	12	0	9	10	13	9	7	18	13	6	8	12
Fifth year or later	12	9	6	14	10	10	10	11	12	9	9	17	11	11	7	10	6	13	14	13	15	24	11	23	25	15	11
After graduation	58	58	78	49	59	62	55	54	55	56	57	56	73	53	55	56	82	53	51	66	65	59	57	58	61	58	57
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(99)	(96)	(18)	(51)	(250)	(89)	(20)	(431)	(112)	(326)	(291)	(48)	(45)	(105)	(29)	(271)	(17)	(92)	(90)	(76)	(128)	(29)	(156)	(31)	(36)	(62)	(2998)

Source: Survey on Comenius Assistants

Question 3.1: In which year of study did your Comenius Assistantship take place?

Table 3.2-1
Subject(s) studied prior to the assistantship - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Arts and Crafts	10	12	17	10	10	16	20	13	18	18	16	21	9	17	14	11	31	13	13	12	20	21	15	16	14	15	14
Music	9	8	6	6	6	8	10	12	9	13	11	17	9	16	7	8	25	9	11	15	15	18	16	3	6	8	11
History	18	23	28	14	17	22	20	22	23	25	23	32	14	26	21	19	25	16	25	29	25	25	19	26	26	20	22
Religion/Ethics	8	9	17	12	6	10	15	11	17	11	11	17	9	15	14	10	13	7	18	15	13	11	14	0	20	8	11
Civics	5	6	11	6	6	9	5	7	6	6	7	6	7	5	4	5	19	4	7	4	11	7	5	3	9	5	6
Main language of instruction of the host school	41	37	6	18	46	11	5	31	12	50	60	11	14	60	4	24	0	21	13	20	21	7	14	3	17	34	32
A language taught as "foreign language"	83	82	83	82	77	75	70	81	73	76	67	72	72	67	79	87	69	77	79	80	87	64	72	61	71	77	77
Mathematics	10	8	22	10	8	21	15	11	19	11	16	6	21	17	7	10	38	14	17	9	13	18	24	10	9	20	13
Physics	4	5	11	6	4	7	0	5	7	7	7	6	2	5	0	5	13	3	5	3	8	4	6	0	3	10	6
Chemistry	5	5	17	8	4	5	0	5	8	7	7	6	2	5	4	5	19	3	5	3	8	4	6	3	3	10	6
Biology	5	5	17	8	5	13	5	7	12	8	9	6	5	10	18	7	19	5	15	3	10	4	9	3	6	7	8
Geography	12	13	17	10	9	10	20	14	13	13	13	17	5	13	21	14	25	5	10	9	13	18	12	19	3	11	12
Environmental Education	3	5	0	8	4	7	5	7	6	4	6	6	7	7	7	4	0	4	3	1	3	4	8	3	6	5	5
Health Education	3	5	6	4	1	3	5	5	6	3	4	0	2	4	0	3	0	4	2	3	3	0	3	6	6	5	4
Sports	7	9	6	4	4	13	5	11	18	9	13	6	7	14	7	10	31	5	6	5	16	4	13	19	3	13	10
New Technologies	3	5	0	4	4	5	0	4	10	6	9	11	0	7	0	5	6	2	3	4	8	4	3	3	0	8	5
Economy and Business	2	5	6	2	2	5	10	5	6	5	2	4	2	3	0	4	6	5	0	3	3	4	1	0	3	3	3
Vocational subjects	3	3	6	4	2	9	0	4	6	4	6	4	2	2	0	4	6	7	6	4	8	4	3	13	0	7	4
Other basic programmes	7	12	11	6	8	13	0	9	12	8	7	4	5	9	14	11	13	7	10	9	8	7	13	10	11	10	9
Total	239	257	283	222	223	261	210	263	281	282	295	255	195	299	221	247	356	214	249	231	295	225	257	203	214	275	259
Count (n)	(99)	(93)	(18)	(50)	(247)	(87)	(20)	(420)	(108)	(314)	(279)	(47)	(43)	(103)	(28)	(259)	(16)	(91)	(87)	(75)	(120)	(28)	(149)	(31)	(35)	(61)	(2908)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-2
Subject(s) studied prior to the assistantship - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Only language(s)	60	55	50	60	70	36	35	54	38	54	50	37	52	41	50	54	13	52	36	55	53	39	38	27	42	48	51
Languages and natural sciences	3	7	0	6	4	9	5	5	6	5	8	9	5	9	4	8	25	12	6	3	3	4	5	10	3	8	6
Languages and humanities	16	19	11	16	8	19	20	15	21	21	15	20	12	26	18	15	13	19	28	14	16	11	17	20	30	17	17
Languages, natural sciences and humanities	14	12	22	6	11	13	15	16	14	14	17	13	5	17	7	15	19	8	12	15	19	11	15	7	6	17	14
Natural sciences and humanities	1	1	11	6	0	14	0	5	8	1	3	2	14	2	4	2	6	4	6	3	3	25	12	17	3	5	4
Only humanities	3	4	0	4	5	4	20	2	7	2	3	15	5	3	4	4	19	4	6	8	4	11	6	10	12	3	4
Only natural sciences	2	2	6	2	1	5	5	3	7	3	3	4	7	2	14	2	6	1	7	3	1	0	7	10	3	2	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(98)	(91)	(18)	(50)	(245)	(85)	(20)	(413)	(105)	(312)	(276)	(46)	(42)	(102)	(28)	(253)	(16)	(91)	(86)	(74)	(118)	(28)	(146)	(30)	(33)	(60)	(2866)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-3
Subject(s) studied prior to the assistantship - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Only language(s)	60	55	50	60	70	36	35	54	38	54	50	37	52	41	50	54	13	52	36	55	53	39	38	27	42	48	51
Languages plus other subjects	34	37	33	28	24	41	40	37	41	40	41	41	21	52	29	38	56	38	45	31	38	25	38	37	39	42	37
Only other subjects	6	8	17	12	7	22	25	9	21	6	9	22	26	7	21	9	31	10	19	14	8	36	25	37	18	10	12
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(98)	(91)	(18)	(50)	(245)	(85)	(20)	(413)	(105)	(312)	(276)	(46)	(42)	(102)	(28)	(253)	(16)	(91)	(86)	(74)	(118)	(28)	(146)	(30)	(33)	(60)	(2866)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-4
Subject(s) taught at the host school - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Arts and Crafts	17	13	6	2	13	13	11	12	18	10	18	16	3	14	3	10	13	1	21	6	19	11	17	14	9	10	13
Music	18	8	6	0	8	12	11	6	12	10	13	7	3	10	0	6	7	2	11	12	10	7	11	0	6	2	8
History	18	8	6	4	9	10	6	9	18	9	15	12	5	7	7	15	7	5	12	7	14	19	12	10	3	10	11
Religion/Ethics	8	1	0	2	4	1	0	2	10	4	5	5	0	1	0	3	0	1	7	6	2	4	1	0	0	7	3
Civics	8	5	0	4	5	6	0	2	1	5	5	2	3	1	0	3	0	1	2	0	5	4	3	3	3	5	4
Main language of instruction of the host school	22	11	0	10	27	13	0	11	7	14	29	9	8	31	3	10	7	8	11	10	10	7	8	3	3	23	15
A language taught as "foreign language"	87	93	100	96	84	89	100	93	90	90	86	93	97	89	97	94	87	94	99	96	92	81	94	93	100	93	91
Mathematics	16	4	0	4	11	6	6	4	12	1	15	5	0	8	0	2	0	1	12	3	2	7	15	3	0	7	7
Physics	1	0	0	2	0	2	0	3	2	1	3	0	0	0	3	0	0	0	0	0	0	0	1	0	0	0	1
Chemistry	1	0	0	4	0	2	0	2	2	1	2	0	0	0	3	1	7	0	1	1	0	0	1	0	0	0	1
Biology	3	0	0	4	1	5	0	3	6	1	5	0	3	1	0	1	0	0	5	0	0	0	3	3	0	2	2
Geography	24	5	6	6	10	6	11	10	18	10	17	14	5	7	3	12	7	4	7	7	7	11	9	10	0	5	10
Environmental Education	5	1	0	4	3	1	0	6	4	2	5	7	5	0	0	3	0	0	5	0	1	4	2	7	6	3	3
Health Education	0	1	0	0	1	0	0	2	4	1	3	2	0	0	0	1	0	0	6	1	0	0	1	0	0	2	1
Sports	13	5	0	2	9	15	0	6	16	5	11	9	3	11	3	5	7	0	13	7	7	4	11	17	6	7	8
New Technologies	1	0	0	2	2	2	0	3	6	3	7	5	0	5	0	4	0	0	1	4	4	4	1	3	0	2	3
Economy and Business	0	1	0	0	0	1	0	1	3	1	2	0	0	0	0	3	0	1	0	0	0	4	0	0	0	0	1
Vocational subjects	5	4	12	4	1	2	0	2	7	4	7	0	0	2	0	4	0	0	5	1	7	0	2	7	0	3	3
Other basic programmes	11	5	6	4	8	8	0	4	10	6	13	2	5	5	3	5	0	0	11	3	8	0	8	3	9	5	7
Total	260	164	141	156	198	196	144	178	246	178	262	188	138	193	128	183	140	119	227	166	189	167	201	179	144	185	193
Count (n)	(87)	(84)	(17)	(48)	(232)	(84)	(18)	(399)	(110)	(302)	(263)	(43)	(39)	(98)	(29)	(251)	(15)	(85)	(85)	(68)	(115)	(27)	(143)	(29)	(34)	(60)	(2765)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-5
Subject(s) taught at the host school - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Only language(s)	52	73	71	81	62	53	72	72	44	69	47	65	82	62	83	66	67	87	51	72	62	59	53	59	82	72	64
Languages and natural sciences	3	4	12	6	8	10	6	4	8	4	10	5	8	8	7	8	7	2	8	7	5	4	9	7	0	5	6
Languages and humanities	9	13	12	6	13	24	11	10	17	10	14	14	5	21	7	13	13	7	22	12	20	4	20	14	12	17	13
Languages, natural sciences and humanities	29	6	6	4	11	10	11	12	23	10	23	12	3	6	0	12	7	2	18	6	7	19	15	14	6	7	12
Natural sciences and humanities	3	1	0	0	2	0	0	1	5	2	1	2	3	1	0	1	0	1	0	0	5	4	2	3	0	0	2
Only humanities	1	2	0	0	2	1	0	1	2	3	2	0	0	1	3	1	7	0	1	3	1	11	1	3	0	0	2
Only natural sciences	1	0	0	2	2	2	0	1	2	2	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(86)	(83)	(17)	(48)	(231)	(83)	(18)	(398)	(109)	(301)	(260)	(43)	(39)	(98)	(29)	(250)	(15)	(85)	(85)	(68)	(115)	(27)	(143)	(29)	(34)	(60)	(2754)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-6
Subject(s) taught at the host school - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Only language(s)	52	73	71	81	62	53	72	72	44	69	47	65	82	62	83	66	67	87	51	72	62	59	53	59	82	72	64
Languages plus other subjects	42	23	29	17	32	43	28	26	48	24	47	30	15	36	14	32	27	12	48	25	32	26	43	34	18	28	32
Only other subjects	6	4	0	2	6	4	0	2	8	7	6	5	3	2	3	2	7	1	1	3	6	15	3	7	0	0	4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(86)	(83)	(17)	(48)	(231)	(83)	(18)	(398)	(109)	(301)	(260)	(43)	(39)	(98)	(29)	(250)	(15)	(85)	(85)	(68)	(115)	(27)	(143)	(29)	(34)	(60)	(2754)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.2-7
Subject(s) taught at the host school - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Only subjects studied at home university	54	72	53	72	60	57	72	66	52	64	49	50	62	56	79	69	53	73	57	61	69	65	55	55	64	63	62
Partly subjects not studied	36	13	29	13	24	33	17	20	38	17	34	29	16	26	11	21	27	5	35	22	23	19	32	28	12	22	24
Only subjects not studied	10	15	18	15	16	10	11	14	10	19	17	21	22	19	11	10	20	23	8	16	7	15	12	17	24	15	15
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(87)	(82)	(17)	(47)	(229)	(82)	(18)	(391)	(106)	(292)	(253)	(42)	(37)	(97)	(28)	(240)	(15)	(84)	(83)	(67)	(108)	(26)	(137)	(29)	(33)	(59)	(2689)

Source: Survey on Comenius Assistants

Question 3.2: Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school?

Table 3.3-1
Foreign language(s) studied prior to the start of the Comenius Assistantship by language students/teachers - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
BG - Bulgarian	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
CS - Czech	0	0	0	23	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	2	1
DA - Danish	0	0	0	0	0	16	0	1	1	0	0	0	0	0	11	0	0	0	2	0	0	0	1	5	0	0	1
DE - German	82	21	29	30	82	34	27	24	28	24	30	19	22	18	32	30	13	38	29	22	23	38	28	32	3	23	33
EL - Greek	1	0	0	0	0	1	0	0	0	0	1	30	3	0	0	2	0	1	0	0	0	0	0	0	0	2	1
EN - English	70	74	79	85	75	87	80	74	88	72	94	86	94	92	89	76	93	80	82	76	75	86	83	73	91	85	80
ES - Spanish; Castilian	10	17	29	11	10	9	13	58	17	18	21	19	9	30	16	15	7	10	17	22	32	29	6	5	30	21	23
ET - Estonian	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
FI - Finnish	0	0	0	0	0	0	0	0	10	0	0	0	3	0	0	1	0	0	0	1	1	0	1	0	0	2	1
FR - French	23	79	43	26	24	21	40	33	23	72	31	30	22	34	26	32	20	19	20	22	33	38	19	32	21	46	35
GA - Irish	0	1	0	0	0	0	0	2	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1
HU - Hungarian	0	0	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IS - Icelandic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0
IT - Italian	3	4	7	4	5	3	0	5	4	9	8	7	3	8	0	47	0	3	6	1	12	5	8	5	3	6	10
LT - Lithuanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0	0	0	0	0	0	0
LV - Latvian	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0
MT - Maltese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NL - Dutch; Flemish	1	8	0	2	2	3	0	1	1	1	2	0	0	1	5	1	0	26	2	3	2	0	2	0	0	0	2
NO - Norwegian	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	24	0	1	0	1	0	0	0	1
PL - Polish	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	19	0	0	0	0	0	0	0	1
PT - Portuguese	0	4	0	2	1	1	0	5	3	3	3	0	6	3	0	2	0	3	0	1	35	10	2	5	6	4	4
RO - Romanian	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24	0	0	0	0	0
SK - Slovak	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4	0
SL - Slovenian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SV - Swedish	0	1	0	0	0	3	0	1	1	0	0	0	0	0	0	0	7	0	3	1	2	0	24	0	0	0	2
TR - Turkish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	21	0	0
A minority/ migrant language	0	2	0	0	0	0	0	0	0	1	3	0	0	4	0	1	7	3	2	1	2	0	1	0	3	0	1
Other	3	7	21	9	3	4	20	5	8	4	6	7	6	3	11	3	13	3	5	10	5	14	3	14	3	8	5
Total	192	221	229	191	204	184	187	208	186	207	200	198	181	197	200	211	180	188	189	184	222	243	179	173	182	208	201
Count (n)	(93)	(90)	(14)	(47)	(231)	(70)	(15)	(377)	(98)	(275)	(227)	(43)	(32)	(73)	(19)	(233)	(15)	(69)	(66)	(67)	(118)	(21)	(112)	(22)	(33)	(48)	(2508)

Source: Survey on Comenius Assistants

Question 3.3: If you studied (a) language(s) prior to the start of your Comenius Assistantship, please specify the language(s):

Table 3.3-2**Host country language studied prior to the start of the Comenius Assistantship as a foreign language by language students/teachers - by host country of Comenius Assistants (Percentages)**

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Yes	82	48	14	23	82	16	7	58	10	72	95	30	13	92	11	48	13	26	24	20	35	24	24	0	21	42	53
No	18	52	86	77	18	84	93	42	90	28	5	70	88	8	89	52	87	74	76	80	65	76	76	100	79	58	47
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(93)	(90)	(14)	(47)	(231)	(70)	(14)	(376)	(98)	(275)	(225)	(43)	(32)	(73)	(19)	(231)	(15)	(69)	(66)	(66)	(117)	(21)	(111)	(22)	(33)	(48)	(2499)

Source: Survey on Comenius Assistants

Question 3.3: If you studied (a) language(s) prior to the start of your Comenius Assistantship, please specify the language(s):

Table 3.5-1**Type of host school/school level - by host country of Comenius Assistants (Percentages)**

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Pre-primary school	6	1	11	0	4	0	0	1	0	1	5	0	0	2	0	0	18	0	0	4	5	0	1	3	0	2	2
Primary school	33	24	17	35	30	22	25	30	32	13	63	40	32	64	24	27	29	4	26	18	30	17	31	32	28	26	31
General, vocational or technical secondary school	60	65	67	65	61	75	75	60	67	86	30	58	66	33	72	72	47	93	73	78	66	83	67	58	72	71	64
Other	1	10	6	0	4	2	0	9	2	0	2	2	2	1	3	1	6	2	1	0	0	0	1	6	0	2	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(99)	(96)	(18)	(51)	(250)	(89)	(20)	(431)	(111)	(328)	(290)	(48)	(44)	(105)	(29)	(268)	(17)	(92)	(90)	(76)	(128)	(29)	(155)	(31)	(36)	(62)	(2993)

Source: Survey on Comenius Assistants

Question 3.5: Please indicate the type of host school/the school level in which you were most involved

Table 3.5-2
Type of education primarily provided at the host school - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
General education	75	73	89	73	80	83	90	88	78	68	92	92	82	95	76	70	88	80	90	89	80	79	91	87	94	95	82
Technical education	8	8	6	0	3	8	0	4	1	6	1	4	11	3	7	13	6	1	1	3	2	14	5	0	3	2	5
Vocational education	13	15	6	25	8	7	10	5	20	24	2	4	7	1	14	16	0	18	7	4	16	3	5	6	3	3	10
Special needs education	4	4	0	2	9	2	0	3	2	1	4	0	0	1	3	1	6	0	2	4	2	3	0	6	0	0	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(99)	(93)	(18)	(51)	(249)	(89)	(20)	(425)	(112)	(327)	(290)	(48)	(44)	(105)	(29)	(269)	(17)	(92)	(90)	(76)	(126)	(29)	(153)	(31)	(36)	(62)	(2980)

Source: Survey on Comenius Assistants
 Question 3.5: Which kind of education was primarily provided at your host school?

Table 3.5-3
Area in which the host school was located - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Rural	22	14	11	12	18	25	30	22	25	31	27	28	2	40	0	15	18	12	33	16	23	14	35	26	6	26	23
Sub-urban/small town	31	38	44	39	50	53	20	45	42	35	48	43	57	40	24	56	41	48	38	43	54	38	47	45	33	42	45
Urban	47	48	44	49	32	22	50	33	33	33	26	30	41	20	76	28	41	40	29	41	23	48	18	29	61	32	32
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(98)	(95)	(18)	(51)	(249)	(88)	(20)	(432)	(112)	(328)	(289)	(47)	(44)	(105)	(29)	(267)	(17)	(92)	(89)	(76)	(127)	(29)	(155)	(31)	(36)	(62)	(2986)

Source: Survey on Comenius Assistants
 Question 3.5: Please state the area in which your host school was located:

Table 3.5-4
Size of the host school by the number of pupils - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
1 to 20	1	1	0	4	2	0	0	0	1	0	0	0	2	0	0	0	6	0	0	0	2	0	1	0	0	3	1
21 to 50	5	4	6	0	4	0	0	1	3	2	5	2	0	9	0	1	6	2	1	3	2	0	0	7	0	3	2
51 to 250	43	20	28	17	24	30	50	24	28	19	36	45	12	41	21	21	25	8	36	33	24	10	28	37	20	20	26
251 to 500	30	31	39	46	26	31	30	38	36	29	31	41	51	31	36	39	19	19	40	38	25	31	44	30	26	28	33
501 to 2,000	19	35	22	33	38	38	20	34	23	46	25	11	33	19	43	36	44	59	21	25	41	59	26	27	46	36	34
2,001 to 5,000	1	5	6	0	6	1	0	2	4	3	2	0	2	0	0	2	0	11	1	1	6	0	1	0	9	10	3
more than 5,000	0	2	0	0	0	0	0	0	6	1	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(99)	(93)	(18)	(48)	(247)	(84)	(20)	(427)	(109)	(317)	(287)	(44)	(43)	(102)	(28)	(261)	(16)	(90)	(89)	(73)	(123)	(29)	(151)	(30)	(35)	(61)	(2924)

Source: Survey on Comenius Assistants
 Question 3.5: Please indicate the size of your host school by the number of pupils:

Table 3.7-1
Duration of the Comenius Assistantship - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Up to 4 months	19	27	11	25	22	44	45	21	34	26	20	25	37	12	45	25	53	26	30	35	25	28	29	32	28	23	26
5-6 months	33	31	50	39	30	35	25	32	31	40	43	35	42	34	24	33	24	30	25	31	29	45	35	29	31	39	34
7-8 months	33	30	28	22	31	15	15	30	28	22	21	25	14	33	28	33	6	26	24	20	27	14	20	16	17	19	26
9-10 months	15	12	11	14	17	7	15	17	7	12	15	15	7	20	3	10	18	17	21	15	19	14	16	23	25	19	15
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(98)	(97)	(18)	(51)	(248)	(89)	(20)	(429)	(111)	(325)	(290)	(48)	(43)	(105)	(29)	(266)	(17)	(92)	(89)	(75)	(127)	(29)	(154)	(31)	(36)	(62)	(2979)

Source: Survey on Comenius Assistants
 Question 3.7: Please state the duration of your Comenius Assistantship in months:

Table 3.7-2
Duration of the Comenius Assistantship - by host country of Comenius Assistants (Mean)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Duration of the assistantship	6,4	6,2	6,3	6,0	6,4	5,3	5,4	6,5	5,7	6,0	6,3	6,2	5,3	6,6	5,2	6,1	5,0	6,2	6,3	5,9	6,3	5,7	6,0	6,1	6,3	6,3	6,2
Count (n)	(98)	(97)	(18)	(51)	(248)	(89)	(20)	(429)	(111)	(325)	(290)	(48)	(43)	(105)	(29)	(266)	(17)	(92)	(89)	(75)	(127)	(29)	(154)	(31)	(36)	(62)	(2979)

Source: Survey on Comenius Assistants
 Question 3.7: Please state the duration of your Comenius Assistantship in months:

Table 4.1
Ways of preparation for the Comenius Assistantship - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
With the help of written material/ documents/ internet, etc.	93	91	100	96	90	84	95	87	95	91	90	89	86	90	83	93	82	79	92	93	94	97	87	87	100	85	90
Participation in a language course in the domestic language of the host country	23	19	39	29	17	22	20	28	22	15	8	19	25	8	17	22	41	27	36	25	29	24	46	23	23	20	22
Participation in special preparation courses/ means offered by your university	3	5	0	2	7	1	15	4	3	1	3	2	2	4	0	5	0	4	3	7	2	3	1	0	6	3	4
Participation in an induction meeting organised by your National Agency	54	45	33	40	47	61	20	53	61	47	58	43	36	46	52	55	41	52	47	53	60	31	50	61	46	41	51
With the help of materials received from your National Agency	43	28	28	40	39	48	50	42	50	47	52	34	48	48	45	42	41	49	45	37	44	38	50	32	31	43	44
By other means	20	11	22	11	16	24	25	18	13	16	17	19	23	18	21	14	0	11	22	19	18	28	17	23	23	20	17
Total	236	199	222	218	217	240	225	232	244	218	228	206	220	214	217	230	206	222	245	235	248	221	251	226	229	211	228
Count (n)	(99)	(97)	(18)	(45)	(243)	(85)	(20)	(409)	(112)	(312)	(269)	(47)	(44)	(104)	(29)	(257)	(17)	(90)	(86)	(75)	(124)	(29)	(149)	(31)	(35)	(61)	(2887)

Source: Survey on Comenius Assistants
 Question 4.1: How did you prepare for your Comenius Assistantship?

Table 4.2**Receipt of information material from the host school supporting the preparation for the Comenius Assistantship - by host country of Comenius Assistants (Percentages)**

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
No	43	52	67	57	40	59	60	50	39	54	45	57	56	57	67	49	56	62	48	47	48	59	37	42	71	60	49
Yes	57	48	33	43	60	41	40	50	61	46	55	43	44	43	33	51	44	38	52	53	52	41	63	58	29	40	51
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(99)	(98)	(18)	(46)	(241)	(85)	(20)	(409)	(112)	(311)	(272)	(46)	(43)	(100)	(27)	(255)	(16)	(87)	(87)	(75)	(124)	(29)	(149)	(31)	(35)	(60)	(2875)

Source: Survey on Comenius Assistants

Question 4.2: Did you receive information material/documents, etc. from your host school supporting your preparation for the Comenius Assistantship?

Table 4.3**High satisfaction with the preparatory material provided by the host school - by host country of Comenius Assistants (Percentages*)**

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Information about organisational issues concerning your stay in the host country	76	85	75	84	78	78	86	65	84	64	73	83	55	62	57	63	50	72	74	73	66	55	75	79	57	86	71
Information about the school and the local environment in general	82	91	75	85	86	89	100	77	88	76	85	80	83	84	63	74	83	85	89	82	82	58	84	78	80	88	82
Information about administrative matters of your work at the school	76	81	67	80	78	72	88	63	75	68	68	75	85	70	25	60	67	72	80	65	69	50	73	73	44	83	70
Details of the timetable and your working tasks at the school	87	78	75	75	77	80	100	74	78	67	70	74	63	75	38	69	60	69	81	71	71	42	71	79	56	78	73
Accommodation in the host country	87	81	100	90	86	82	88	74	85	73	83	58	87	75	60	76	50	76	91	78	77	82	78	75	56	77	79
Language tuition facilities in the school/ the local community	67	82	100	33	70	64	75	66	59	55	59	47	60	59	67	56	60	73	74	61	66	57	67	62	38	55	63
Social events and leisure activities in the school/ the local community	71	71	67	68	68	78	63	68	71	57	66	58	71	73	33	64	60	70	85	64	79	78	69	71	33	61	68
Count (n)	(56)	(46)	(6)	(20)	(144)	(35)	(8)	(203)	(67)	(143)	(149)	(21)	(19)	(45)	(8)	(131)	(6)	(34)	(45)	(40)	(63)	(12)	(94)	(18)	(10)	(24)	(1447)

Source: Survey on Comenius Assistants

Question 4.3: To what extent were you satisfied with the information provided by the host school concerning the following aspects?

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

Table 4.4
Involvement in the development of the draft time table for the assistantship - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Determined by the host school	32	35	12	36	21	24	30	43	24	42	26	50	35	27	48	33	19	30	28	32	16	10	13	29	44	33	31
Developed by assistant and host school	62	60	82	60	66	71	70	53	70	50	70	41	58	58	48	61	50	63	63	64	73	79	80	65	47	61	62
Suggested by the assistant	6	4	6	4	13	5	0	4	5	8	4	9	7	15	3	6	31	8	9	4	11	10	7	6	9	7	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(98)	(93)	(17)	(47)	(235)	(86)	(20)	(412)	(111)	(312)	(268)	(46)	(43)	(103)	(29)	(256)	(16)	(88)	(86)	(74)	(122)	(29)	(146)	(31)	(34)	(61)	(2863)

Source: Survey on Comenius Assistants

Question 4.4: To what extent were you involved in the development of the draft timetable for your assistantship at the host institution?

Table 4.5
Good preparation for the Comenius Assistantship - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Practical matters concerning living in the host country	81	63	44	72	77	64	70	67	63	62	69	60	49	68	50	59	41	69	68	55	57	55	71	58	66	44	65
Culture and society of the host country	77	58	44	65	84	60	70	73	68	75	72	68	51	68	54	69	65	70	69	62	59	55	69	58	74	43	69
Your host school and the local environment	67	46	33	57	53	55	65	48	54	43	48	48	50	49	54	44	35	57	54	42	44	39	55	40	37	44	49
Academic matters/ Content of lessons to be taught at the host school	66	56	65	52	57	45	70	54	53	47	52	51	37	51	46	50	44	48	46	51	55	59	49	45	40	39	52
Language of the host country	69	52	28	28	71	20	20	47	24	57	86	23	19	86	14	49	6	34	30	30	34	28	32	6	43	26	49
Familiarity with teaching methods	60	53	33	59	58	43	65	55	52	50	56	45	42	55	43	59	41	54	37	47	58	34	42	42	43	33	52
Availability of teaching materials for your subject(s)	64	52	33	61	63	52	65	62	65	50	53	47	40	61	48	56	47	63	58	51	59	31	61	61	46	43	56
Count (n)	(99)	(97)	(18)	(46)	(240)	(86)	(20)	(411)	(111)	(315)	(269)	(47)	(43)	(103)	(28)	(256)	(17)	(90)	(86)	(74)	(123)	(29)	(150)	(31)	(35)	(61)	(2885)

Source: Survey on Comenius Assistants

Question 4.5: How well prepared for the Comenius Assistantship did you feel?

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

Table 5.1
Appointment of a mentor in charge of the Comenius Assistant by the host school - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
One person was appointed as mentor	73	68	71	68	78	62	85	73	76	73	72	89	77	70	78	78	65	74	69	77	76	75	75	71	74	77	74
Several teachers/ staff members shared the responsibility	24	24	24	25	20	33	15	22	20	24	19	7	20	21	22	20	24	20	24	18	18	18	24	23	21	22	22
It was left to the assistant to find a contact person	1	2	6	7	1	1	0	1	1	1	3	0	0	3	0	1	12	4	2	0	1	0	0	0	0	0	1
Other type of arrangement	1	6	0	0	1	4	0	3	3	3	6	4	2	6	0	1	0	1	5	5	6	7	1	6	6	2	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(98)	(96)	(17)	(44)	(240)	(84)	(20)	(407)	(110)	(311)	(268)	(46)	(44)	(100)	(27)	(252)	(17)	(89)	(86)	(74)	(120)	(28)	(149)	(31)	(34)	(60)	(2852)

Source: Survey on Comenius Assistants

Question 5.1: Did your host school appoint a mentor particularly charged with supporting and advising you during your Comenius Assistantship?

Table 5.2
Support of the start of the Comenius Assistantship by the host school - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
A teacher/ staff member of the host school picked me up on arrival at the train station/ airport/ etc.	64	65	94	71	68	73	95	68	89	68	78	85	86	66	33	81	76	62	78	88	84	89	77	84	88	74	74
Meeting with the head teacher on arrival at the school	68	71	94	82	79	75	85	69	76	77	69	70	86	76	52	75	94	60	83	82	76	89	73	87	82	88	75
Official introduction to teachers, staff members and pupils at the host school	83	77	100	80	85	87	75	78	89	80	89	89	89	90	78	77	71	82	90	84	87	71	87	84	74	76	83
Guided tour of the school	62	77	82	80	76	92	85	78	86	78	86	78	89	80	85	71	71	85	90	80	78	86	91	71	76	86	80
The school arranged a structured induction period	29	32	18	31	43	37	45	33	47	29	54	30	34	30	26	31	24	29	40	35	42	36	34	32	15	31	36
Allocation of a desk in a teachers room and free access to the school	58	42	35	80	65	60	75	57	64	47	41	43	91	47	81	34	18	59	88	46	47	36	83	77	44	72	55
Other type of arrangement	10	14	18	7	11	13	20	12	17	14	11	17	7	13	15	9	0	10	17	5	13	11	9	10	6	10	12
Total	374	377	441	431	427	436	480	395	469	393	428	413	482	402	370	377	353	386	485	420	427	418	454	445	385	438	414
Count (n)	(98)	(95)	(17)	(45)	(239)	(84)	(20)	(406)	(110)	(311)	(268)	(46)	(44)	(99)	(27)	(252)	(17)	(87)	(86)	(74)	(118)	(28)	(149)	(31)	(34)	(58)	(2843)

Source: Survey on Comenius Assistants

Question 5.2: Concerning the start of your Comenius Assistantship to which of the following statements do you agree?

Table 5.3
Satisfaction with support and advice provided by the host school during the assistantship - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Finding accommodation	82	83	88	86	86	86	90	75	93	81	80	76	83	80	81	83	81	74	89	79	82	78	90	86	76	76	82
Other practical matters (e.g. insurances, registration with local authorities)	73	75	80	79	80	85	89	68	89	75	78	76	74	79	63	72	77	69	81	71	82	79	79	86	81	80	76
Advice concerning your work tasks	77	71	63	79	75	78	90	74	83	65	73	68	70	70	72	71	75	70	78	65	74	73	79	74	55	58	73
Language training	64	67	54	51	72	65	56	65	60	63	73	58	59	76	58	68	43	61	75	55	62	45	72	52	56	36	65
Social contacts with host country nationals	69	68	80	61	69	61	70	70	71	69	69	79	68	72	64	67	47	56	78	69	69	77	74	66	62	66	69
Cultural, sports, recreational activities	70	69	80	61	64	59	75	67	69	60	64	68	70	73	68	61	44	56	71	57	74	63	65	77	50	63	65
Personal matters	80	77	71	68	71	72	83	76	81	73	78	73	72	86	76	76	53	64	79	79	73	75	83	80	68	73	76
Count (n)	(98)	(95)	(17)	(45)	(240)	(84)	(20)	(406)	(110)	(310)	(268)	(46)	(43)	(99)	(27)	(253)	(17)	(88)	(86)	(74)	(118)	(28)	(149)	(31)	(34)	(59)	(2845)

Source: Survey on Comenius Assistants

Question 5.3: How satisfied were you with the support and advice of your host school during the assistantship?

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

Table 5.4
Satisfaction with support and advice provided by National Agencies of home and host country during the assistantship - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Support concerning contractual issues	78	85	57	83	79	84	73	79	79	70	79	74	85	78	75	80	88	81	87	71	78	84	84	71	70	72	78
Quality of the induction meeting in the host country	77	72	29	84	81	77	63	68	83	58	80	61	73	77	62	79	75	63	90	63	66	65	89	70	33	74	73
Count (n)	(97)	(93)	(17)	(42)	(233)	(83)	(20)	(402)	(110)	(301)	(264)	(45)	(43)	(100)	(27)	(249)	(17)	(87)	(85)	(73)	(115)	(28)	(147)	(30)	(32)	(58)	(2798)

Source: Survey on Comenius Assistants

Question 5.4: How satisfied were you with the support and advice of your National Agency and that of your host's during the assistantship?

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

Table 5.5
Number of schools sharing the assistant - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
One	87	83	71	93	85	71	90	94	45	82	67	98	84	90	85	75	82	93	81	85	79	96	78	77	94	86	82
Two	11	14	29	7	12	15	5	5	28	13	18	2	14	6	15	15	12	5	13	15	16	4	18	19	6	11	13
Three and more	2	3	0	0	2	13	5	1	26	5	15	0	2	4	0	10	6	2	6	0	5	0	4	3	0	4	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(95)	(93)	(17)	(43)	(241)	(84)	(20)	(402)	(110)	(307)	(267)	(45)	(44)	(100)	(27)	(250)	(17)	(88)	(86)	(73)	(117)	(28)	(148)	(31)	(34)	(57)	(2824)

Source: Survey on Comenius Assistants

Question 5.5: Did you work in more than one school during your Comenius Assistantship?

Table 5.6-1
Activities during the Comenius Assistantship - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Language teaching in the classroom	93	99	100	95	95	94	100	99	98	96	95	100	100	94	100	98	100	99	98	99	97	96	96	97	97	100	97
Teaching of other subjects in the classroom	62	31	12	34	55	62	35	35	71	38	64	50	25	60	19	44	47	24	62	39	42	50	66	65	35	41	48
Helping in project work with pupils	67	45	47	45	63	60	60	52	55	53	65	50	48	56	59	53	53	67	60	45	64	50	62	74	41	56	57
Assisting in European projects	29	15	41	14	48	15	40	28	38	39	25	30	30	24	19	37	47	24	16	41	48	39	21	35	35	31	32
Teacher/ staff meetings	49	39	59	36	56	50	75	48	58	44	53	43	52	47	33	38	35	53	70	45	42	46	65	39	50	51	49
Development of teaching material	54	48	47	55	44	46	55	54	52	44	47	50	59	46	67	37	12	58	48	32	47	36	62	61	41	42	48
Extra-curricula activities	46	46	29	34	48	38	45	41	52	42	52	50	64	47	41	45	18	41	47	62	58	61	38	77	47	47	46
Other activities	17	19	24	9	25	20	20	20	20	23	23	9	18	25	15	19	12	19	20	18	22	18	14	26	24	22	20
Total	417	341	359	323	435	386	430	378	444	379	424	383	395	398	352	371	324	385	420	380	421	396	423	474	371	390	397
Count (n)	(98)	(94)	(17)	(44)	(240)	(84)	(20)	(405)	(110)	(308)	(269)	(46)	(44)	(101)	(27)	(250)	(17)	(88)	(86)	(74)	(118)	(28)	(149)	(31)	(34)	(59)	(2841)

Source: Survey on Comenius Assistants
 Question 5.6: In which of the following activities at your host school were you involved/did you participate?

Table 5.6-2
Assisting in European projects during the Comenius Assistantship - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Comenius School Partnership	14	10	13	7	34	6	25	16	23	21	13	20	14	12	8	22	25	16	10	21	29	11	11	17	21	19	18
Comenius Network	2	0	6	2	5	1	10	2	4	3	1	7	5	0	4	2	6	1	0	1	7	0	1	0	6	0	2
Comenius Multilateral Project (former Comenius 2.1 projects)	4	3	6	0	11	2	0	5	5	7	2	2	12	1	4	8	6	3	1	4	9	4	2	0	6	3	5
eTwinning	5	1	13	2	2	0	5	4	7	3	3	11	2	2	4	8	0	3	2	10	9	7	5	7	3	3	4
Other	9	2	13	2	7	5	5	6	12	12	8	2	2	10	4	2	6	7	3	10	10	15	6	10	12	8	7
Not assisting in European projects	72	85	63	86	52	86	60	72	62	62	76	70	74	76	85	63	56	76	84	61	52	63	79	69	65	69	69
Total	107	101	113	100	111	100	105	106	112	108	103	111	110	101	108	105	100	107	101	107	116	100	104	103	112	103	106
Count (n)	(97)	(94)	(16)	(44)	(237)	(83)	(20)	(402)	(110)	(304)	(268)	(46)	(42)	(101)	(26)	(249)	(16)	(88)	(86)	(72)	(117)	(27)	(148)	(29)	(34)	(59)	(2815)

Source: Survey on Comenius Assistants
 Question 5.6: In which of the following activities at your host school were you involved/did you participate?

Table 5.7-1
Weekly hours spend on school related activities - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Up to 11 hours	12	16	13	20	16	18	15	13	9	17	11	13	10	4	22	13	35	16	16	14	11	22	10	3	3	16	13
12-16 hours	60	55	75	63	56	53	60	60	52	60	51	50	70	55	48	63	41	53	60	60	59	63	51	61	61	51	57
17 hours and more	28	28	13	18	29	29	25	28	39	23	39	38	20	40	30	24	24	31	24	26	30	15	40	35	36	33	29
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(89)	(85)	(16)	(40)	(225)	(73)	(20)	(381)	(103)	(288)	(247)	(40)	(40)	(89)	(23)	(241)	(17)	(83)	(82)	(70)	(102)	(27)	(134)	(31)	(33)	(51)	(2630)

Source: Survey on Comenius Assistants

Question 5.7: On average, how many hours per week did you spend on these activities (not including your time for the preparation of lessons)?

Table 5.7-2
Weekly hours spend on school related activities - by host country of Comenius Assistants (Mean)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Average hours per week	15,5	14,9	13,7	14,3	15,6	15,4	14,8	15,3	16,5	14,8	17,0	16,3	15,0	17,3	15,7	14,9	15,8	15,8	15,3	14,9	16,1	13,2	16,3	16,3	16,5	16,6	15,6
Count (n)	(89)	(85)	(16)	(40)	(225)	(73)	(20)	(381)	(103)	(288)	(247)	(40)	(40)	(89)	(23)	(241)	(17)	(83)	(82)	(70)	(102)	(27)	(134)	(31)	(33)	(51)	(2630)

Source: Survey on Comenius Assistants

Question 5.7: On average, how many hours per week did you spend on these activities (not including your time for the preparation of lessons)?

Table 5.8
Language(s) used for teaching at the host school - by host country of Comenius Assistants (Mean)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Mother tongue	35,9	41,6	46,1	42,3	36,8	40,0	31,4	34,8	21,8	46,4	34,6	30,7	59,2	46,0	42,9	31,1	30,0	43,9	34,0	38,2	25,1	64,7	40,2	44,0	27,4	45,4	37,5
Language of the host country	26,2	20,2	8,8	5,9	38,1	10,5	6,1	12,7	4,4	23,7	58,8	11,3	1,6	48,4	1,9	20,0	5,0	6,0	19,8	12,5	25,7	9,7	13,7	7,7	7,3	13,5	22,6
Other: German	0,5	2,9	3,1	7,8	0,1	7,0	5,6	1,7	4,2	2,7	1,8	0,0	2,2	0,7	4,2	2,4	0,0	9,1	5,2	4,6	2,3	0,6	3,1	8,5	0,0	4,1	2,7
Other: English	34,0	27,0	36,1	36,6	21,0	40,5	43,6	41,8	65,0	26,2	0,0	54,1	33,4	0,0	46,0	40,2	59,4	39,3	37,2	37,4	34,3	22,0	40,1	39,3	60,0	28,2	31,9
Other: French	2,2	5,6	5,9	6,7	2,7	1,4	12,5	6,7	3,0	0,1	2,0	3,4	1,7	4,0	0,0	5,4	4,4	1,5	2,2	4,9	7,5	1,7	2,1	0,5	5,1	7,5	3,6
Other language	1,1	2,7	0,0	0,7	1,3	0,6	0,8	2,4	1,7	0,9	2,8	0,6	2,0	0,8	5,0	0,9	1,3	0,1	1,6	2,5	5,1	1,3	0,8	0,0	0,2	1,4	1,6
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
Count (n)	(90)	(84)	(16)	(39)	(226)	(80)	(18)	(379)	(101)	(292)	(251)	(43)	(41)	(96)	(24)	(234)	(16)	(85)	(84)	(71)	(111)	(26)	(144)	(30)	(32)	(53)	(2666)

Source: Survey on Comenius Assistants

Question 5.8: In which language did you teach at your host school(s)?

Table 5.9
Age range of pupils taught at the host school - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
3-5 years	7	19	12	2	7	4	5	22	6	9	46	0	2	47	0	9	12	2	1	5	16	4	3	19	0	8	14
6-10 years	40	29	53	34	44	38	50	36	41	18	74	37	27	65	22	27	59	6	28	24	32	36	33	35	32	27	37
11-15 years	60	52	65	82	67	65	85	72	67	65	53	63	89	70	48	69	59	77	51	70	72	79	71	61	88	73	67
16 years and older	46	69	65	55	56	56	70	58	61	64	16	41	64	33	70	55	41	81	60	50	60	71	38	61	56	51	53
Total	153	169	194	173	174	163	210	189	174	156	188	141	182	215	141	160	171	166	141	150	180	189	145	177	176	159	171
Count (n)	(98)	(95)	(17)	(44)	(239)	(84)	(20)	(403)	(109)	(308)	(268)	(46)	(44)	(100)	(27)	(251)	(17)	(88)	(86)	(74)	(116)	(28)	(149)	(31)	(34)	(59)	(2835)

Source: Survey on Comenius Assistants

Question 5.9: Please indicate the age range of pupils you taught at the host school.

Table 5.10
Frequent experiences and activities during the Comenius Assistantship - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Discussions/ conversations with the mentor/ contact person	74	76	75	81	80	78	95	78	87	79	72	91	81	79	73	78	76	76	82	76	71	71	86	94	76	77	79
Discussions/ conversations with other teachers/staff members from the host school	69	73	65	66	78	87	65	75	82	76	77	83	80	87	67	75	41	83	86	71	71	70	82	74	74	67	76
Discussions/ conversations with pupils from the host school	65	77	59	70	78	70	85	79	75	73	77	71	70	82	74	78	63	78	71	61	65	79	74	84	82	71	75
Discussions/ conversations with host country nationals outside the school	51	58	65	58	62	45	40	68	56	59	58	67	44	69	48	60	47	48	68	58	62	64	51	71	71	64	60
Travelling around the host country	59	81	76	60	61	66	75	75	70	61	74	73	66	78	81	70	75	75	61	76	75	63	68	84	53	86	70
Visiting museums, attending concerts, theatres, cinemas, etc.	73	75	82	63	60	64	75	70	61	63	72	59	66	69	81	67	50	63	54	71	73	44	53	71	50	83	66
Joint leisure activities with host country nationals	52	60	41	46	57	52	65	72	65	57	55	72	59	70	56	64	24	52	61	63	63	64	54	71	62	62	61
Count (n)	(98)	(95)	(17)	(44)	(238)	(83)	(20)	(404)	(109)	(304)	(268)	(46)	(44)	(99)	(27)	(246)	(17)	(87)	(85)	(72)	(114)	(28)	(148)	(31)	(34)	(59)	(2817)

Source: Survey on Comenius Assistants

Question 5.10: Please state the frequency of the following experiences and activities during your Comenius Assistantship:

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

Table 5.11
Type of accommodation during the Comenius Assistantship - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Guest house/ apartment belonging to the host school	4	4	12	16	3	11	10	1	11	31	3	0	14	2	4	2	0	3	3	6	3	14	6	6	12	5	7
Rented apartment/ house	27	17	65	23	34	24	35	20	34	25	12	63	36	12	12	39	24	18	28	33	31	43	34	39	21	29	27
Together with other people sharing an apartment/ house	15	27	0	16	25	11	5	65	22	16	41	13	18	64	56	33	6	33	20	21	36	25	19	19	41	28	32
Room in private home	22	31	6	16	21	27	30	9	6	10	36	0	9	15	12	18	24	30	22	7	23	0	16	19	6	19	18
Hotel/ boarding house	7	1	0	16	3	0	0	0	0	1	0	7	0	0	4	2	6	0	1	10	0	4	5	3	3	2	2
Other	25	20	18	14	14	27	20	5	28	17	9	17	23	7	12	5	41	15	26	24	8	14	20	13	18	17	14
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(97)	(96)	(17)	(44)	(238)	(82)	(20)	(405)	(109)	(306)	(268)	(46)	(44)	(99)	(25)	(246)	(17)	(87)	(86)	(72)	(114)	(28)	(148)	(31)	(34)	(58)	(2817)

Source: Survey on Comenius Assistants

Question 5.11: Where did you live most of the time during your Comenius Assistantship?

Table 5.12**Degree of satisfaction with the quality of accommodation during the Comenius Assistantship - by host country of Comenius Assistants (Percentages)**

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Very satisfied	51	47	29	43	52	54	35	44	58	41	47	33	39	38	48	46	47	44	53	38	44	39	55	48	41	31	46
Satisfied	31	29	47	43	31	22	50	38	30	28	30	35	39	36	22	28	24	36	34	33	35	39	29	35	32	34	32
Partly satisfied	15	18	12	7	11	14	10	12	11	20	18	17	16	21	15	15	24	17	7	18	13	14	11	13	18	31	15
Dissatisfied	1	3	12	7	3	7	0	4	1	7	3	9	7	3	7	7	0	2	6	11	5	4	3	3	3	5	5
Not satisfied at all	2	3	0	0	2	2	5	2	0	3	3	7	0	1	7	3	6	0	0	0	3	4	2	0	6	0	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(98)	(94)	(17)	(44)	(236)	(83)	(20)	(404)	(109)	(308)	(267)	(46)	(44)	(99)	(27)	(247)	(17)	(86)	(86)	(72)	(114)	(28)	(148)	(31)	(34)	(59)	(2818)

Source: Survey on Comenius Assistants

Question 5.12: How satisfied were you overall with the quality of your accommodation?

Table 5.13
Significant Problems encountered during the Comenius Assistantship - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Communication/Understanding the language of the host country in general	9	13	31	28	10	21	30	8	29	8	2	31	40	2	46	11	59	18	14	38	17	11	10	30	27	21	14
Teaching in the language of the host country	11	14	7	34	11	42	31	12	48	8	5	33	50	1	52	14	57	32	24	34	19	23	23	50	48	24	18
Readiness of the mentor/ contact person to respond to your questions/needs	8	5	6	5	6	2	0	7	7	9	12	7	11	8	12	11	6	11	7	14	9	12	5	3	27	5	8
Readiness of other teachers/ staff members to work with the assistant in the classroom	1	7	13	11	6	4	10	5	3	10	7	11	5	4	8	12	25	5	4	21	11	26	6	7	13	10	8
Lack of interest of pupils to attend your lectures, extra-curricular activities, etc.	2	7	20	10	8	5	5	5	6	10	6	9	9	4	8	10	6	7	5	17	13	19	3	7	13	12	7
Heavy work load	3	3	0	5	3	4	5	3	8	6	5	9	9	4	12	6	0	6	1	3	3	0	3	7	12	4	4
Too much responsibility	3	3	0	5	4	5	5	3	7	6	3	9	12	4	15	5	0	2	1	10	7	4	2	7	12	7	5
Work climate in the host school	5	6	13	16	5	4	0	4	6	9	5	11	5	2	0	8	6	3	4	14	5	7	3	3	12	7	6
Administrative/ organisational matters	4	9	19	14	5	5	0	3	7	8	5	4	5	2	8	11	6	7	4	10	4	7	3	3	15	7	6
Financial matters	9	12	6	12	11	11	5	14	16	13	13	28	14	15	31	14	18	12	19	15	11	11	15	3	18	24	14
Lifestyle in the host country	0	1	6	0	4	1	0	1	10	5	5	0	2	3	8	5	0	0	2	12	3	7	5	0	6	7	4
Interaction with pupils of the host country	1	3	7	7	3	6	5	3	5	4	3	0	2	3	12	2	6	2	2	10	3	4	2	0	6	5	3
Count (n)	(96)	(95)	(16)	(44)	(238)	(83)	(20)	(405)	(107)	(306)	(267)	(46)	(44)	(99)	(26)	(246)	(17)	(88)	(85)	(73)	(113)	(28)	(147)	(30)	(33)	(59)	(2811)

Source: Survey on Comenius Assistants

Question 5.13: Did you have significant problems in any of the following areas during your Comenius Assistantship abroad?

* Scale points 1 and 2 on a scale from 5 = "no problems at all" to 1 = "very serious problems"

Table 5.14
Good integration in the host school and in the social life of the host country in general - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
At the host school	79	72	76	77	76	82	85	83	89	76	80	74	86	84	81	80	59	68	86	75	79	71	81	90	76	71	79
Social life in the host country	65	79	59	66	68	61	70	84	69	70	74	76	55	83	78	75	47	60	72	66	76	74	66	87	76	81	73
Count (n)	(97)	(94)	(17)	(44)	(238)	(83)	(20)	(405)	(108)	(307)	(266)	(46)	(44)	(98)	(27)	(246)	(17)	(87)	(85)	(73)	(113)	(28)	(148)	(30)	(34)	(59)	(2814)

Source: Survey on Comenius Assistants

Question 5.14: Please indicate the extent to which you felt integrated in the host school and in the social life of the host country in general:

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

Table 6.1
Contribution of the Comenius Assistantship to personal and professional development - by host country of Comenius Assistants (Percentages*)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Improvement of proficiency in a foreign language	83	89	76	73	91	74	65	93	78	91	95	80	65	93	69	92	53	88	94	81	87	78	90	80	76	78	88
Increased motivation to learn a new foreign language	73	83	94	73	77	74	75	87	85	75	71	80	62	70	76	87	71	80	88	72	85	74	78	80	79	78	79
Improvement in knowledge and understanding of the school and education system of other countries	93	92	100	91	96	94	90	94	98	92	95	93	95	97	96	95	88	93	96	89	94	85	97	93	91	96	94
Acquaintance with new teaching methods/ didactic concepts	76	68	53	51	82	70	45	66	73	59	81	45	53	69	62	63	59	67	67	48	62	52	76	73	41	63	67
Improvement of knowledge in (future) teaching subjects	74	64	71	59	78	49	55	64	60	56	69	42	49	66	62	61	35	70	60	59	57	65	55	77	35	61	62
Improvement of interdisciplinary knowledge/ understanding	71	69	76	55	75	73	60	63	72	61	74	57	63	72	62	63	50	63	68	57	72	46	64	70	52	68	66
Better understanding of the relationship between theory and practice	75	68	71	51	75	65	65	69	71	64	69	56	67	75	54	68	63	71	64	67	70	63	70	77	69	68	68
Improvement of international/ intercultural knowledge/ understanding	88	91	94	88	92	86	90	90	92	84	89	87	95	95	88	91	94	88	86	93	94	96	89	97	94	96	90
Improvement of knowledge about conflict management in day to day school life/ work	62	62	71	48	70	51	50	60	51	57	66	59	63	68	54	62	63	53	44	55	70	56	54	60	62	58	60
Improvement of ICT competence (Information and Communication Technology)	27	31	24	21	37	46	35	36	40	30	49	36	29	33	58	32	38	36	43	34	47	4	30	30	32	36	36
Gaining experiences in international/ intercultural cooperation	86	76	82	73	80	74	90	80	85	74	78	82	88	81	73	80	75	75	78	71	81	67	79	87	82	79	79
Experiencing new ways of teaching and learning	77	75	59	49	77	73	50	66	77	62	83	53	67	69	58	66	63	69	73	56	67	44	80	80	42	56	69
Increased your motivation to become a teacher	74	80	76	66	79	78	90	74	83	69	78	78	74	87	69	71	75	68	79	67	69	63	70	70	71	73	74
Count (n)	(95)	(91)	(17)	(43)	(234)	(81)	(20)	(398)	(107)	(303)	(265)	(46)	(43)	(99)	(26)	(244)	(17)	(85)	(85)	(72)	(111)	(27)	(143)	(30)	(34)	(58)	(2774)

Source: Survey on Comenius Assistants

Question 6.1: Please indicate the extent to which the Comenius Assistantship has contributed to your personal and professional development:

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

Table 6.2
Competence in the language of the host country according to the Common European Framework of Reference for Languages - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Before the Comenius Assistantship																											
C2	10	2	0	3	9	1	6	3	0	6	10	12	3	12	0	6	0	5	1	0	3	0	1	0	3	6	5
C1	12	23	0	3	24	1	0	11	4	21	39	2	3	37	9	9	0	4	4	3	10	0	5	4	0	10	15
B2	29	20	13	3	20	10	6	19	4	22	27	5	3	30	9	18	0	15	6	10	8	4	3	0	6	16	17
B1	17	11	7	13	20	5	0	14	7	17	16	7	3	15	4	12	7	7	5	6	8	12	14	4	9	14	13
A2	14	5	7	11	12	10	0	16	6	17	6	9	5	4	4	13	7	11	16	12	15	12	11	4	22	2	12
A1	17	38	73	68	15	71	88	36	79	17	1	65	84	1	74	43	87	59	68	70	57	72	65	88	59	53	39
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
After the Comenius Assistantship																											
C2	22	16	0	5	31	5	0	20	4	29	49	12	5	49	8	17	0	13	11	4	17	0	11	0	9	10	21
C1	37	34	18	16	28	11	10	32	3	33	37	12	3	39	4	32	7	17	16	14	16	11	19	7	12	33	26
B2	17	14	18	13	23	15	5	24	11	22	12	19	5	8	17	20	7	16	28	19	33	33	23	7	18	15	19
B1	17	15	18	18	13	29	0	17	24	10	2	33	10	3	8	23	36	16	21	19	19	15	21	21	24	13	15
A2	6	13	41	24	4	20	35	6	32	5	0	19	48	0	29	7	29	21	20	15	12	30	16	41	27	17	11
A1	1	7	6	24	1	19	50	1	26	0	0	7	30	0	33	1	21	17	5	28	3	11	10	24	9	12	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Currently																											
C2	21	21	12	5	35	7	5	25	3	25	52	11	13	51	8	17	0	12	11	7	15	0	9	0	9	19	22
C1	33	25	6	13	25	9	5	26	8	31	30	11	8	38	13	30	0	20	15	10	15	12	15	7	9	19	23
B2	24	21	6	11	18	12	0	21	8	23	15	14	3	8	4	23	0	14	21	15	25	24	17	4	21	15	18
B1	12	8	24	18	14	17	5	19	16	14	3	27	3	3	17	18	14	11	18	19	23	20	19	11	15	15	14
A2	9	15	24	18	6	29	26	7	32	5	0	20	33	0	8	10	36	20	27	18	15	28	21	44	21	13	12
A1	2	10	29	34	2	26	58	1	34	2	0	16	41	0	50	2	50	23	9	31	8	16	19	33	24	20	10
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(93)	(91)	(17)	(41)	(233)	(79)	(20)	(392)	(106)	(304)	(263)	(45)	(40)	(97)	(24)	(244)	(15)	(84)	(83)	(72)	(111)	(27)	(141)	(30)	(34)	(54)	(2740)

Source: Survey on Comenius Assistants

Question 6.2: How do you rate your competence in the language of the host country according to the levels of the Common European Framework of Reference for Languages before and after your assistantship and currently? Information about CEFR can be found on the following website:

Table 6.3**Receipt of a document or certificate from the host school about the assistantship - by host country of Comenius Assistants (Percentages, multiple replies possible)**

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
In the form of a written confirmation of participation	74	67	59	59	68	47	58	73	65	63	60	59	60	51	62	65	47	56	66	59	70	69	54	62	52	68	64
In the form of a recommendation letter	27	22	12	19	30	33	21	24	26	25	39	18	28	55	38	23	13	38	40	21	11	19	34	34	12	28	28
In the form of the Europass Mobility certificate	7	8	6	0	3	6	5	8	7	3	5	11	5	6	4	6	0	2	2	9	8	19	5	7	3	2	6
In other form	1	6	6	11	5	4	11	4	7	5	3	5	3	2	4	6	0	4	4	4	9	4	8	10	6	5	5
No	18	12	29	22	13	28	26	13	14	18	16	25	15	11	23	19	40	21	13	21	16	12	19	17	33	12	17
Total	127	114	112	111	119	119	121	122	120	114	124	118	110	125	131	118	100	121	125	114	113	123	121	131	106	116	119
Count (n)	(92)	(90)	(17)	(37)	(228)	(78)	(19)	(385)	(107)	(295)	(259)	(44)	(40)	(97)	(26)	(240)	(15)	(84)	(85)	(70)	(105)	(26)	(140)	(29)	(33)	(57)	(2698)

Source: Survey on Comenius Assistants

Question 6.3: Did you receive a document or certificate from the host school about your assistantship?

Table 7.1
Country of residence at the time the survey was conducted - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Home country prior to the assistantship	68	77	92	83	78	85	86	80	80	81	85	78	87	83	77	81	100	81	79	74	79	80	82	89	84	74	80
Host country of the assistantship	16	16	8	7	14	10	0	12	10	11	9	3	10	4	8	9	0	12	14	10	8	7	8	5	11	9	10
Other country	16	7	0	10	8	5	14	8	10	8	6	19	3	13	15	10	0	7	7	16	14	13	9	5	5	17	9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(69)	(74)	(13)	(30)	(180)	(61)	(14)	(272)	(70)	(227)	(196)	(37)	(30)	(69)	(26)	(184)	(10)	(59)	(56)	(50)	(80)	(15)	(106)	(19)	(19)	(46)	(2012)

Source: Survey on Comenius Assistants
 Question 7.1: What is your current country of residence?

Table 7.2
Major activities after return from the Comenius Assistantship - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Continue study at the home institution	35	38	24	42	35	25	37	39	39	37	35	33	29	31	37	37	25	40	44	30	29	32	35	34	24	36	36
Study at another institution of higher education	13	13	12	18	16	9	5	11	7	11	12	16	2	10	22	13	19	18	11	10	10	5	10	3	9	3	12
Study abroad	11	20	12	11	13	6	16	12	12	14	9	7	5	4	7	9	13	6	6	7	8	23	8	3	3	7	10
Start working as a teacher	57	48	41	58	53	60	26	58	56	49	58	47	48	54	52	58	75	59	51	45	52	36	57	59	45	64	54
Start working outside the educational sector	16	28	24	13	21	19	16	19	20	19	15	20	19	13	19	23	6	23	15	22	23	27	12	14	15	22	19
Other activity	21	16	35	5	16	15	26	14	17	16	15	22	31	17	7	14	13	16	21	16	23	27	22	24	33	19	17
Total	154	162	147	147	155	133	126	154	150	147	143	144	133	129	144	154	150	162	149	131	145	150	143	138	130	152	148
Count (n)	(91)	(90)	(17)	(38)	(231)	(81)	(19)	(384)	(107)	(300)	(259)	(45)	(42)	(96)	(27)	(239)	(16)	(82)	(84)	(67)	(108)	(22)	(141)	(29)	(33)	(58)	(2706)

Source: Survey on Comenius Assistants
 Question 7.2: Please state your major activities after return from the Comenius Assistantship?

Table 7.3
Recognition of the Comenius Assistantship by the home university - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Yes	69	69	33	58	52	63	50	59	52	57	60	39	58	61	54	64	29	61	58	52	41	67	48	67	31	62	57
No	31	31	67	42	48	38	50	41	48	43	40	61	42	39	46	36	71	39	42	48	59	33	52	33	69	38	43
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(48)	(39)	(3)	(19)	(126)	(32)	(8)	(210)	(54)	(134)	(139)	(23)	(12)	(51)	(13)	(125)	(7)	(44)	(43)	(33)	(46)	(9)	(66)	(15)	(13)	(29)	(1341)

Source: Survey on Comenius Assistants

Question 7.3: If you took part in the Comenius Assistantship during your course of study as a teacher, was the Comenius Assistantship period recognised by your home institution?

Table 7.4
Successful finish of study programme enrolled prior to the Comenius Assistantship - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Completion of study enrolled during the Assistantship	55	67	33	65	69	67	50	58	64	63	61	70	62	54	55	63	75	53	65	59	60	63	70	56	31	61	61
Completion of a degree in another course of study	12	11	0	10	9	9	0	6	8	8	9	15	15	18	9	14	0	7	7	10	11	0	3	0	13	7	9
Not yet	29	19	67	20	17	18	50	31	22	25	26	15	23	28	36	13	25	31	28	17	23	38	23	31	38	29	25
No completion intended	4	3	0	5	5	6	0	5	6	4	5	0	0	0	0	10	0	9	0	14	6	0	5	13	19	4	5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(49)	(36)	(3)	(20)	(112)	(33)	(8)	(207)	(50)	(131)	(127)	(20)	(13)	(50)	(11)	(124)	(4)	(45)	(43)	(29)	(47)	(8)	(66)	(16)	(16)	(28)	(1296)

Source: Survey on Comenius Assistants

Question 7.4: If you took part in the Comenius Assistantship during your course of study as a teacher, did you finally successfully finish your studies?

Table 7.5
Highest academic degree of graduated former Comenius Assistants - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Bachelor or equivalent	51	44	13	39	31	28	19	38	29	28	42	40	15	29	33	41	29	41	32	20	33	14	33	38	17	29	34
Master or equivalent	45	53	80	58	66	72	75	60	70	68	57	55	85	71	62	57	71	59	68	80	65	86	66	62	78	71	64
PhD	4	4	7	3	2	0	6	2	1	4	0	5	0	0	5	2	0	0	0	0	2	0	1	0	4	0	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(75)	(78)	(15)	(36)	(204)	(72)	(16)	(301)	(90)	(251)	(214)	(40)	(39)	(82)	(21)	(202)	(14)	(58)	(66)	(59)	(95)	(21)	(116)	(21)	(23)	(48)	(2257)

Source: Survey on Comenius Assistants
 Question 7.5: What is your highest academic degree?

Table 7.6
Employment at the time the survey was conducted - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Not employed	23	24	8	16	22	14	29	20	22	21	19	16	14	22	17	23	29	11	22	14	31	42	10	13	29	10	20
Full time	58	57	85	68	56	55	64	64	62	66	61	63	72	69	61	65	64	67	55	68	56	42	72	70	58	76	63
Part time	19	19	8	16	22	30	7	17	15	13	20	21	14	9	22	12	7	22	23	18	13	16	18	17	13	14	17
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(78)	(70)	(13)	(31)	(192)	(69)	(14)	(286)	(85)	(229)	(210)	(38)	(36)	(77)	(23)	(188)	(14)	(64)	(64)	(50)	(90)	(19)	(116)	(23)	(24)	(42)	(2145)

Source: Survey on Comenius Assistants
 Question 7.6: Are you currently employed?

Table 7.7
Employment status - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Employee	89	91	92	93	91	92	91	91	93	92	92	94	91	92	80	90	92	86	93	92	87	92	93	80	86	93	91
Self-employed	9	9	0	7	8	6	9	8	6	6	8	6	6	8	20	7	8	13	6	8	12	8	5	20	10	5	8
Other	2	0	8	0	2	2	0	2	1	2	0	0	3	0	0	3	0	2	2	0	1	0	2	0	5	2	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(65)	(67)	(12)	(28)	(159)	(66)	(11)	(263)	(72)	(205)	(188)	(34)	(32)	(65)	(20)	(171)	(12)	(64)	(54)	(49)	(68)	(12)	(113)	(20)	(21)	(44)	(1915)

Source: Survey on Comenius Assistants
 Question 7.7: Please state your current employment status.

Table 7.8
Sector of employment - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Primary, secondary or other school	60	58	42	52	53	70	73	65	63	50	70	59	62	78	55	55	92	56	79	53	41	67	70	58	55	60	61
Higher education institution or research organisation	15	6	17	21	16	9	0	5	7	15	7	12	12	3	10	14	0	6	2	16	16	8	9	11	18	7	10
Industry	2	3	0	3	2	3	0	3	3	2	2	0	0	0	10	1	0	2	0	2	3	0	2	0	0	4	2
Commerce/ finance/ insurance	2	6	8	3	6	5	0	8	6	6	5	6	6	8	5	6	0	11	4	6	6	0	4	5	5	4	6
Local, regional or national government	3	9	8	3	3	3	18	2	1	5	3	3	0	2	0	4	0	3	0	2	6	0	4	0	5	0	3
Others in the educational sector	3	5	0	7	2	2	0	5	4	6	4	3	3	0	0	4	0	13	7	2	4	8	3	5	9	7	4
Language services, e.g. translation	0	2	0	0	3	0	9	2	1	1	1	3	0	2	5	2	0	2	0	2	4	0	0	5	0	0	2
Tourism	2	0	8	0	1	2	0	0	0	0	2	0	0	2	5	1	0	3	0	4	3	0	1	0	5	2	1
Other sectors	14	12	17	10	14	8	0	9	14	15	6	15	18	6	10	14	8	5	9	12	17	17	8	16	5	16	11
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(65)	(66)	(12)	(29)	(159)	(66)	(11)	(264)	(71)	(205)	(189)	(34)	(34)	(64)	(20)	(169)	(12)	(64)	(56)	(49)	(69)	(12)	(112)	(19)	(22)	(45)	(1918)

Source: Survey on Comenius Assistants
 Question 7.8: In which sector are you currently employed?

Table 7.9-1**Type of organisation in which former assistants are employed who are working as teachers in the educational sector - by host country of Comenius Assistants (Percentages)**

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Pre-primary school	4	2	0	0	2	4	0	3	4	3	2	0	0	2	0	2	0	0	4	0	2	0	0	0	0	7	2
Primary school	18	14	0	13	15	30	13	20	31	13	25	13	31	34	23	16	36	22	27	12	15	10	25	21	18	30	21
General secondary school	45	37	57	26	42	34	75	44	40	51	39	48	31	45	54	38	55	39	35	39	37	30	47	43	41	27	42
Vocational or technical secondary school	6	14	14	4	12	8	0	9	6	6	9	4	8	0	8	7	0	7	12	6	0	10	3	14	0	10	7
Establishment for learners/ pupils with special needs	4	0	0	13	0	4	13	2	4	1	3	4	4	4	0	2	9	4	12	9	5	20	11	7	6	7	4
Institution for in-service teacher education	0	0	0	0	1	0	0	1	0	1	1	0	0	0	2	0	0	0	0	0	2	10	0	0	0	0	1
Institution for Initial teacher education	0	0	0	4	0	0	0	0	0	0	1	0	0	2	0	2	0	0	0	0	0	0	0	0	0	3	0
Higher education institution/ university	16	9	29	22	15	11	0	5	4	13	4	9	4	2	8	14	0	7	0	15	20	0	7	0	24	3	9
(Private) language school	6	5	0	9	5	6	0	12	8	6	8	9	12	9	0	9	0	11	6	18	5	20	3	0	6	7	8
Adult education	2	12	0	0	1	0	0	2	2	1	0	4	4	0	8	2	0	2	0	0	2	0	1	7	0	3	2
Other type of organisation	0	7	0	9	7	4	0	5	2	5	8	9	8	2	0	6	0	9	4	0	12	0	2	7	6	3	5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(51)	(43)	(7)	(23)	(118)	(53)	(8)	(198)	(52)	(141)	(157)	(23)	(26)	(53)	(13)	(122)	(11)	(46)	(49)	(33)	(41)	(10)	(89)	(14)	(17)	(30)	(1428)

Source: Survey on Comenius Assistants

Question 7.9: If you are working as a teacher or in the educational sector, please state the type of organisation in which you are employed and the category of staff to which you belong:

Table 7.9-2
Category of staff of former assistants who are working as teachers in the educational sector - by host country of Comenius Assistants (Percentages)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Teacher	88	93	43	83	77	85	100	87	87	83	87	76	81	94	92	85	91	81	82	74	67	100	88	87	82	90	84
Trainer	2	2	0	0	3	0	0	2	0	4	3	0	0	2	0	2	9	4	2	0	7	0	0	0	0	0	2
Head teacher, Director, Rector	2	0	0	0	1	0	0	1	4	0	1	0	0	0	0	0	0	0	6	2	0	0	0	0	0	0	1
Education manager	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0
Administrative or other non-teaching staff	2	0	0	0	4	4	0	1	2	3	1	8	0	0	0	2	0	2	2	0	5	0	1	0	0	0	2
Inspector	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advisor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0
Counsellor or career advisor	2	0	0	4	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	3	0	0	0	0	6	0	0
Educator/ mediator/ learning facilitator	2	0	0	0	3	2	0	1	0	1	3	0	12	0	0	0	0	0	4	6	5	0	1	7	0	3	2
Staff working with migrants, Roma and travellers, etc.	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	1	0	2	0	3	0	0	0	0	0	0	0
Staff working with pupils with special educational needs	0	0	14	0	2	2	0	2	2	0	1	0	0	0	0	1	0	2	4	0	2	0	4	7	0	3	2
Other category of staff	2	5	43	13	10	7	0	4	6	9	3	16	8	2	8	8	0	4	6	9	12	0	4	0	12	3	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(51)	(42)	(7)	(24)	(119)	(55)	(8)	(202)	(53)	(140)	(157)	(25)	(26)	(52)	(13)	(125)	(11)	(48)	(50)	(34)	(43)	(10)	(89)	(15)	(17)	(30)	(1446)

Source: Survey on Comenius Assistants

Question 7.9: If you are working as a teacher or in the educational sector, please state the type of organisation in which you are employed and the category of staff to which you belong:

Table 7.10
Positive impact(s) of the Comenius Assistantship on current employment - by host country of Comenius Assistants (Percentages*)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Obtaining a first job	73	55	75	68	63	69	80	64	63	59	68	55	68	65	60	66	58	63	72	52	63	67	68	76	48	70	64
Type of tasks the work involves	71	60	75	50	68	51	55	64	70	66	66	45	59	71	70	65	50	58	53	56	62	50	65	67	75	70	64
Level of income	31	20	25	4	24	9	10	16	16	15	18	13	3	14	15	20	8	17	15	6	22	8	13	14	10	9	17
Count (n)	(65)	(66)	(12)	(28)	(158)	(65)	(11)	(260)	(69)	(204)	(188)	(31)	(34)	(65)	(20)	(168)	(12)	(64)	(53)	(48)	(66)	(12)	(112)	(21)	(21)	(44)	(1897)

Source: Survey on Comenius Assistants

Question 7.10: In your opinion what impact did your Comenius Assistantship have in regard to your employment?

* Scale points 5 and 4 on a scale from 5 = "very positive impact" to 1 = "very negative impact"

Table 7.11**Achievements of the Comenius Assistantship turned out to be useful in the job - by host country of Comenius Assistants (Percentages*)**

	Host country																								Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI		TR	Other
Oral use of the foreign language	91	76	64	54	87	59	40	78	77	82	92	52	62	91	50	72	25	79	58	56	66	45	56	50	48	75	74
Written use of the foreign language	77	70	55	46	77	47	40	65	65	65	79	30	48	74	35	60	17	70	45	42	53	18	45	45	38	57	62
Knowledge of the host country and its people	87	73	75	56	85	55	36	74	73	72	89	53	71	83	70	73	67	65	62	71	67	50	62	40	76	74	73
Subject-related knowledge acquired during the Comenius Assistantship	63	56	75	39	75	42	50	53	63	52	63	36	61	65	35	54	42	51	45	48	45	25	59	50	45	58	56
Pedagogical skills	81	72	75	62	83	65	60	68	80	64	77	45	65	75	70	68	58	60	76	63	64	50	82	65	67	70	71
New ways of thinking and reflection due to comparative views	80	79	92	78	87	77	75	75	91	77	81	61	88	83	70	74	82	79	83	83	75	75	87	75	95	86	80
General maturity enhancement and personality development derived from the period abroad	95	92	100	93	94	92	91	90	97	96	90	88	91	95	100	93	100	98	96	94	93	100	95	95	95	98	94
Count (n)	(65)	(65)	(12)	(29)	(159)	(65)	(11)	(263)	(70)	(205)	(189)	(33)	(34)	(65)	(20)	(168)	(12)	(63)	(54)	(48)	(70)	(12)	(112)	(20)	(21)	(44)	(1909)

Source: Survey on Comenius Assistants

Question 7.11: To what extent have your achievements during your Comenius Assistantship turned out to be useful in your job?

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

Table 8.1
Frequent activities for keeping in touch with the Comenius host country after return - by host country of Comenius Assistants (Percentages*)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
Reading or watching media on that country	47	40	53	40	59	29	33	56	35	55	61	69	48	49	60	58	38	40	61	42	41	27	48	23	52	40	51
Communicating with persons living in the host country	70	79	73	76	73	70	72	78	80	69	68	75	65	75	76	79	56	60	90	68	83	65	67	63	80	76	74
Reading popular journals/ literature from the host country	35	32	33	23	43	17	17	39	20	49	49	33	35	39	24	41	21	29	37	21	41	23	35	5	42	19	37
Reading professional journals/ literature from the host country	28	21	20	24	35	3	0	24	17	32	38	25	22	15	20	25	21	9	16	12	26	5	11	5	27	11	24
Receiving visitors from the host country	39	41	33	31	40	35	39	41	43	38	32	41	26	40	12	43	29	33	44	46	39	26	34	30	32	24	38
Travelling to the host country	49	39	54	48	58	49	17	57	40	49	43	69	28	60	24	59	15	59	49	46	45	39	49	27	43	47	50
Through professional contacts	31	21	36	18	27	14	17	29	32	31	26	29	29	24	20	29	7	22	14	23	23	14	17	14	22	19	25
Count (n)	(80)	(79)	(15)	(30)	(187)	(73)	(18)	(315)	(93)	(264)	(229)	(37)	(34)	(89)	(25)	(211)	(16)	(73)	(72)	(60)	(93)	(23)	(125)	(24)	(25)	(51)	(2341)

Source: Survey on Comenius Assistants

Question 8.1: If you are currently not living in your Comenius host country, in which way and to what extent did you keep in touch with your Comenius host country after you returned home?

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

Table 8.2-1
Current contacts with the former Comenius host school - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																										Total
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR	Other	
No	34	39	24	30	40	51	47	34	25	41	44	29	29	38	48	37	40	42	22	32	32	42	31	12	29	32	37
Private contacts	66	59	76	70	59	47	53	65	74	58	54	68	66	62	52	62	60	56	77	68	67	58	67	85	71	68	62
Professional contacts	9	3	0	3	5	4	5	6	4	5	4	3	11	1	0	7	7	6	3	5	2	0	7	8	7	4	5
Total	109	101	100	103	105	103	105	104	103	105	102	100	105	101	100	107	107	104	101	105	101	100	106	104	107	104	104
Count (n)	(88)	(90)	(17)	(33)	(220)	(78)	(19)	(351)	(99)	(289)	(246)	(38)	(38)	(92)	(27)	(228)	(15)	(81)	(77)	(66)	(102)	(24)	(134)	(26)	(28)	(53)	(2559)

Source: Survey on Comenius Assistants

Question 8.2: Do you currently have any contact with your former Comenius host school?

Table 8.2-2

Professional contacts with the former Comenius host school in the context of European programmes - by host country of Comenius Assistants (Percentages, multiple replies possible)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
European or international school cooperation	2	0	0	0	1	0	0	2	0	1	2	0	8	1	0	2	0	1	1	3	0	0	1	0	4	0	1
Comenius School Partnerships	3	0	0	0	2	3	0	1	2	1	1	0	0	0	0	2	7	1	0	2	0	0	4	0	0	0	1
Comenius Regio Partnerships	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Comenius Multilateral Projects	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	2	0
Comenius Networks	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0
eTwinning	1	0	0	0	0	0	0	1	0	0	0	3	0	0	0	1	0	1	0	0	0	0	1	4	0	0	1
Other sub-programmes of the Lifelong Learning Programme (e.g. Erasmus, Grundtvig, etc.)	1	0	0	0	0	0	0	2	1	3	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1
Other EU co-operation programmes (e.g. in the area Youth, Culture, Citizenship)	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	4	0	0
None	91	100	100	100	96	97	100	95	97	96	97	97	92	99	100	94	93	96	99	95	100	100	93	96	93	98	96
Total	101	100	100	100	101	100	100	102	100	102	100	100	100	100	100	100	107	101	100	103	100	100	101	100	100	101	101
Count (n)	(88)	(90)	(17)	(33)	(220)	(78)	(19)	(351)	(99)	(289)	(246)	(38)	(38)	(92)	(27)	(228)	(15)	(81)	(77)	(66)	(102)	(24)	(134)	(26)	(28)	(53)	(2559)

Source: Survey on Comenius Assistants

Question 8.2: Do you currently have any contact with your former Comenius host school?

Table 9.1
Valuable outcomes of the Comenius Assistantship as assessed in retrospect - by host country of Comenius Assistants (Percentages*)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Enhancement of academic and professional knowledge	88	81	75	69	88	79	75	77	82	81	85	50	83	83	69	78	73	68	77	64	72	61	76	86	63	79	79
Relevance to your job/ occupation	75	77	75	65	79	81	75	77	78	75	80	51	85	84	60	74	80	65	76	66	67	65	74	72	81	75	75
Income/ salary	32	30	33	19	28	22	29	26	29	21	30	11	19	25	29	24	20	19	31	17	29	16	18	22	16	12	25
Career prospects	61	70	59	59	67	49	47	61	65	58	65	53	59	71	54	70	54	55	60	53	57	43	55	64	45	57	61
Foreign language proficiency	87	85	93	67	88	72	53	93	82	91	94	75	68	98	68	93	47	84	90	70	87	48	84	64	81	79	86
New perspectives on your home country	75	71	65	63	67	73	55	71	72	68	72	68	61	66	72	83	53	69	76	64	59	55	77	64	66	65	70
New ways of thinking and reflection	86	80	100	76	84	79	80	82	90	78	86	87	88	89	85	86	87	89	75	88	86	91	89	83	81	82	84
Knowledge and understanding of the host country	91	92	94	88	93	89	100	96	97	93	95	95	95	98	96	98	87	88	94	95	92	96	91	93	97	93	94
Maturity and personal development	95	94	100	90	94	95	90	93	98	92	93	90	95	100	96	94	100	95	98	100	94	96	96	97	90	98	94
Making new friends	75	75	53	76	72	72	60	84	81	72	79	80	77	84	84	83	73	68	82	78	81	74	77	86	81	75	78
Count (n)	(92)	(91)	(17)	(42)	(226)	(81)	(20)	(380)	(106)	(294)	(259)	(41)	(42)	(93)	(26)	(236)	(15)	(81)	(83)	(66)	(109)	(23)	(137)	(29)	(32)	(57)	(2678)

Source: Survey on Comenius Assistants

Question 9.1: In retrospect, to what extent do you consider it worthwhile personally to have participated in a Comenius Assistantship?

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

Table 9.2
Overall satisfaction with the Comenius Assistantship - by host country of Comenius Assistants (Percentages)

	Host country																									Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LT	NL	NO	PL	PT	RO	SE	SI	TR		Other
Very satisfied	59	57	65	44	55	63	70	65	69	56	60	41	50	69	63	57	56	46	62	47	56	54	67	66	53	47	59
Satisfied	31	27	24	39	32	30	25	25	24	34	29	44	31	24	26	32	31	44	33	36	28	29	26	24	25	44	30
Partly satisfied	5	13	12	15	10	5	5	8	6	7	8	10	10	5	11	8	13	7	4	14	10	13	5	10	13	9	8
Dissatisfied	4	2	0	2	3	0	0	2	1	2	2	5	7	0	0	3	0	0	1	2	5	4	1	0	9	0	2
Not satisfied at all	0	0	0	0	1	2	0	0	1	1	2	0	2	1	0	1	0	2	0	2	0	0	1	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(93)	(91)	(17)	(41)	(227)	(81)	(20)	(381)	(106)	(294)	(261)	(41)	(42)	(95)	(27)	(237)	(16)	(81)	(84)	(66)	(110)	(24)	(139)	(29)	(32)	(57)	(2692)

Source: Survey on Comenius Assistants

Question 9.2: Looking back on your Comenius Assistantship, how satisfied were you in general with it?

Annex II.3

Results of the Survey on Host Schools 2000 – 2009:

Breakdown of responses by country of location ¹⁾ of host schools

¹⁾ Remark: In the category "Other" those countries are grouped together for which the number of respondents is less than 20 and thus the data basis is too small to provide representative and meaningful statistics. These countries are Bulgaria, Cyprus, Estonia, Greece, Hungary, Iceland, Lithuania, Liechtenstein, Luxembourg, Latvia, Malta, Romania, Slovak Republic and Turkey

Table 1.1
Type/level of school at which the Comenius assistant was mostly involved - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Pre-primary school	4	3	0	6	3	1	0	2	2	3	0	0	0	8	2	0	10	5	2
Primary school	32	6	38	24	21	36	35	11	68	62	31	4	29	26	18	35	25	33	31
Secondary school	64	82	62	66	76	54	62	87	28	35	68	96	71	67	80	65	65	60	64
Other type of school	0	9	0	4	0	9	4	1	2	0	1	0	0	0	0	0	0	2	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(81)	(33)	(21)	(226)	(29)	(432)	(55)	(199)	(114)	(34)	(275)	(27)	(21)	(66)	(49)	(40)	(20)	(132)	1854

Source: Survey on host schools of Comenius Assistants
 Question 1.1: Please indicate the type of school/the school level at which the assistant was most involved.

Table 1.2
Kind of education primarily provided at the school - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
General education	79	67	90	83	97	91	69	55	96	97	74	74	90	99	86	93	85	85	82
Technical education	0	27	10	1	0	0	0	11	0	0	18	4	0	1	2	0	5	5	5
Vocational education	21	3	0	11	3	2	29	32	3	3	8	22	10	0	12	5	5	8	10
Special needs education	0	3	0	5	0	7	2	2	2	0	1	0	0	0	0	3	5	2	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(80)	(33)	(20)	(221)	(29)	(434)	(55)	(199)	(114)	(34)	(274)	(27)	(21)	(67)	(49)	(40)	(20)	(131)	1848

Source: Survey on host schools of Comenius Assistants
 Question 1.2: Which kind of education is primarily provided at your school?

Table 1.3
Status of the school - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Public school	95	58	90	88	83	88	96	62	87	82	96	70	100	92	73	88	84	86	86
Religious/ confessional school	0	39	0	4	0	9	0	14	13	18	2	30	0	2	2	0	0	5	7
Private school	5	3	10	8	17	3	4	24	0	0	1	0	0	6	24	13	16	8	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(79)	(33)	(21)	(221)	(29)	(434)	(55)	(194)	(114)	(34)	(274)	(27)	(21)	(66)	(49)	(40)	(19)	(132)	1842

Source: Survey on host schools of Comenius Assistants
 Question 1.3: Which of the following categories describe best the status of your school?

Table 1.4
Area in which the school is located - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Rural	31	19	10	23	21	18	11	29	25	21	9	15	29	10	22	15	5	16	19
Sub-urban/small town	28	25	40	46	62	36	60	33	30	59	35	48	57	24	39	50	65	29	38
Urban	41	56	50	30	17	46	29	38	44	21	56	37	14	66	39	35	30	55	44
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(80)	(32)	(20)	(223)	(29)	(432)	(55)	(197)	(115)	(34)	(275)	(27)	(21)	(67)	(49)	(40)	(20)	(133)	1849

Source: Survey on host schools of Comenius Assistants
 Question 1.4: Please state the area in which your school is located:

Table 1.5
Size of the school by numbers of pupils - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
1 to 20	1	0	0	0	0	0	0	0	1	0	0	0	5	0	0	0	0	0	0
21 to 50	1	0	5	2	0	0	0	2	2	6	0	0	0	1	0	0	0	2	1
51 to 250	41	9	10	25	24	17	24	17	37	29	4	0	38	33	14	26	25	28	20
251 to 500	33	24	57	16	31	32	33	30	32	32	18	4	10	45	20	44	30	24	27
501 to 2,000	24	55	29	49	41	47	31	47	25	32	78	81	48	21	61	31	45	43	48
2,001 to 5,000	0	9	0	7	3	3	4	3	1	0	1	7	0	0	4	0	0	3	3
More than 5,000	0	3	0	0	0	1	7	1	2	0	0	7	0	0	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(80)	(33)	(21)	(225)	(29)	(435)	(54)	(198)	(115)	(34)	(274)	(27)	(21)	(67)	(49)	(39)	(20)	(133)	1854

Source: Survey on host schools of Comenius Assistants
 Question 1.5: Please indicate the size of your school by the number of pupils:

Table 1.6
Size of the school by numbers of teachers - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
1 to 10	6	0	5	8	0	2	8	9	30	24	1	0	10	1	4	5	0	3	6
11 to 20	22	3	10	16	7	16	15	9	25	26	1	0	20	18	6	10	26	14	13
21 to 50	41	21	67	30	45	41	55	35	21	41	14	4	25	57	16	53	37	40	34
51 to 100	23	48	19	35	41	35	9	32	18	9	63	41	25	22	33	18	32	35	35
More than 100	8	27	0	11	7	6	13	16	5	0	22	56	20	1	41	15	5	8	12
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(78)	(33)	(21)	(224)	(29)	(435)	(53)	(196)	(112)	(34)	(274)	(27)	(20)	(67)	(49)	(40)	(19)	(133)	1844

Source: Survey on host schools of Comenius Assistants
 Question 1.6: Please indicate the size of your school by the number of teachers:

Table 1.7
Main language of instruction at the school - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Domestic language in the country	95	94	100	96	100	90	94	84	93	85	70	93	95	83	98	100	94	95	89
Other language	5	6	0	4	0	10	6	16	7	15	30	7	5	17	2	0	6	5	11
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(78)	(31)	(20)	(221)	(28)	(420)	(50)	(194)	(111)	(34)	(272)	(27)	(21)	(66)	(47)	(40)	(17)	(115)	1792

Source: Survey on host schools of Comenius Assistants

Question 1.7: Please indicate the main language of instruction at your school:

Table 1.8
Foreign languages regularly taught at the school - by country of school (Percentages, multiple replies possible)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
BG - Bulgarian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CS - Czech	5	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DA - Danish	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	10	0	4	1
DE - German	0	52	90	0	97	20	67	61	27	43	33	100	65	78	27	80	89	64	37
EL - Greek	1	0	0	1	0	1	2	3	0	0	1	0	0	0	0	3	0	2	1
EN - English	95	94	100	96	100	98	100	94	0	0	95	100	90	96	98	98	100	95	90
ES - Spanish	25	58	29	36	41	0	29	76	46	48	31	41	70	4	56	83	21	13	30
ET - Estonian	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
FI - Finnish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0
FR - French	30	35	57	64	52	70	42	0	83	87	59	93	60	31	81	83	26	45	55
GA - Irish	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
HU - Hungarian	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
IS - Icelandic	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
IT - Italian	39	23	10	16	0	7	12	22	8	9	0	15	0	1	0	23	37	14	11
LT - Lithuanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LV - Latvian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MT - Maltese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NL - Dutch; Flemish	0	61	0	5	0	0	0	1	0	0	0	0	0	0	0	0	0	4	2
NO - Norwegian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
PL - Polish	1	3	0	5	0	0	0	0	5	4	0	0	0	0	0	0	0	0	1
PT - Portuguese	0	6	0	1	0	3	0	2	3	0	0	0	0	0	0	0	0	2	1
RO - Romanian	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0
SK - Slovak	1	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SL - Slovenian	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0
SV - Swedish	0	0	0	1	0	0	83	0	0	0	0	0	0	0	0	0	0	2	3
TR - Turkish	10	0	0	7	0	0	0	1	0	0	0	0	0	0	0	3	0	1	1
Total	220	332	290	235	290	201	337	258	175	191	220	348	285	210	263	390	274	247	235
Count (n)	(79)	(31)	(21)	(218)	(29)	(432)	(52)	(195)	(108)	(23)	(270)	(27)	(20)	(67)	(48)	(40)	(19)	(132)	1811

Source: Survey on host schools of Comenius Assistants
 Question 1.8: Which of the following foreign languages are taught regularly to pupils at your school?

Table 1.9
Staff category of respondent to the questionnaire - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Head teacher, Director, Rector	54	61	29	31	28	36	22	32	43	38	20	19	57	24	33	13	20	28	32
Teacher	39	24	62	58	62	52	71	56	41	50	73	78	33	73	59	80	75	59	58
Administrative or other non-teaching staff	1	6	0	2	10	0	5	8	6	3	1	0	0	0	0	3	0	4	3
Other	6	9	10	8	0	12	2	4	10	9	5	4	10	3	8	5	5	9	8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(80)	(33)	(21)	(226)	(29)	(436)	(55)	(198)	(115)	(34)	(274)	(27)	(21)	(67)	(49)	(40)	(20)	(133)	1858

Source: Survey on host schools of Comenius Assistants
 Question 1.9: To which of the following categories of staff do you (mainly) belong?

Table 2.1
International activities of the school - by country of school (Percentages, multiple replies possible)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Joint projects/ activities with partner schools abroad	69	61	64	76	52	56	75	60	79	52	66	89	76	57	79	60	63	73	66
School trips abroad	55	70	73	57	69	38	57	72	41	45	49	89	62	37	54	53	63	38	51
Exchange of pupils from other countries	29	39	59	53	52	37	43	55	23	18	33	85	33	34	42	38	37	31	40
Other	13	12	5	24	10	17	32	29	12	9	18	19	5	10	13	23	21	11	18
No international activities	13	12	0	10	14	18	8	7	12	24	12	4	19	13	8	23	11	15	13
Total	179	194	200	219	197	167	215	223	165	148	178	285	195	152	196	195	195	167	187
Count (n)	(78)	(33)	(22)	(225)	(29)	(432)	(53)	(199)	(113)	(33)	(272)	(27)	(21)	(67)	(48)	(40)	(19)	(131)	1842

Source: Survey on host schools of Comenius Assistants
 Question 2.1: Which of the following international activities are currently undertaken by your school?

Table 2.2
Prior and current participation of the school/staff members in Comenius supported activities - by country of school (Percentages, multiple replies possible)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Comenius School Partnership	62	58	68	66	74	43	65	47	51	47	63	62	65	53	69	65	70	62	56
Comenius Network	4	0	0	4	11	3	9	6	4	3	7	35	0	5	4	3	0	9	5
Comenius Multilateral Project	33	30	14	39	7	40	30	36	23	13	39	46	35	33	46	23	15	32	35
Comenius accompanying measures	4	0	5	9	0	2	2	3	0	3	3	12	0	6	0	0	0	2	3
Comenius Preparatory visits	49	42	27	50	37	38	43	37	33	38	39	42	60	23	56	40	15	38	40
Comenius In-Service Training	22	12	5	32	15	29	6	11	15	28	40	12	10	24	21	23	25	29	25
eTwinning	20	24	18	18	11	27	31	17	27	28	32	35	20	36	31	25	35	34	26
No other Comenius activity	22	27	18	12	22	18	13	26	24	38	10	15	5	18	15	18	15	20	18
Total	215	194	155	230	178	201	198	183	177	197	232	258	195	198	242	195	175	226	208
Count (n)	(79)	(33)	(22)	(224)	(27)	(426)	(54)	(196)	(113)	(32)	(272)	(26)	(20)	(66)	(48)	(40)	(20)	(133)	1831

Source: Survey on host schools of Comenius Assistants

Question 2.2: In which of the following Comenius supported activities did your school/staff members of your school already take part?

Table 2.3
Number of Comenius Assistants at the school in the period 2000 to 2009 - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
One	40	36	50	48	48	51	43	44	49	24	67	11	33	85	29	23	32	62	50
Two	14	15	27	24	14	21	28	25	31	6	22	11	19	11	25	38	42	23	22
Three	24	33	14	16	24	14	20	13	16	21	7	15	10	2	15	10	26	5	13
More	19	15	5	11	14	11	7	15	4	48	3	63	38	3	31	30	0	10	12
No knowledge	3	0	5	1	0	3	2	4	0	0	0	0	0	0	0	0	0	0	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(78)	(33)	(22)	(225)	(29)	(433)	(54)	(197)	(113)	(33)	(272)	(27)	(21)	(66)	(48)	(40)	(19)	(131)	1841

Source: Survey on host schools of Comenius Assistants

Question 2.3: How many Comenius Assistants have taught at your school in the period 2000 to 2009?

Table 2.4

Extent of international activities at the school in comparison to other schools of the same type and size in the country - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Much higher	17	25	25	28	17	17	17	23	31	29	24	28	14	15	27	25	21	32	23
Higher	29	19	40	34	55	39	51	34	41	29	39	40	43	43	50	48	32	32	38
Similar	31	28	20	19	21	25	21	19	19	26	25	24	33	24	15	20	42	23	23
Lower	3	6	0	4	3	6	11	8	5	0	9	4	0	9	6	8	5	8	7
Much lower	0	3	0	1	3	2	0	3	1	0	1	0	0	3	0	0	0	2	1
Not known	20	19	15	14	0	10	0	14	3	15	3	4	10	6	2	0	0	4	8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(35)	(32)	(20)	(144)	(29)	(433)	(53)	(198)	(113)	(34)	(272)	(25)	(21)	(67)	(48)	(40)	(19)	(130)	1713

Source: Survey on host schools of Comenius Assistants

Question 2.4: How would you rate the extent of international activities/the degree of internationalisation at your school in comparison to other schools of the same type and size in your country?

Table 3.1
Source(s) of information about Comenius Assistantships - by country of school (Percentages, multiple replies possible)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Internet site/ leaflet etc. of the National Agency	42	30	68	56	61	66	66	42	34	47	66	48	40	70	55	41	65	67	57
Information meetings/ seminars held by the National Agency	37	42	45	27	39	30	34	36	39	21	34	30	55	56	65	41	25	55	37
Internet site of the European Commission	4	6	5	15	7	21	6	9	7	9	15	4	5	3	14	10	5	15	13
Former Comenius Assistant(s)	14	6	0	9	7	2	8	4	8	6	10	26	10	3	12	10	0	9	7
Colleagues/ staff members from own school/ institution	18	18	23	14	14	14	23	27	11	6	13	37	15	12	14	15	5	10	16
Colleagues/ staff members from another school/ organisation in the country	14	15	14	7	18	7	21	9	21	24	8	7	15	6	16	23	10	12	11
Colleagues/ staff members from a Comenius partner school abroad	3	6	0	4	4	1	2	3	2	3	3	4	5	0	4	3	5	3	3
Colleagues/ staff members from another partner school/ institution abroad	3	0	0	0	4	0	4	1	1	0	1	4	0	2	0	5	0	1	1
Other	10	12	5	14	0	13	9	13	11	18	10	11	15	3	2	10	0	5	11
Total	145	136	159	147	154	154	172	144	135	132	162	170	160	155	184	159	115	177	154
Count (n)	(78)	(33)	(22)	(224)	(28)	(431)	(53)	(193)	(114)	(34)	(267)	(27)	(20)	(66)	(49)	(39)	(20)	(129)	1827

Source: Survey on host schools of Comenius Assistants
 Question 3.1: How did you learn about Comenius Assistantships?

Table 3.2
Important reasons to apply for a Comenius Assistantship - by country of school (Percentages*)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Strengthening of the European/ international profile of the school	79	58	73	91	83	89	75	85	93	74	93	84	81	79	92	79	80	83	87
Provide additional help to te	54	65	86	47	44	63	53	66	50	68	59	80	71	70	54	43	60	73	60
Extend the range of foreign languages offered to pupils	68	25	73	57	54	40	49	33	72	66	75	54	45	85	69	62	80	72	58
Possibility to employ a native speaker for teaching a foreign language	62	77	95	55	70	85	60	76	65	84	77	85	67	68	62	61	80	77	73
Possibility to employ a native speaker for teaching subjects other than languages	40	17	18	23	33	43	38	35	45	40	49	19	38	29	55	27	47	40	38
Possibility to add a European/ international dimension to the curriculum	76	75	82	75	71	89	72	88	95	81	81	79	67	86	81	90	85	81	83
Possibility to set up European projects with schools from abroad	51	34	55	61	20	68	36	76	51	35	58	58	55	76	74	44	55	63	61
Offering of training options to students and future teachers from other countries	66	34	48	66	42	49	57	60	52	47	78	72	62	74	74	68	45	69	61
Provide help to pupils with special needs	49	63	35	38	12	33	21	66	13	41	37	62	20	72	46	25	40	39	40
Strengthen group work of pupils	56	59	52	45	12	60	42	66	35	55	65	68	50	70	79	35	75	72	58
Opportunity to increase the teaching capacity without a (substantial) financial contribution	44	52	41	23	19	64	45	58	31	55	76	52	43	73	54	35	55	60	54
Count (n)	(81)	(33)	(22)	(226)	(29)	(432)	(53)	(194)	(115)	(34)	(271)	(27)	(21)	(67)	(49)	(40)	(20)	(130)	1844

Source: Survey on host schools of Comenius Assistants

Question 3.2: How important were the following reasons for your school to apply for a Comenius Assistant?

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

Table 3.3-1**Preferences indicated for the assistantship in the application - by country of school (Percentages, multiple replies possible)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Age range of pupils to be taught by the Comenius Assistant	84	61	82	78	76	65	78	72	85	91	75	89	70	88	74	85	75	82	75
Subject(s) taught	84	70	77	73	76	72	83	69	74	91	67	70	75	76	77	87	85	86	74
Teaching language	91	91	100	84	100	94	91	92	88	97	92	93	90	99	87	100	95	98	92
Timing/Duration of the assistantship	94	67	82	87	79	70	87	77	83	91	83	81	80	88	79	90	95	84	80
Country of origin of the Comenius Assistant	84	73	82	86	86	75	74	76	84	91	79	81	85	84	85	90	95	84	80
Mother tongue of the Comenius Assistant	81	82	86	81	86	74	76	74	81	91	81	78	85	79	83	90	95	83	79
Total	518	442	509	488	503	449	489	459	495	553	477	493	485	513	485	541	540	516	481
Count (n)	(80)	(33)	(22)	(221)	(29)	(427)	(54)	(193)	(113)	(34)	(267)	(27)	(20)	(67)	(47)	(39)	(20)	(128)	1821

Source: Survey on host schools of Comenius Assistants

Question 3.3: To which of the following aspects did you indicate preferences for the assistantship in your application and to which extent were these preferences fulfilled?

Table 3.3-2
Degree of fulfilment of preferences indicated for the assistantship in the application - by country of school (Percentages*)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Age range of pupils to be taught by the Comenius Assistant																			
Completely fulfilled (first priority)	85	70	78	85	82	65	76	80	86	73	83	79	77	90	71	76	80	76	78
Partly fulfilled (second/third priority)	10	25	22	13	18	33	21	18	14	23	15	13	15	9	29	21	20	22	20
Not at all fulfilled	4	5	0	2	0	3	2	2	0	3	2	8	8	2	0	3	0	2	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(67)	(20)	(18)	(169)	(22)	(274)	(42)	(139)	(95)	(30)	(201)	(24)	(13)	(58)	(35)	(33)	(15)	(105)	1360
Subject(s) taught																			
Completely fulfilled (first priority)	66	61	82	65	59	71	80	59	67	77	68	63	43	76	64	74	53	70	68
Partly fulfilled (second/third priority)	21	35	18	29	32	26	18	35	33	20	31	26	50	18	25	26	47	25	28
Not at all fulfilled	13	4	0	6	9	3	2	5	0	3	1	11	7	6	11	0	0	5	4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(67)	(23)	(17)	(161)	(22)	(308)	(45)	(133)	(83)	(30)	(178)	(19)	(14)	(50)	(36)	(34)	(17)	(110)	1347
Teaching language																			
Completely fulfilled (first priority)	64	70	100	75	66	89	84	75	73	91	75	76	67	85	75	79	79	88	80
Partly fulfilled (second/third priority)	22	27	0	19	31	9	14	21	23	9	22	20	33	12	20	21	21	11	17
Not at all fulfilled	14	3	0	6	3	3	2	5	3	0	3	4	0	3	5	0	0	1	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(73)	(30)	(22)	(183)	(29)	(396)	(49)	(177)	(98)	(32)	(244)	(25)	(18)	(65)	(40)	(39)	(19)	(124)	1663
Timing/Duration of the assistantship																			
Completely fulfilled (first priority)	63	68	72	68	57	47	81	47	62	70	65	55	60	61	62	80	58	59	60
Partly fulfilled (second/third priority)	29	23	28	29	43	41	17	39	27	23	32	36	20	32	30	17	42	29	32
Not at all fulfilled	8	9	0	3	0	11	2	15	11	7	4	9	20	7	8	3	0	11	8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(75)	(22)	(18)	(191)	(23)	(298)	(47)	(148)	(92)	(30)	(221)	(22)	(15)	(59)	(37)	(35)	(19)	(106)	1458

(Table 3.3-2 continues)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Country of origin of the Comenius Assistant																			
Completely fulfilled (first priority)	64	48	78	61	52	43	53	72	65	90	57	64	59	62	43	60	53	65	58
Partly fulfilled (second/third priority)	19	43	22	32	36	44	38	23	30	7	35	32	35	29	30	20	32	32	33
Not at all fulfilled	16	9	0	6	12	13	10	5	5	3	8	5	6	9	28	20	16	3	9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(67)	(23)	(18)	(188)	(25)	(319)	(40)	(147)	(94)	(30)	(211)	(22)	(17)	(55)	(40)	(35)	(19)	(107)	1457
Mother tongue of the Comenius Assistant																			
Completely fulfilled (first priority)	52	48	74	63	44	52	59	68	65	90	53	67	59	58	36	60	53	66	58
Partly fulfilled (second/third priority)	25	37	21	28	40	33	32	27	28	7	38	29	41	36	33	23	37	26	31
Not at all fulfilled	23	15	5	10	16	14	10	5	7	3	9	5	0	6	31	17	11	9	11
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(65)	(27)	(19)	(178)	(25)	(315)	(41)	(142)	(89)	(30)	(215)	(21)	(17)	(53)	(39)	(35)	(19)	(105)	1435

Source: Survey on host schools of Comenius Assistants

Question 3.3: To which of the following aspects did you indicate preferences for the assistantship in your application and to which extent were these preferences fulfilled?

Table 3.5

Satisfaction with the collaboration of the assistant before the Comenius Assistantship - by country of school (Percentages*)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Establishment of the first contact with the assistant	90	85	95	90	93	92	92	88	89	91	88	96	95	94	94	95	84	95	91
Agreement on the start and final day of the assistantship	84	88	95	89	90	87	94	78	92	88	90	93	89	94	94	85	94	92	88
Information on the assistant	89	78	91	82	86	85	92	81	90	82	85	81	95	91	90	79	84	90	85
Establishment of the model agreement between your school and the assistant	88	81	90	87	86	89	94	88	89	73	90	92	95	92	96	87	89	90	89
Count (n)	(80)	(33)	(22)	(224)	(29)	(429)	(53)	(190)	(113)	(34)	(271)	(27)	(19)	(67)	(49)	(39)	(19)	(128)	1826

Source: Survey on host schools of Comenius Assistants

Question 3.5: To what extent were you satisfied with the collaboration of the assistant before the Comenius Assistantship?

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

Table 3.6
Satisfaction with the support of the National Agency - by country of school (Percentages*)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Information on the Comenius Assistantships action	79	78	91	92	90	79	100	75	92	88	90	92	90	92	88	87	90	88	86
Duration of selection and matching procedure	65	75	86	77	76	74	90	68	86	81	80	85	89	86	81	87	60	88	78
Result of the matching process	62	72	91	80	83	74	90	73	83	84	83	77	85	88	85	82	75	90	79
Quality of the induction meeting	71	72	90	76	79	63	90	48	86	73	81	77	80	87	83	84	75	87	74
Count (n)	(78)	(32)	(22)	(222)	(29)	(432)	(52)	(191)	(112)	(32)	(266)	(27)	(20)	(67)	(48)	(39)	(20)	(129)	1818

Source: Survey on host schools of Comenius Assistants

Question 3.6: To what extent were you satisfied with the support of the National Agency in your home country?

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

Table 4.1a
Home country of Comenius Assistants - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
AT	0	0	0	0	0	3	2	1	0	3	1	4	0	0	2	3	0	1	1
BE	1	0	0	3	0	8	5	3	10	0	7	11	5	3	4	8	0	4	5
BG	6	0	0	2	0	2	0	0	1	0	2	4	0	0	6	0	5	2	2
CZ	2	6	0	2	0	4	0	4	2	0	1	4	5	1	2	3	5	1	3
DE	0	15	9	0	21	9	20	10	9	21	9	19	43	18	10	30	40	23	11
DK	4	0	0	3	0	3	2	1	0	0	1	0	0	0	2	0	0	0	2
ES	6	12	5	11	3	0	5	7	13	6	8	11	5	7	8	10	5	4	6
FI	2	0	0	4	3	3	0	3	3	0	3	4	0	3	0	3	5	2	3
FR	2	6	14	3	7	5	7	0	9	26	4	4	5	6	0	0	0	7	5
GB	5	18	27	11	0	11	5	17	0	0	10	0	10	3	6	3	0	5	9
GR	2	0	9	1	3	2	0	1	0	0	2	4	0	1	2	5	0	1	2
HU	4	3	0	4	7	3	9	1	2	0	5	11	0	6	4	0	5	0	3
IE	4	0	9	2	0	4	0	3	0	0	1	0	0	0	0	0	0	4	2
IT	12	12	0	18	10	10	11	9	7	9	0	4	14	33	16	13	20	25	11
LT	2	0	0	0	3	2	2	0	0	0	3	0	0	0	2	5	0	0	1
NL	1	0	0	1	3	1	0	1	1	0	2	0	5	0	0	0	0	1	1
PL	12	9	0	14	21	9	11	13	18	24	7	7	5	0	10	10	15	9	11
PT	2	3	9	1	7	2	0	1	2	0	3	4	0	1	0	0	0	1	2
RO	1	9	0	1	0	2	2	5	3	0	2	0	0	0	2	0	0	0	2
SE	0	0	0	3	0	3	0	1	8	3	3	0	0	0	0	0	0	3	2
SI	1	0	0	2	3	2	2	1	2	3	1	0	0	0	0	0	0	0	1
SK	1	0	0	0	0	1	5	1	2	0	2	0	5	0	0	5	0	1	1
TR	21	3	18	12	0	5	9	6	6	0	19	4	0	12	16	3	0	4	9
Other	5	3	0	2	7	6	2	4	3	6	3	7	0	4	6	3	0	1	4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(81)	(33)	(22)	(228)	(29)	(438)	(55)	(202)	(115)	(34)	(275)	(27)	(21)	(67)	(49)	(40)	(20)	(134)	1870

Source: Survey on host schools of Comenius Assistants
 Question 4.1: a) Please indicate the home country of the assistant

Table 4.1b
Mother tongue of Comenius Assistants - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
BG - Bulgarian	6	0	0	2	0	2	0	1	1	0	2	4	0	0	4	0	5	2	2
CS - Czech	3	6	0	3	0	4	0	5	2	0	1	4	5	2	2	3	5	1	3
DA - Danish	4	0	0	3	0	2	2	1	0	0	1	0	0	0	2	0	0	0	2
DE - German	0	16	9	0	21	13	21	12	11	29	11	22	40	18	13	34	42	24	13
EL - Greek	3	0	9	1	7	3	0	2	0	0	1	4	0	5	2	5	0	2	2
EN - English	9	16	36	13	0	16	8	19	0	0	12	0	10	3	8	3	0	7	11
ES - Spanish; Castilian	4	13	5	10	3	0	4	8	13	6	8	11	5	8	8	8	0	4	6
ET - Estonian	1	0	0	0	0	2	2	1	2	0	0	7	0	0	0	0	0	1	1
FI - Finnish	3	0	0	4	3	3	0	3	3	0	2	4	0	3	0	3	5	2	2
FR - French	3	3	14	4	7	9	9	1	14	26	9	15	10	6	0	5	0	11	8
GA - Irish	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0
HU - Hungarian	4	3	0	4	7	3	9	2	2	0	6	11	0	6	4	0	5	0	3
IS - Icelandic	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
IT - Italian	13	13	0	17	10	10	9	10	6	9	0	4	15	30	17	11	21	25	11
LT - Lithuanian	3	0	0	0	7	2	2	1	0	0	3	0	0	0	2	5	0	0	2
LV - Latvian	1	3	0	1	0	1	0	2	0	0	1	0	0	0	4	0	0	0	1
NL - Dutch; Flemish	3	0	0	3	3	4	4	4	3	0	3	0	5	2	4	5	0	1	3
NO - Norwegian	1	0	0	0	0	1	0	2	1	0	1	0	0	2	0	0	0	0	1
PL - Polish	13	10	0	13	21	9	9	13	17	24	7	7	5	2	10	11	16	10	11
PT - Portuguese	3	3	9	1	7	2	0	2	3	0	3	4	0	2	0	0	0	1	2
RO - Romanian	1	6	0	1	0	2	2	5	4	0	2	0	0	0	2	0	0	0	2
SK - Slovak	1	3	0	0	0	1	6	2	2	0	1	0	5	0	0	5	0	1	1
SL - Slovenian	1	0	0	2	3	2	2	1	2	3	1	0	0	0	0	0	0	0	1
SV - Swedish	0	0	0	3	0	3	0	1	8	3	2	0	0	0	0	0	0	2	2
TR - Turkish	22	3	18	13	0	6	9	7	5	0	19	4	0	12	17	3	0	5	9
A minority/ migrant language	0	0	0	0	0	0	0	1	0	0	2	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	2	0	2	0	1	0	0	2	0	0	0	0	0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(79)	(31)	(22)	(223)	(29)	(431)	(53)	(198)	(110)	(34)	(271)	(27)	(20)	(66)	(48)	(38)	(19)	(132)	1831

Source: Survey on host schools of Comenius Assistants
Question 4.1: b) Please indicate the mother tongue of the assistant

Table 4.1c
Gender of Comenius Assistants - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Female	85	84	73	86	79	86	91	86	86	88	88	81	81	71	79	77	75	68	84
Male	15	16	27	14	21	14	9	14	14	12	12	19	19	29	21	23	25	32	16
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(79)	(32)	(22)	(225)	(29)	(435)	(54)	(199)	(113)	(34)	(274)	(27)	(21)	(66)	(48)	(39)	(20)	(133)	1850

Source: Survey on host schools of Comenius Assistants
 Question 4.1: b) Please state the gender of the assistant

Table 4.2
Subjects taught by the Comenius Assistants - by country of school (Percentages, multiple replies possible)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Arts and Crafts	22	3	5	16	18	20	31	15	56	38	18	4	35	20	15	15	16	20	21
Music	24	7	0	11	4	11	20	8	32	32	15	8	15	20	10	15	11	14	14
History	16	13	0	14	21	15	15	15	22	18	22	8	30	25	29	26	16	19	18
Religion/Ethics	9	3	0	2	7	2	6	5	12	6	3	0	10	6	4	18	5	6	5
Civics	3	0	0	8	14	2	9	6	15	6	9	0	15	6	15	13	0	8	7
The host school's main language of instruction	47	17	5	55	4	7	4	20	31	41	15	16	10	12	8	15	11	5	20
A language taught as 'foreign language'	73	83	95	71	93	91	96	87	85	88	89	92	95	97	92	97	100	93	88
Mathematics	16	0	9	6	7	3	9	2	16	9	3	4	5	6	2	8	0	4	5
Physics	3	0	0	1	0	1	2	1	1	0	1	0	0	0	0	0	0	0	1
Chemistry	4	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	1
Biology	10	0	0	1	0	4	4	0	4	0	1	0	0	0	2	0	5	1	2
Geography	37	7	5	17	18	12	26	16	29	18	27	8	20	15	15	10	16	15	18
Environmental Education	9	0	5	5	0	7	7	4	16	12	8	4	0	6	6	0	5	11	7
Health Education	5	0	0	2	0	2	2	1	8	6	3	0	5	2	0	0	5	1	2
Sports	20	3	9	8	21	7	24	5	17	21	6	0	20	14	2	5	21	5	9
New Technologies	4	0	5	3	0	5	11	5	6	15	14	4	0	5	4	5	11	8	6
Economy and Business	3	3	0	0	4	0	2	3	3	0	1	0	0	0	0	0	0	2	1
Vocational subjects	1	0	5	1	7	4	6	5	4	0	4	0	5	0	2	5	0	4	3
Other basic programmes	25	17	0	14	14	12	7	8	24	15	7	4	15	8	10	3	21	5	11
Total	330	157	141	235	232	206	281	204	382	324	246	152	280	242	217	236	242	220	238
Count (n)	(79)	(30)	(22)	(220)	(28)	(432)	(54)	(197)	(113)	(34)	(271)	(25)	(20)	(65)	(48)	(39)	(19)	(132)	1828

Source: Survey on host schools of Comenius Assistants

Question 4.2: Which of the following subject(s) were taught by the assistant at your school?

Table 4.3
Languages taught by the Comenius Assistants - by country of school (Percentages, multiple replies possible)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
BG - Bulgarian	0	0	0	1	0	0	0	1	1	0	1	0	0	0	2	0	0	0	0
CS - Czech	2	4	0	1	0	0	0	2	2	0	1	0	0	0	2	0	5	0	1
DA - Danish	2	0	0	2	0	0	2	0	0	0	1	0	0	0	2	0	0	0	1
DE - German	0	28	18	0	27	12	32	14	17	32	15	48	42	30	11	44	53	27	16
EL - Greek	2	0	0	1	4	1	0	1	0	3	1	0	0	3	2	3	0	1	1
EN - English	71	72	73	53	65	74	81	72	0	0	72	44	68	59	72	56	63	58	62
ES - Spanish; Castilian	8	16	9	12	4	0	6	12	17	16	11	11	21	9	9	10	0	9	8
ET - Estonian	2	0	0	1	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0
FI - Finnish	0	0	0	1	0	0	0	2	4	0	1	0	0	0	0	0	5	1	1
FR - French	5	12	14	10	19	18	15	0	28	35	13	19	21	14	11	13	0	15	14
GA - Irish	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
HU - Hungarian	2	4	0	0	0	0	4	0	2	0	2	0	0	3	2	0	0	0	1
IS - Icelandic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IT - Italian	14	8	0	17	4	8	11	9	8	10	0	0	16	29	17	8	21	25	11
LT - Lithuanian	0	0	0	0	0	0	2	0	0	0	1	0	0	0	2	0	0	0	0
LV - Latvian	2	0	0	0	0	0	0	0	1	0	0	0	0	0	4	0	0	0	0
MT - Maltese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NL - Dutch; Flemish	0	4	0	2	4	0	0	1	2	0	1	0	0	2	0	3	0	1	1
NO - Norwegian	2	0	0	0	0	0	0	1	1	0	0	0	0	2	0	0	0	0	0
PL - Polish	6	4	0	9	4	2	0	6	15	16	2	0	5	0	7	0	5	2	5
PT - Portuguese	3	4	9	1	0	1	0	1	3	0	3	0	0	2	0	0	0	2	2
RO - Romanian	0	0	0	0	0	0	0	4	2	0	1	0	0	0	2	0	0	0	1
SK - Slovak	2	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0
SL - Slovenian	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0
SV - Swedish	0	0	0	2	4	0	2	0	9	3	1	0	0	0	0	0	0	0	1
TR - Turkish	8	0	5	9	0	0	0	1	6	0	5	4	0	3	7	3	0	1	3
A minority/ migrant language	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	2	0	0	0	0	4	0	2	0	3	5	1	0
Total	127	156	132	125	135	120	160	127	121	116	132	130	174	156	152	141	158	142	131
Count (n)	(66)	(25)	(22)	(206)	(26)	(415)	(53)	(187)	(104)	(31)	(264)	(27)	(19)	(66)	(46)	(39)	(19)	(125)	1740

Source: Survey on host schools of Comenius Assistants
 Question 4.3: If the subject taught was a language, please specify:

Table 4.4**Age group(s) of pupils taught by the Comenius Assistants - by country of school (Percentages, multiple replies possible)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
3-5 years	6	6	5	8	0	19	0	6	50	35	7	0	0	8	15	0	16	6	13
6-10 years	35	13	32	31	30	38	33	16	80	59	34	4	40	36	25	21	11	33	34
11-15 years	49	39	73	53	41	67	56	42	38	76	52	70	55	76	67	54	42	65	56
16 years and older	35	87	55	49	63	47	57	66	13	35	47	78	50	33	54	41	63	47	48
Total	127	145	164	140	133	171	146	130	181	206	141	152	145	153	160	115	132	152	152
Count (n)	(79)	(31)	(22)	(219)	(27)	(435)	(54)	(197)	(113)	(34)	(273)	(27)	(20)	(66)	(48)	(39)	(19)	(133)	1836

Source: Survey on host schools of Comenius Assistants

Question 4.4: To which age group did the pupils taught by the assistant belong?

Table 4.5**Year in which the Comenius Assistantship started - by country of school (Percentages)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
2000-2004	20	18	27	14	21	13	15	15	14	0	15	11	33	9	14	23	10	10	14
2005-2006	14	27	18	18	14	16	18	19	11	6	16	11	14	19	18	40	5	27	18
2007-2008	43	45	27	38	59	37	40	36	39	41	41	48	48	42	31	35	50	30	38
2009-2010	23	9	27	29	7	34	27	30	36	53	28	30	5	30	37	3	35	33	30
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(81)	(33)	(22)	(228)	(29)	(438)	(55)	(202)	(115)	(34)	(275)	(27)	(21)	(67)	(49)	(40)	(20)	(134)	1870

Source: Survey on host schools of Comenius Assistants

Question 4.5: Please state the year in which the Comenius Assistantship started:

Table 4.6-1
Duration of the Comenius Assistantship - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Up to 4 months	19	23	14	23	30	23	29	24	26	30	26	15	21	33	26	33	26	36	25
5-6 months	29	19	27	32	33	23	25	38	30	33	34	37	16	31	26	31	42	27	29
7-8 months	34	29	23	22	11	31	29	22	14	30	27	19	37	13	17	23	16	20	25
9-10 months	18	29	36	23	26	23	16	16	30	6	14	30	26	23	32	13	16	17	20
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(77)	(31)	(22)	(217)	(27)	(423)	(51)	(189)	(111)	(33)	(274)	(27)	(19)	(64)	(47)	(39)	(19)	(132)	1802

Source: Survey on host schools of Comenius Assistants
 Question 4.6: Please state the duration of the Comenius Assistantship in months:

Table 4.6-2
Duration of the Comenius Assistantship - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Average duration	6,7	6,9	7,4	6,4	6,3	6,6	6,1	6,2	6,5	5,9	6,2	6,8	7,1	6,0	6,6	5,8	6,0	5,9	6,4
Count (n)	(77)	(31)	(22)	(217)	(27)	(423)	(51)	(189)	(111)	(33)	(274)	(27)	(19)	(64)	(47)	(39)	(19)	(132)	(1802)

Source: Survey on host schools of Comenius Assistants
 Question 4.6: Please state the duration of the Comenius Assistantship in months:

Table 5.1
Extent to which teachers/staff members and pupils of the school were informed about the arrival of the Comenius Assistant - by country of school (Percentages*)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Teachers/staff members																			
All	83	66	77	87	93	87	100	90	91	91	91	59	84	97	84	92	89	92	88
Only those scheduled for direct contact	18	28	23	13	7	12	0	8	9	9	8	37	16	3	14	5	11	8	11
No systematic information provided	0	6	0	0	0	0	0	2	0	0	1	4	0	0	2	3	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(80)	(32)	(22)	(226)	(28)	(435)	(54)	(197)	(112)	(34)	(274)	(27)	(19)	(67)	(49)	(38)	(18)	(130)	1842
Pupils																			
All	51	41	73	42	37	62	66	57	75	65	59	7	53	88	76	47	67	65	59
Only those scheduled for direct contact	33	50	23	44	56	33	30	41	20	29	40	78	37	12	18	50	28	32	36
No systematic information provided	16	9	5	14	7	5	4	3	5	6	0	15	11	0	6	3	6	3	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(79)	(32)	(22)	(225)	(27)	(428)	(53)	(196)	(111)	(34)	(267)	(27)	(19)	(66)	(49)	(38)	(18)	(131)	1822

Source: Survey on host schools of Comenius Assistants

Question 5.1: To what extent were teachers/staff members and pupils of your school informed about the arrival of the Comenius Assistant?

Table 5.2
Appointment of a mentor particularly in charge of supporting and advising the Comenius Assistant - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
One person was appointed as mentor	71	69	59	74	71	83	77	72	83	68	83	74	60	78	86	71	72	69	77
Several teachers/staff members shared the responsibility	25	31	41	22	29	15	23	26	17	32	15	22	40	21	14	24	22	28	21
It was left to the assistant to find a contact person	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0
Other type of arrangement	4	0	0	4	0	2	0	1	0	0	2	4	0	1	0	5	6	2	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(80)	(32)	(22)	(226)	(28)	(433)	(53)	(196)	(112)	(34)	(274)	(27)	(20)	(67)	(49)	(38)	(18)	(131)	1840

Source: Survey on host schools of Comenius Assistants

Question 5.2: Did your school appoint a mentor particularly charged with supporting and advising the Comenius Assistant?

Table 5.3-1**Ways, in which the school supported the Comenius Assistant - by country of school (Percentages, multiple replies possible)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Information about your school and the local environment	100	97	95	98	96	100	100	99	99	97	99	100	100	99	100	100	100	98	99
Teaching materials and textbooks	99	91	100	98	96	97	98	93	92	97	91	93	100	93	98	100	100	95	95
Information about organisational matters	96	88	91	96	96	95	98	92	93	94	94	89	95	96	96	100	94	92	94
Accommodation	94	94	91	97	89	97	98	98	97	100	93	96	100	97	98	100	94	95	96
Training in the language of your country	56	44	59	50	86	75	85	54	49	47	53	78	95	79	86	89	83	78	64
Meeting the assistant on arrival in the country	89	84	86	92	82	91	94	86	88	85	93	85	89	96	94	87	89	89	90
Greeting of the assistant by the head teacher on arrival at the school	95	100	95	96	86	97	93	96	95	100	92	81	100	96	100	95	94	98	95
Introduction to all teachers and staff members to whom the assistant had regular contact during his/her stay	98	94	95	97	89	97	96	96	96	100	96	89	100	94	94	95	94	95	96
Guided tour of the school to familiarise the assistant with the building and infrastructure of the school	91	91	95	97	89	97	98	96	96	97	97	93	100	96	100	95	94	97	96
Regular follow-up of the assistant's work by the mentor	93	91	95	93	89	98	94	94	94	94	94	89	89	97	98	89	94	90	94
Invitation to social events/leisure activities of your school	93	91	95	96	93	97	96	95	96	91	94	93	95	93	100	95	94	98	96
Invitation to social events/leisure activities in the local community	60	50	77	65	64	82	69	71	79	76	72	63	68	88	88	76	78	83	75
Total	1063	1013	1077	1077	1057	1124	1120	1071	1073	1079	1068	1048	1132	1121	1151	1121	1111	1109	1092
Count (n)	(80)	(32)	(22)	(226)	(28)	(432)	(54)	(195)	(112)	(34)	(274)	(27)	(19)	(67)	(49)	(38)	(18)	(131)	1838

Source: Survey on host schools of Comenius Assistants

Question 5.3: In what way and at what time did your school support the assistant prior and during the assistantship?

Table 5.3-2
Timing of support provided to the Comenius Assistant - by country of school (Percentages*)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Information about your school and the local environment																			
Prior to arrival	93	81	77	87	89	95	96	88	94	97	95	96	89	96	98	87	89	93	92
After arrival	8	16	18	12	7	4	4	11	5	0	4	4	11	3	2	13	11	5	7
Not at all	0	3	5	2	4	0	0	1	1	3	1	0	0	1	0	0	0	2	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Teaching materials and textbooks																			
Prior to arrival	19	6	23	15	14	16	9	10	13	9	16	19	5	10	18	13	22	23	15
After arrival	80	84	77	84	82	81	89	83	79	88	75	74	95	82	80	87	78	73	80
Not at all	1	9	0	2	4	3	2	7	8	3	9	7	0	7	2	0	0	5	5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Information about organisational matters																			
Prior to arrival	60	44	64	58	61	51	65	51	60	41	52	56	26	63	59	53	33	64	55
After arrival	36	44	27	39	36	44	33	41	33	53	42	33	68	33	37	47	61	27	40
Not at all	4	13	9	4	4	5	2	8	7	6	6	11	5	4	4	0	6	8	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Accommodation																			
Prior to arrival	89	84	82	92	89	86	89	89	93	88	86	96	95	93	96	97	78	89	89
After arrival	5	9	9	5	0	11	9	9	4	12	7	0	5	4	2	3	17	6	8
Not at all	6	6	9	3	11	3	2	2	3	0	7	4	0	3	2	0	6	5	4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Training in the language of your country																			
Prior to arrival	6	16	18	10	4	20	11	9	10	3	9	33	16	19	31	18	33	22	15
After arrival	50	28	41	39	82	54	74	45	39	44	43	44	79	60	55	71	50	56	50
Not at all	44	56	41	50	14	25	15	46	51	53	47	22	5	21	14	11	17	22	36
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(80)	(32)	(22)	(226)	(28)	(432)	(54)	(195)	(112)	(34)	(274)	(27)	(19)	(67)	(49)	(38)	(18)	(131)	1838

Source: Survey on host schools of Comenius Assistants

Question 5.3: In what way and at what time did your school support the assistant prior and during the assistantship?

Table 6.1
Sharing of the Comenius Assistant with other schools - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
No	82	91	82	94	96	97	62	90	62	94	93	96	85	83	76	86	82	84	88
Yes	18	9	18	6	4	3	38	10	38	6	7	4	15	17	24	14	18	16	12
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(79)	(32)	(22)	(224)	(28)	(435)	(52)	(192)	(112)	(34)	(274)	(27)	(20)	(66)	(49)	(37)	(17)	(132)	1832

Source: Survey on host schools of Comenius Assistants
 Question 6.1: Did you share the Comenius Assistant with other schools?

Table 6.2-1
School related activities in which the Comenius Assistant was involved - by country of school (Percentages, multiple replies possible)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Language teaching in the classroom	90	94	100	92	89	98	96	95	89	94	96	100	95	97	92	100	100	98	95
Teaching of other subjects in the classroom	68	39	18	50	54	42	68	39	66	47	49	41	50	35	45	57	41	38	47
Helping in project work with pupils	85	64	82	83	82	60	68	42	77	88	42	81	90	79	82	57	94	75	65
Assisting in European projects	33	27	36	61	7	45	40	63	46	41	54	41	15	39	59	22	35	44	48
Teacher/staff meetings	78	48	55	66	43	61	40	48	39	29	50	67	85	64	57	59	65	61	57
Development of teaching material	73	45	73	50	57	79	70	41	50	56	60	78	55	70	73	35	47	49	61
Extra-curricula activities	41	42	41	50	21	65	32	49	58	44	54	41	30	56	73	24	59	52	53
Other activities	19	12	23	30	7	31	19	26	20	32	23	19	20	39	37	16	29	23	26
Total	487	373	427	483	361	480	432	404	445	432	428	467	440	479	518	370	471	440	451
Count (n)	(79)	(33)	(22)	(224)	(28)	(436)	(53)	(194)	(113)	(34)	(274)	(27)	(20)	(66)	(49)	(37)	(17)	(133)	1839

Source: Survey on host schools of Comenius Assistants
 Question 6.2: In which of the following activities directly linked to your school was the assistant involved?

Table 6.2-2
Assisting in European projects - by country of school (Percentages, multiple replies possible)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Comenius School Partnership	22	15	33	42	4	21	19	30	25	18	30	19	5	18	36	14	29	28	26
Comenius Network	3	3	0	0	0	0	0	3	2	3	3	4	0	0	0	0	0	2	1
Comenius Multilateral Project	9	6	5	20	0	15	4	17	7	9	11	15	5	11	11	0	0	6	12
eTwinning	3	6	0	3	0	6	9	3	6	9	9	11	0	6	6	0	0	11	6
Other European project	8	6	0	9	4	12	11	24	12	12	13	11	5	12	21	11	6	6	12
No respective activities	67	73	67	39	93	56	60	37	54	59	46	59	85	61	43	78	65	57	53
Total	110	109	105	113	100	110	104	115	106	109	111	119	100	108	117	103	100	111	110
Count (n)	(79)	(33)	(21)	(223)	(28)	(432)	(53)	(192)	(112)	(34)	(273)	(27)	(20)	(66)	(47)	(37)	(17)	(130)	1824

Source: Survey on host schools of Comenius Assistants
 Question 6.2: In which of the following activities directly linked to your school was the assistant involved?

Table 6.3-1
Weekly hours of the Comenius Assistant spend on school related activities - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Up to 11 hours	8	13	14	12	16	12	8	16	18	19	11	8	18	15	8	12	24	16	13
12-16 hours	77	74	64	68	48	76	55	70	56	47	71	60	29	66	73	44	53	63	68
17 hours and more	14	13	23	19	36	13	37	14	26	34	18	32	53	18	19	44	24	21	19
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(71)	(31)	(22)	(203)	(25)	(406)	(51)	(181)	(105)	(32)	(264)	(25)	(17)	(65)	(48)	(34)	(17)	(129)	1726

Source: Survey on host schools of Comenius Assistants
 Question 6.3: On average, how many hours per week did the Comenius Assistant spend on these activities?

Table 6.3-2**Weekly hours of the Comenius Assistant spend on school related activities - by country of school (Mean)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Average weekly hours	14,7	14,3	15,1	14,9	17,2	14,0	16,4	13,9	15,0	15,2	14,6	16,5	16,9	14,3	15,2	18,2	14,8	14,7	14,7
Count (n)	(71)	(31)	(22)	(203)	(25)	(406)	(51)	(181)	(105)	(32)	(264)	(25)	(17)	(65)	(48)	(34)	(17)	(129)	(1726)

Source: Survey on host schools of Comenius Assistants

Question 6.3: On average, how many hours per week did the Comenius Assistant spend on these activities?

Table 6.4**Proportion of language, in which the Comenius Assistant taught at the school - by country of school (Mean)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Mother tongue	35,3	36,3	67,5	43,6	28,1	35,0	24,5	42,4	31,6	52,0	38,8	39,2	47,3	39,1	34,6	39,4	32,2	45,8	38,7
Language of the host country	24,5	19,3	0,0	25,3	3,8	6,2	1,4	16,8	53,0	40,0	4,4	3,1	2,4	3,3	9,3	5,7	0,6	4,8	13,4
Other: German	1,2	2,5	1,0	2,0	0,9	1,8	3,3	0,9	1,1	0,3	3,5	20,7	0,0	5,3	0,0	3,5	0,0	1,3	2,2
Other: English	32,2	30,8	26,2	20,1	53,9	46,3	61,7	31,2	1,4	1,5	42,2	30,0	32,3	40,0	48,3	31,8	41,3	39,5	35,1
Other: French	0,1	2,3	0,0	0,9	6,7	5,0	0,6	0,6	4,5	2,4	2,7	1,5	1,9	4,8	5,1	3,8	0,0	2,9	2,9
Other language	1,7	1,6	0,2	0,5	0,2	2,7	1,4	1,6	1,0	2,2	5,2	0,7	5,7	1,9	0,4	0,0	0,8	1,6	2,1
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
Count (n)	(72)	(29)	(19)	(201)	(26)	(407)	(50)	(179)	(102)	(32)	(252)	(25)	(18)	(59)	(44)	(32)	(12)	(118)	(1677)

Source: Survey on host schools of Comenius Assistants

Question 6.4: In which language did the assistant teach at your school?

Table 6.5**Agreement to statements about the performance of the assistant in the classroom and beyond - by country of school (Percentages*)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
made use of innovative teaching methods, e.g. ICT/ audiovisual media/ material	55	33	77	57	32	67	62	54	69	64	61	81	63	55	63	60	76	76	62
made use of interesting teaching material taken from his/her home country	64	30	82	62	54	62	72	61	76	65	65	62	79	80	67	56	71	77	65
was usually well prepared for his/her work in the classroom	87	53	91	79	89	79	91	72	85	76	74	81	100	89	86	89	88	91	80
was able to explain complex issues	78	52	86	66	79	63	69	59	67	76	54	67	79	74	70	78	82	85	66
encouraged the pupils to take an active part in lessons	82	63	91	78	82	84	87	78	81	76	83	81	84	85	77	78	94	92	82
had good communication skills	83	70	100	78	75	81	85	77	81	79	82	73	95	85	82	86	88	89	82
had a good relationship to the pupils	88	70	100	84	82	90	89	90	88	76	90	88	95	91	92	89	94	92	89
had a good relationship to the colleagues	84	77	95	83	71	89	83	85	84	76	91	92	94	88	90	83	88	93	87
mastered the main language of instruction at the school well	60	37	62	72	39	68	43	66	91	88	61	56	47	56	69	63	59	71	66
had enough information on practical matters of life in the host country, e.g. insurances etc.	82	60	82	74	64	81	87	72	88	94	57	77	58	71	71	75	100	85	75
had enough information on culture and society of the host country	83	63	86	82	61	79	91	75	92	94	67	85	63	74	71	78	100	86	79
Count (n)	(78)	(31)	(22)	(219)	(28)	(431)	(53)	(189)	(113)	(34)	(274)	(27)	(19)	(66)	(49)	(36)	(17)	(133)	1819

Source: Survey on host schools of Comenius Assistants

Question 6.5: To what extent do you agree with the following statements about the performance of the assistant in the classroom and beyond?

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

Table 6.6
Significant problems encountered with respect to the Comenius Assistantship - by country of school (Percentages*)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Lack of interest of pupils to attend lectures/ courses offered by the assistant	3	10	5	5	4	3	2	2	4	0	1	4	5	3	6	3	0	2	3
Low language proficiency of the assistant in the language in your country	16	16	9	14	22	6	10	15	2	6	4	12	16	11	10	14	6	5	9
Low academic level of the contributions of the assistant in the classroom	7	13	5	8	4	3	4	3	2	0	3	4	0	5	2	3	0	2	4
Lack of interest of the assistant to take part in extra-curricular activities	11	13	5	10	11	4	4	6	6	3	2	0	0	5	4	8	6	2	5
Duration of the assistantships	13	4	10	13	11	10	2	19	11	9	6	9	6	3	8	3	6	8	10
Rejection of teachers to cooperate with the assistant	1	10	9	1	4	1	2	4	3	3	2	4	0	2	2	5	0	2	2
Low level of integration of the assistant within the school	7	19	5	8	7	4	6	8	7	6	3	12	0	5	4	5	6	2	5
Personal matters with the assistant	4	10	5	9	7	2	6	4	8	6	2	4	6	8	0	11	6	2	4
Count (n)	(77)	(31)	(22)	(221)	(28)	(429)	(53)	(187)	(112)	(34)	(272)	(26)	(19)	(65)	(49)	(37)	(17)	(132)	1811

Source: Survey on host schools of Comenius Assistants

Question 6.6: To what extent did your school encounter significant problems with respect to the Comenius Assistantship?

* Scale points 1 and 2 on a scale from 5 = "no problems at all" to 1 = "very serious problems"

Table 7.1**Substantial contribution of the Comenius Assistant to the improvement in the competency, skills and attitudes of pupils - by country of school (Percentages*)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Increase in the motivation of pupils towards learning in general	68	40	64	66	70	82	58	67	59	65	77	67	58	68	73	61	82	78	72
Increase in their motivation to learn foreign languages	72	68	91	74	82	93	92	84	78	73	89	73	79	91	82	74	88	92	85
Improvement in foreign language skills	64	62	86	67	71	84	77	82	71	73	82	73	74	88	74	79	82	91	79
Strengthening their interest in other countries and cultures, e.g. the assistant's country and culture	86	72	91	84	79	94	83	87	87	85	93	73	84	94	88	89	88	90	89
Expanding their pupils' knowledge about the European Union	60	33	77	54	36	81	42	68	68	61	77	50	26	74	73	55	76	74	69
Combating stereotypes about other countries and cultures	79	43	81	76	64	85	71	79	71	78	82	72	58	80	83	68	94	81	79
Inspiring them to take part in the Comenius programme	44	24	62	58	30	74	40	50	41	59	76	46	42	73	78	50	59	69	62
Count (n)	(78)	(32)	(22)	(220)	(28)	(430)	(53)	(192)	(112)	(34)	(272)	(27)	(19)	(66)	(49)	(38)	(17)	(131)	1820

Source: Survey on host schools of Comenius Assistants

Question 7.1: Please indicate the extent to which the Comenius Assistant contributed to the improvement in the competency, skills and attitudes of pupils in the following directions:

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

Table 7.2**Substantial contribution of the Comenius Assistant to the school, the teachers and the local community - by country of school (Percentages*)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
New teaching techniques/ pedagogical approaches	29	13	77	23	22	48	35	42	27	42	46	35	32	50	41	26	53	58	41
Improvement of the content of subject(s) taught	36	37	64	35	37	66	45	61	51	64	58	41	58	56	59	53	65	63	55
Creation of pedagogical materials/ teaching aids	37	23	68	40	30	64	52	42	42	62	49	60	56	60	50	39	59	66	51
More personalized help to pupils	72	70	82	71	68	85	69	76	60	76	69	96	79	69	80	78	82	79	76
Increased diversity of foreign languages taught	64	41	70	58	43	53	48	35	64	55	64	31	63	69	59	61	65	63	56
Increased offers of foreign language training for pupils	67	48	64	58	46	54	59	29	59	65	87	50	74	73	63	70	82	71	61
Introduction of teaching of a subject in a foreign language, i.e. content and language integrated learning (CLIL)	31	21	43	24	33	51	54	21	31	29	41	27	47	40	42	35	53	47	38
Stronger European Dimension in daily school life	68	42	77	73	46	83	58	82	70	70	83	58	47	73	76	68	76	74	76
Increased interest of staff members in foreign language learning	49	28	73	48	39	84	54	56	51	44	65	38	53	74	69	58	59	70	63
Participation in other Comenius actions/European programmes	36	37	43	49	39	60	33	48	42	31	59	35	32	53	69	34	35	60	51
Establishment of partnerships/ cooperation with schools/ organisations from other countries	24	25	48	41	31	35	19	48	28	24	45	44	21	20	45	29	24	50	37
Count (n)	(77)	(31)	(22)	(220)	(28)	(430)	(52)	(191)	(112)	(34)	(272)	(27)	(19)	(66)	(49)	(38)	(17)	(132)	1817

Source: Survey on host schools of Comenius Assistants

Question 7.2: Please indicate the extent to which the Comenius Assistantship contributed to your school, the teachers at your school and the local community:

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

Table 7.3-1**Current contacts to the former Comenius Assistant - by country of school (Percentages, multiple replies possible)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
No	37	56	41	38	43	30	25	38	33	26	25	37	43	36	16	37	25	24	32
Private contacts	61	38	55	58	57	69	75	55	64	74	73	59	57	62	82	61	63	73	65
Professional contacts	8	9	9	16	14	11	10	18	8	12	17	15	10	9	18	13	13	23	14
Total	105	103	105	112	114	110	110	112	105	112	115	111	110	108	116	111	100	120	111
Count (n)	(79)	(32)	(22)	(215)	(28)	(405)	(51)	(190)	(106)	(34)	(265)	(27)	(21)	(66)	(49)	(38)	(16)	(127)	1771

Source: Survey on host schools of Comenius Assistants

Question 7.3: Do you currently have any contacts to your former Comenius Assistant?

Table 7.3-2**Type of professional contacts to the former Comenius Assistant - by country of school (Percentages, multiple replies possible)**

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
European or international school cooperation	3	3	5	5	0	3	2	8	4	0	5	4	5	5	12	11	0	9	5
Comenius School Partnerships	1	0	5	3	4	2	0	3	2	3	5	4	0	2	6	0	0	6	3
Comenius Regio Partnerships	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Comenius Multilateral Projects	0	0	0	2	0	0	0	0	0	0	2	0	0	2	2	3	0	4	1
Comenius Networks	0	0	0	0	0	0	0	1	0	0	2	0	0	0	2	0	0	0	0
eTwinning	0	0	0	0	0	0	2	2	2	3	3	7	0	2	2	0	0	4	2
Sending of newsletters/ year books with school relevant information	3	3	0	3	11	5	4	6	4	9	6	4	5	2	6	5	6	13	5
Other	4	3	0	3	4	1	2	3	0	0	1	0	0	2	2	0	6	1	2
No professional contacts	92	91	91	84	86	89	90	82	92	88	83	85	90	91	82	87	88	77	86
Total	103	100	100	100	104	101	100	105	104	103	106	104	100	103	114	105	100	114	104
Count (n)	(79)	(32)	(22)	(215)	(28)	(405)	(51)	(190)	(106)	(34)	(265)	(27)	(21)	(66)	(49)	(38)	(16)	(127)	1771

Source: Survey on host schools of Comenius Assistants

Question 7.3: Do you currently have any contacts to your former Comenius Assistant?

Table 7.5
Overall Satisfaction with the outcomes and benefits of the Comenius Assistantship - by country of school (Percentages)

	Country of school																		Total
	AT	BE	CZ	DE	DK	ES	FI	FR	GB	IE	IT	NL	NO	PL	PT	SE	SI	Other	
Very satisfied	63	47	82	56	59	73	65	60	63	73	64	59	55	66	59	66	82	73	65
2	15	25	18	21	24	19	25	27	24	15	25	37	40	22	39	21	6	19	22
3	10	25	0	12	7	6	4	9	6	9	10	0	0	7	0	11	6	7	8
4	10	0	0	6	3	2	4	2	6	3	1	0	0	1	0	3	6	2	3
Not satisfied at all	1	3	0	4	7	0	2	2	0	0	0	4	5	3	2	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Count (n)	(79)	(32)	(22)	(225)	(29)	(431)	(52)	(191)	(111)	(33)	(272)	(27)	(20)	(67)	(49)	(38)	(17)	(132)	1827

Source: Survey on host schools of Comenius Assistants

Question 7.5: How satisfied are you overall with the outcomes and benefits of the Comenius Assistantship?

Annex III

Questionnaires Used in the Survey

Annex III.1 Questionnaire for Comenius Assistants

Study of the impact of Comenius Assistantships on assistants and host schools

Dear Sir / Madam,

You successfully applied for a Comenius Assistantship in the period 2000 - 2008. Comenius Assistantship grants are awarded within the European Union's Lifelong Learning Programme. This action aims to

- give future teachers the opportunity to expand their understanding of teaching and learning at European level, to enhance their knowledge of foreign languages, other European countries and their education systems and to improve their teaching skills;
- improve the language skills of pupils at the host school and increase both their motivation to learn languages and their interest in the assistant's country and culture.

Another key aspect of the Comenius Assistantships is the potential to introduce or reinforce European dimension in the host school and community.

The European Commission has launched a study aimed at providing information about the impact of Comenius Assistantships on the professional development of former Comenius Assistants and to assess the impact of Comenius Assistantships on host schools, teachers and pupils. As a former Comenius Assistant you are invited to take part in a web based questionnaire survey. You will be asked to provide information on your host school, your reasons for applying and the benefits you expect to gain from the assistantship. Some of the questions are similar to those you have already answered in the application form; we apologize for this, but in order to ensure data protection, National Agencies cannot give us access to your application data.

Your personal information will be treated confidentially and in accordance with data protection rules. All data will be made accessible to third parties only in an anonymous and aggregated manner, i.e. in the form of statistical tables. The results of the study will be published by the European Commission by the end of 2010.

The study is being carried out by the Zentrum für Schul- und Bildungsforschung der Martin-Luther-Universität Halle-Wittenberg and the Gesellschaft für Empirische Studien (GES) in Kassel, Germany.

Thank you very much for your kind co-operation!

Prof. Dr. Hartmut Wenzel and Friedhelm Maiworm

1 Personal background

1.1 Gender:

- Female
- Male

1.2 Year of birth:

1.3 Please indicate your home country prior to the start of your Comenius Assistantship:

Drop down menu (Country list)

1.4 Please indicate your mother tongue:

Drop down menu (List A)

1.5 How many months have you spent abroad prior to the Comenius Assistantship since you were 15 years old?

_____ months

_____ months of these were spent in the host country of the Comenius Assistantship

2 Application for the Comenius Assistantship

2.1 How did you learn about Comenius Assistantships? (Multiple replies possible)

- From the internet site/leaflet etc. of the National Agency for the Lifelong Learning Programme/ Comenius in your country
- From the internet site of the European Commission
- Teaching staff at your home university
- Department for international affairs at your home university
- Former Comenius Assistants
- Other students/friends
- Other (please specify): _____

2.2 How important were the following reasons for you to apply for a Comenius Assistantship?

	Very important		Not important at all		
	5	4	3	2	1
Desire to gain teaching practice in a foreign country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning of a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to travel (e.g. Comenius offered a cheap opportunity to stay abroad)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends also applied for assistantship/student mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to enhance your understanding of the particular host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to improve career prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wanted a break from your usual surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other important reasons (please specify):					

2.3 To which of the following aspects did you give preferences for the assistantship in your application and to what extent were these preferences fulfilled?

Preference	Completely fulfilled (your first priority)	Partly fulfilled (second/third priority)	Not at all fulfilled
<input type="checkbox"/> Host country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Type of host school/organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Size and location of the host school/organisation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Age range of pupils you desired to teach.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Subject(s) you desired to teach.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Teaching language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Timing/Duration of the assistantship.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4 If your preferences were not (completely) fulfilled, what were the positive/negative consequences?

a) Positive consequences

b) Negative consequences

2.5 To what extent were you satisfied with the collaboration of the host school before the Comenius Assistantship?

	Very satisfied			Not at all satisfied	
	5	4	3	2	1
Establishment of the first contact with the host school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreement at the start and final day of the assistantship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about the host school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about your role in the host school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishment of the model agreement between you and the host school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you were not satisfied (point 1 or 2), please state the reason(s):

2.6 To what extent were you satisfied with the support of the National Agency in your home country before the Comenius Assistantship?

	Very satisfied			Not at all satisfied	
	5	4	3	2	1
Duration of selection and matching procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Result of the matching process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of the induction meeting organised by your National Agency.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways of dealing with contractual/administrative issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you were not satisfied (point 1 or 2), please state the reason(s):

3 Profile of the Comenius Assistantship

3.1 In which year of study did your Comenius Assistantship take place?

- First or second year
- Third year
- Fourth year
- Fifth year or later
- After completion of your study programme

3.2 Please indicate which of the following subjects you studied prior to the Comenius Assistantship and which subject(s) you taught at the host school? (Multiple replies possible)

	Subject(s) studied prior	Subject(s) taught at the host school
Arts and Crafts.....	<input type="checkbox"/>	<input type="checkbox"/>
Music.....	<input type="checkbox"/>	<input type="checkbox"/>
History.....	<input type="checkbox"/>	<input type="checkbox"/>
Religion/Ethics.....	<input type="checkbox"/>	<input type="checkbox"/>
Civics.....	<input type="checkbox"/>	<input type="checkbox"/>
The host school's main language of instruction.....	<input type="checkbox"/>	<input type="checkbox"/>
A language taught as 'foreign language'.....	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics.....	<input type="checkbox"/>	<input type="checkbox"/>
Physics.....	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry.....	<input type="checkbox"/>	<input type="checkbox"/>
Biology.....	<input type="checkbox"/>	<input type="checkbox"/>
Geography.....	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Education.....	<input type="checkbox"/>	<input type="checkbox"/>
Health Education.....	<input type="checkbox"/>	<input type="checkbox"/>
Sports.....	<input type="checkbox"/>	<input type="checkbox"/>
New Technologies.....	<input type="checkbox"/>	<input type="checkbox"/>
Economy and Business.....	<input type="checkbox"/>	<input type="checkbox"/>
Vocational subjects.....	<input type="checkbox"/>	<input type="checkbox"/>
Other basic programmes.....	<input type="checkbox"/>	<input type="checkbox"/>

3.3 If you studied (a) language(s) prior to the start of your Comenius Assistantship, please specify the language(s):

1. Drop down menu (Liste A)
2. Drop down menu (Liste A)
3. Drop down menu (Liste A)

3.4 Please indicate the host country of your Comenius Assistantship:

Drop down menu (Country list)

3.5 Please provide a short description of your host school/organisation:

a) Please indicate the type of host school/the school level in which you were most involved. (Please tick the most appropriate box)

- Pre-primary school
- Primary school
- Secondary school (general, vocational or technical secondary school)
- Other, please specify:

b) Which kind of education was primarily provided at your host school? (Please tick the most appropriate box)

- General education
- Technical education
- Vocational education
- Special needs education

c) Please state the area in which your host school was located:

- Rural
- Sub-urban/small town
- Urban

d) Please indicate the size of your host school by the number of pupils:

- 1 to 20
- 21 to 50
- 51 to 250
- 251 to 500
- 501 to 2.000
- 2,001 to 5,000
- more than 5,000

e) Main language of instruction at the host school:

Drop down menu (Language list)

3.6 Please state the year in which your Comenius Assistantship started:

Drop down menu (years 2000-2008)

3.7 Please state the duration of your Comenius Assistantship in months:

_____ months

3.8 How much money did you receive as a Comenius grant for your assistantship?

Overall Comenius grant: _____; currency: _____ (drop down list)

3.9 Please state/estimate the real costs of your Comenius Assistantship!

- Travel expenses _____; currency: _____ (drop down list)
- Accommodation _____; currency: _____ (drop down list)
- Equipment and teaching material _____; currency: _____ (drop down list)
- Visas and insurances _____; currency: _____ (drop down list)
- All other expenses _____; currency: _____ (drop down list)

4 Preparation for the Comenius Assistantship

4.1 How did you prepare for your Comenius Assistantship? (Multiple replies possible)

- With the help of written material/documents/internet, etc.
- Participation in a language course in the domestic language of the host country
- Participation in special preparation courses/means offered by your university
- Participation in an induction meeting organised by your National Agency
- With the help of materials received from your National Agency
- By other means, please specify: _____

4.2 Did you receive information material/documents, etc. from your host school supporting your preparation for the Comenius Assistantship?

- No ----> go to 4.4
- Yes

4.3 To what extent were you satisfied with the information provided by the host school concerning the following aspects?

	Very satisfied		Not at all satisfied			Not applicable
	5	4	3	2	1	0
Information about organisational issues concerning your stay in the host country (insurances, official registration, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about the school and the local environment in general.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about administrative matters of your work at the school....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Details of the timetable and your working tasks at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accommodation in the host country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language tuition facilities in the school/the local community.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social events and leisure activities in the school/the local community .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further comments:

4.4 To what extent were you involved in the development of the draft timetable for your assistantship at the host institution?

- The draft timetable was determined by the host school
- The draft timetable was developed in close cooperation between yourself and the host school
- It was left up to you to suggest the draft timetable

4.5 How well prepared for the Comenius Assistantship did you feel?

	Very well prepared			Not well prepared	
	5	4	3	2	1
Practical matters concerning living in the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture and society of the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your host school and the local environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic matters/Content of lessons to be taught at the host school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language of the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familiarity with teaching methods.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of teaching materials for your subject(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Activities and Experiences during the Comenius Assistantship

5.1 Did your host school appoint a mentor particularly charged with supporting and advising you during your Comenius Assistantship?

- Yes, one person was appointed for the duration of the assistantship
- Yes, several teachers/staff members shared the responsibility for you
- No, it was left to you to find a contact person
- Other type of arrangement, please specify:

5.2 Concerning the start of your Comenius Assistantship to which of the following statements do you agree? (Multiple replies possible)

- A teacher/staff member of the host school picked me up on arrival at the train station/airport/etc.
- I had a meeting with the head teacher on arrival at the school
- I was officially introduced to teachers, staff members and pupils at the host school
- I was given a guided tour of the school
- The school arranged a structured induction period
- I was allocated a desk in a teacher's room and had free access to the school
- Other type of arrangement, please specify:

5.3 How satisfied were you with the support and advice of your host school during the assistantship?

	Very satisfied			Not at all satisfied		No support provided
	6	5	4	3	2	1
Finding accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other practical matters (e.g. insurances, registration with local authorities).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advice concerning your work tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language training.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social contacts with host country nationals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural, sports, recreational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify):

If you were not satisfied (point 2 or 3), please state the reason(s):

5.4 How satisfied were you with the support and advice of your National Agency and that of your host's during the assistantship?

	Very satisfied			Not at all satisfied		No support provided
	6	5	4	3	2	1
Support concerning contractual issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of the induction meeting in the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify):

If you were not satisfied (point 2 or 3), please state the reason(s):

5.5 Did you work in more than one school during your Comenius Assistantship?

- No
- Yes, I worked as Comenius Assistant at _____ (please specify the number) schools

5.6 In which of the following activities at your host school were you involved/did you participate?

- Language teaching in the classroom
- Teaching of other subjects in the classroom
- Helping in project work with pupils
- Assisting in European projects, please specify:
 - Comenius School Partnership
 - Comenius Network
 - Comenius Multilateral Project (former Comenius 2.1 projects)
 - eTwinning
 - Other, please specify: _____
- Teacher/staff meetings
- Development of teaching material
- Extra-curricula activities, please specify: _____
- Other activities, please specify: _____

5.7 On average, how many hours per week did you spend on these activities (not including your time for the preparation of lessons)?

_____ hours per week

5.8 In which language did you teach at your host school(s)? If you taught in more than one language please estimate percentages.

Your mother tongue %

Language of the host country (if different from your mother tongue) %

Other language(s), please specify: _____ %

100%

5.9 Please indicate the age range of pupils you taught at the host school (Multiple replies possible)

3-5 years

6-10 years

11-15 years

16 years and older

5.10 Please state the frequency of the following experiences and activities during your Comenius Assistantship:

	Very often				Not at all
	5	4	3	2	1
Discussions/conversations with your mentor/contact person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions/conversations with other teachers/staff members from your host school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions/conversations with pupils from your host school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions/conversations with host country nationals outside the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travelling around the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visiting museums, attending concerts, theatres, cinemas, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint leisure activities with host country nationals.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further important social contacts and activities (please specify):

5.11 Where did you live most of the time during your Comenius Assistantship?

Guest house/apartment belonging to your host school

Rented apartment/house

Together with other people sharing an apartment/house

Room in private home

Hotel/boarding house

Other, please specify: _____ ---

5.12 How satisfied were you overall with the quality of your accommodation?

Very satisfied				Not satisfied at all
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.13 Did you have significant problems in any of the following areas during your Comenius Assistantship abroad?

	No problems at all			Very serious problems	
	5	4	3	2	1
Communication/Understanding the language of the host country in general.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching in the language of the host country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readiness of the mentor/contact person to respond to your questions/needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readiness of other teachers/staff members to work with you in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interest of pupils to attend your lectures, extra-curricular activities, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heavy work load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too much responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work climate in the host school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative/organisational matters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifestyle in the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with pupils of the host country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other significant problems, please specify:

5.14 Please indicate the extent to which you felt integrated in the host school and in the social life of the host country in general:

	Very well			Not at all	
	5	4	3	2	1
At the host school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social life in the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you did not feel integrated (point 1 or 2) please state the reason(s):

6 Outcomes and Benefits of the Comenius Assistantship

6.1 Please indicate the extent to which the Comenius Assistantship has contributed to your personal and professional development:

	To a large extent			Not at all	
	5	4	3	2	1
Improvement of proficiency in a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased motivation to learn a new foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement in knowledge and understanding of the school and education system of other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquaintance with new teaching methods/didactic concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of knowledge in your (future) teaching subjects.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of interdisciplinary knowledge/understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better understanding of the relationship between theory and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of international/intercultural knowledge/understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of knowledge about conflict management in day to day school life/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of ICT competence (Information and Communication Technology).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaining experiences in international/intercultural cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiencing new ways of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased your motivation to become a teacher.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other professional benefits (please specify): _____

6.2 How do you rate your competence in the language of the host country according to the levels of the Common European Framework of Reference for Languages before and after your assistantship and currently? Information about CEFR can be found on the following website:

	Very good					Limited
	C2	C1	B2	B1	A2	A1
Before the Comenius Assistantship.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After the Comenius Assistantship.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Currently.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.3 Did you receive a document or certificate from the host school about your assistantship? (Multiple replies possible)

- Yes, in the form of a written confirmation of participation
- Yes, in the form of a recommendation letter
- Yes, in the form of the Europass Mobility certificate
- Yes, in other form, please specify: _____
- No

7 Major activities after return from the Comenius Assistantship and Employment

7.1 What is your current country of residence?

Drop down menu (Country list)

7.2 Please state your major activities after return from the Comenius Assistantship? (Multiple replies possible)

- Continue Study at the home institution
- Study at another institution of higher education
- Study abroad
- Start working as a teacher
- Start working outside the educational sector
- Other activity, please specify: _____

7.3 If you took part in the Comenius Assistantship during your course of study as a teacher, was the Comenius Assistantship period recognised by your home institution?

- Yes
- No

7.4 If you took part in the Comenius Assistantship during your course of study as a teacher, did you finally successfully finish your studies?

- Yes, completion of a degree in the programme you were enrolled in during the Comenius Assistantship
- Yes, completion of a degree in another course of study
- Not yet ---> go to 7.6
- No completion intended ---> go to 7.6

7.5 What is your highest academic degree?

- Bachelor or equivalent
- Master or equivalent
- Ph.D.

7.6 Are you currently employed?

- No ---> go to 8.1
- Yes, full time
- Yes, part time _____ percent

7.7 Please state your current employment status.

- Employee
- Self-employed
- Other, please specify: _____

7.8 In which sector are you currently employed?

- Primary, secondary or other school
- Higher education institution or research organisation
- Agriculture
- Industry
- Commerce/finance/insurance
- Local, regional or national government
- Other, please specify: _____

7.9 If you are working as a teacher or in the educational sector, please state the type of organisation in which you are employed and the category of staff to which you belong:

a) Type of school/organisation

- Pre-primary school
- Primary school
- General secondary school
- Vocational or technical secondary school
- Establishment for learners/pupils with special needs
- Institution for in-service teacher education
- Institution for Initial teacher education
- Higher education institution/University
- Other, please specify

b) Category of staff to which you belong

- Teacher (including those in pre-primary education and vocational training)
- Trainer
- Head teacher, Director, Rector
- Education manager
- Administrative or other non-teaching staff
- Inspector
- Advisor
- Counsellor or career advisor
- Educator/ mediator/ learning facilitator
- Staff involved in intercultural education or working with children of occupational travellers, migrant workers, Roma and travellers
- Staff working with pupils with special educational needs
- Other (please specify): _____

7.10 In your opinion what impact did your Comenius Assistantship have in regard to your employment?

	Very positive impact		No impact	Very negative impact	
	5	4	3	2	1
Regarding obtaining your first job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding the type of tasks your work involves.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding your level of income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.11 To what extent have your achievements during your Comenius Assistantship turned out to be useful in your job?

	Very useful			Not useful at all	
	5	4	3	2	1
Oral use of the foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written use of the foreign language.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of the host country and its people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject-related knowledge acquired during the Comenius Assistantship.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New ways of thinking and reflection due to comparative views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General maturity enhancement and personality development derived from the period abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 Maintaining of contacts

8.1 If you are currently not living in your Comenius host country, in which way and to what extent did you keep in touch with your Comenius host country after you returned home?

	Very much			Not at all	
	5	4	3	2	1
By reading or watching media on that country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By communicating with persons living in the host country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By reading popular journals/literature from the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By reading professional journals/literature from the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By receiving visitors from the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By travelling to the host country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through professional contacts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other means, please specify:					

8.2 Do you currently have any contact with your former Comenius host school? (Multiple replies possible)

- No
- Yes, private contacts
- Yes, professional contacts in the context of
 - European or international school cooperation
 - Comenius School Partnerships
 - Comenius Regio Partnerships
 - Comenius Multilateral Projects
 - Comenius Networks
 - eTwinning
 - Other sub-programmes of the Lifelong Learning Programme (e.g. Erasmus, Grundtvig, Leonardo da Vinci, Study Visits)
 - Other EU co-operation programmes (e.g. in the area Youth, Culture, Citizenship)

8.3 If you are still in contact with your former Comenius host school please send us the name and e-mail address of your former mentor/contact person.

Name of the mentor/contact person: _____

e-mail Address: _____

9 General assessment of impacts of the Comenius Assistantship

9.1 In retrospect, to what extent do you consider it worthwhile personally to have participated in a Comenius Assistantship?

	Extremely worthwhile			Not at all worthwhile		Not applicable
	5	4	3	2	1	0
Enhancement of academic and professional knowledge.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance to your job/occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Income/salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language proficiency.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New perspectives on your home country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New ways of thinking and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and understanding of the host country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maturity and personal development.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making new friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other important impacts, please specify:

9.2 Looking back on your Comenius Assistantship, how satisfied were you in general with it?

Very satisfied					Not at all satisfied	
5	4	3	2	1		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

If you were not satisfied (point 1 or 2), please state the reason(s):

9.3 Do you have any suggestions which you would like to make to future Comenius Assistants?

9.4 Do you have any suggestions which you would like to make to future host schools of Comenius Assistants?

9.5 Do you have any suggestions which could help to improve the implementation and results of Comenius Assistantships?

Many thanks for supporting this survey!

Annex III.2 Questionnaire for Host Schools

Study of the impact of Comenius Assistantships on assistants and host schools

Dear Sir / Madam,

Your school has successfully applied for one or even more Comenius Assistants since the year 2000. Comenius Assistantships is an action within the European Union's Lifelong Learning Programme. It aims to

- give future teachers the opportunity to expand their understanding of teaching and learning at European level as well as to enhance their knowledge of foreign languages, other European countries and their education systems and to improve their teaching skills;
- improve the language skills of pupils at the host schools and increase both their motivation to learn languages and their interest in the assistant's country and culture.

Another key aspect of the Comenius Assistantships is the potential to introduce or reinforce European dimension in the host school and community.

The European Commission has launched a study aimed at providing information about the impact of Comenius Assistantships on the professional development of former Comenius Assistants and to assess the impact of Comenius Assistantships on host schools, teachers and pupils. As host school of at least one Comenius Assistant you are invited to take part in a web based questionnaire survey. You will be asked to provide information on your school, your reasons for applying and the benefits you expected to gain from the Comenius Assistant. Some of the questions are similar to those you have already answered in the application form; we apologize for this, but in order to ensure data protection National Agencies cannot give us access to your application data.

If your school has hosted more than one Comenius assistant since the year 2000 please refer your responses solely to the experiences with the assistant mentioned in the e-mail inviting you to participate in the survey.

Your personal information will be treated confidentially and in accordance with data protection rules. All data will be made accessible to third parties only in an anonymous and aggregated manner, i.e. in the form of statistical tables. The results of the study will be published by the European Commission by the end of 2010.

The study is being carried out by the Zentrum für Schul- und Bildungsforschung der Martin-Luther-Universität Halle-Wittenberg and the Gesellschaft für Empirische Studien (GES) in Kassel, Germany.

Thank you very much for your kind co-operation.

Prof. Dr. Hartmut Wenzel and Friedhelm Maiworm

1 Basic Information about the School

1.1 Please indicate the type of school/the school level at which the assistant was most involved. (Please tick the most appropriate box)

- Pre-primary school
- Primary school
- Secondary school (general, vocational or technical secondary school)
- Other, please specify:

1.2 Which kind of education is primarily provided at your school? (Please tick the most appropriate box)

- General education
- Technical education
- Vocational education
- Special needs education

1.3 Which of the following categories describe best the status of your school?

- Public school
- Religious/ confessional school
- Private school

1.4 Please state the area in which your school is located:

- Rural
- Sub-urban/small town
- Urban

1.5 Please indicate the size of your school by the number of pupils:

- 1 to 20
- 21 to 50
- 51 to 250
- 251 to 500
- 501 to 2,000
- 2,001 to 5,000
- more than 5,000

1.6 Please indicate the size of your school by the number of teachers:

- 1 to 10
- 11 to 20
- 21 to 50
- 51 to 100
- more than 100

1.7 Please indicate the main language of instruction at your school:

Drop down menu (Liste A)

1.8 Which of the following foreign languages are taught regularly to pupils at your school? (Multiple replies possible)

- BG – Bulgarian
- CS – Czech
- DA – Danish
- DE – German
- EL – Greek
- EN – English
- ES - Spanish; Castilian
- ET – Estonian
- FI – Finnish
- FR – French
- GA – Irish
- HU - Hungarian
- IS – Icelandic
- IT – Italian
- LT – Lithuanian
- LV – Latvian
- MT – Maltese
- NL - Dutch; Flemish
- NO - Norwegian
- PL – Polish
- PT - Portuguese
- RO - Romanian
- SK – Slovak
- SL – Slovenian
- SV – Swedish
- TR – Turkish

1.9 To which of the following categories of staff do you (mainly) belong?

- Head teacher, Director, Rector
- Teacher
- Administrative or other non-teaching staff
- Other (please specify): _____

2 International Activities and Experiences of the School

2.1 Which of the following international activities are currently undertaken by your school? (Multiple replies possible)

- Joint projects/activities with partner schools located in other countries than your own
- School trips abroad
- Exchange of pupils from other countries
- Other (please specify): _____
- No international activities

2.2 In which of the following Comenius supported activities did your school/staff members of your school already take part? (Multiple replies possible)

- Comenius School Partnership
- Comenius Network
- Comenius Multilateral Project (former Comenius 2.1 projects)
- Comenius accompanying measures
- Comenius Preparatory visits
- Comenius In-Service Training
- eTwinning
- No other Comenius activity other than the participation in Comenius Assistantships

2.3 How many Comenius Assistants have taught at your school in the period 2000 to 2008?

- One
- Two
- Three
- More (please specify): _____
- No knowledge

2.4 How would you rate the extent of international activities/the degree of internationalisation at your school in comparison to other schools of the same type and size in your country?

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Much higher | | Similar | | Much lower | Not known |
| 5 | 4 | 3 | 2 | 1 | 0 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3 Application for the Comenius Assistant

If your school has hosted more than one Comenius Assistant please refer with your responses in this and the following sections exclusively to the assistant mentioned in the e-mail inviting you to participate in the survey.

3.1 How did you learn about Comenius Assistantships? (Multiple replies possible)

- From the internet site/leaflet etc. of the National Agency for the Lifelong Learning Programme/ Comenius in your country
- Information meetings/seminars held by the National Agency for the Lifelong Learning Programme/Comenius in your country
- From the internet site of the European Commission
- From a former Comenius Assistant
- From a colleague/staff member of
 - your own school/institution
 - another school/organisation in your country
 - a Comenius partner school abroad
 - another partner school/institution abroad
- Other (please specify): _____

3.2 How important were the following reasons for your school to apply for a Comenius Assistant?

	Very important			Not important at all	
	5	4	3	2	1
Strengthening of the European/international profile of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide additional help to teachers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extend the range of foreign languages offered to pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility to employ a native speaker for teaching a foreign language.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility to employ a native speaker for teaching subjects other than languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility to add a European/international dimension to the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possibility to set up European projects with schools from abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offering of training options to students and future teachers from other countries.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide help to pupils with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthen group work of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to increase the teaching capacity of the school without a (substantial) financial contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other reasons, please specify:					

3.3 To which of the following aspects did you indicate preferences for the assistantship in your application and to which extent were these preferences fulfilled?

Preference	Completely fulfilled (your first priority)	Partly fulfilled (second/third priority)	Not at all fulfilled
	3	2	1
<input type="checkbox"/> Age range of pupils to be taught by the Comenius Assistant.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Subject(s) taught.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Teaching language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Timing/Duration of the assistantship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Country of origin of the Comenius Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Mother tongue of the Comenius Assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.4 If your preferences were not (completely) fulfilled, what were the positive/negative consequences?

Positive consequences:

Negative consequences:

3.5 To what extent were you satisfied with the collaboration of the assistant before the Comenius Assistantship?

	Very satisfied			Not at all satisfied	
	5	4	3	2	1
Establishment of the first contact with the assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreement on the start and final day of the assistantship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on the assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishment of the model agreement between your school and the assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you were not satisfied (point 1 or 2), please state the reason(s):

3.6 To what extent were you satisfied with the support of the National Agency in your home country?

	Very satisfied			Not at all satisfied	
	5	4	3	2	1
Information on the Comenius Assistantships action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duration of selection and matching procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Result of the matching process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of the induction meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you were not satisfied (point 1 or 2), please state the reason(s):

4 Profile of the Comenius Assistantship

4.1 Please provide a short description of the Comenius Assistant:

a) Please indicate the home country of the assistant:

Drop down menu (Country list)

b) Please indicate the mother tongue of the assistant:

Drop down menu (Liste A)

c) Please state the gender of the assistant.

Female

Male

4.2 e) Which of the following subject(s) were taught by the assistant at your school? (Multiple replies possible)

Arts and Crafts

Music

History

Religion/Ethics

Civics

The host school's main language of instruction

A language taught as 'foreign language'

Mathematics

Physics

Chemistry

Biology

Geography

Environmental Education

Health Education

Sports

New Technologies

Economy and Business

Vocational subjects

Other basic programmes

4.3 If the subject taught was a language, please specify:

1. Drop down menu (Liste A)

2. Drop down menu (Liste A)

3. Drop down menu (Liste A)

4.4 To which age group did the pupils taught by the assistant belong? (Multiple replies possible)

- 3-5 years
- 6-10 years
- 11-15 years
- 16 years and older

4.5 Please state the year in which the Comenius Assistantship started:

Drop down menu (years 2000-2008)

4.6 Please state the duration of the Comenius Assistantship in months:

_____ months

5 Preparation and Support of the Comenius Assistant by host school

5.1 To what extent were teachers/staff members and pupils of your school informed about the arrival of the Comenius Assistant?

	All	Only those who were scheduled for direct contacts	No systematic information provided
Teachers/staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 Did your school appoint a mentor particularly charged with supporting and advising the Comenius Assistant?

- Yes, one person was appointed to take care of the assistant during the whole period of the assistantship
- Yes, several teachers/staff members at your school were obliged to share the responsibility for the assistant
- No, the school left it to the assistant him/herself to seek a contact person
- Other type of arrangement, please specify:

5.3 In what way and at what time did your school support the assistant prior and during the assistantship? (Multiple replies possible)

	Prior to the arrival	After the arrival
Provision of information about your school and the local environment	<input type="checkbox"/>	<input type="checkbox"/>
Provision of teaching materials and textbooks	<input type="checkbox"/>	<input type="checkbox"/>
Provision of information about organisational matters (insurances, official registration, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Provision/Finding of accommodation	<input type="checkbox"/>	<input type="checkbox"/>
Provision of training in the language of your country	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the assistant on arrival in the country		<input type="checkbox"/>
Greeting of the assistant by the head teacher on arrival at the school		<input type="checkbox"/>
Introduction to all teachers and staff members to whom the assistant had regular contact during his/her stay		<input type="checkbox"/>
Guided tour of the school to familiarise the assistant with the building and infrastructure of the school		<input type="checkbox"/>
Regular follow-up of the assistant's work by the mentor		<input type="checkbox"/>
Invitation to social events/leisure activities of your school		<input type="checkbox"/>
Invitation to social events/leisure activities in the local community		<input type="checkbox"/>
Other ways, please specify:		<input type="checkbox"/>

6 Activities and Experiences during the Comenius Assistantship

6.1 Did you share the Comenius Assistant with other schools?

- No
 Yes, we shared the assistant with _____ (please specify the number) other schools

6.2 In which of the following activities directly linked to your school was the assistant involved? (Multiple replies possible)

- Language teaching in the classroom
 Teaching of other subjects in the classroom
 Helping in project work with pupils
 Assisting in European projects, please specify:
 Comenius School Partnership
 Comenius Network
 Comenius Multilateral Project (former Comenius 2.1 projects)
 eTwinning
 Other, please specify: _____
- Teacher/staff meetings
 Development of teaching material
 Extra-curricula activities, please specify: _____
 Other activities, please specify: _____

6.3 On average, how many hours per week did the Comenius Assistant spend on these activities?

_____ hours

6.4 In which language did the assistant teach at your school? If he/she taught in more than one language please estimate percentages.

- Mother tongue of the assistant..... _____ %
 Language of your country (if not the mother tongue of the assistant)..... _____ %
 Other language, please specify: _____ _____ %
100%

6.5 To what extent do you agree with the following statements about the performance of the assistant in the classroom and beyond?

	Completely agree			Completely disagree	
	5	4	3	2	1
The assistant					
made use of innovative teaching methods, e.g. ICT/audiovisual media/material.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
made use of interesting teaching material taken from his/her home country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
was usually well prepared for his/her work in the classroom.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
was able to explain complex issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
encouraged the pupils to take an active part in lessons.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
had good communication skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
had a good relationship to the pupils.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
had a good relationship to the colleagues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mastered the main language of instruction at your school well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
had enough information on practical matters of life in your country, e.g. insurances etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
had enough information on culture and society of your country.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other important aspects of the performance of the assistant (please specify):

6.6 To what extent did your school encounter significant problems with respect to the Comenius Assistantship?

	No problems at all			Very serious problems	
	5	4	3	2	1
Lack of interest of pupils to attend lectures/courses offered by the assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low language proficiency of the assistant in the language in your country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low academic level of the contributions of the assistant in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interest of the assistant to take part in extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duration of the assistantships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rejection of teachers to cooperate with the assistant.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low level of integration of the assistant within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal matters with the assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other problems (please specify):					

If you encountered significant problems (point 1 or 2), please state the reason(s):

7 Outcomes and Impacts

7.1 Please indicate the extent to which the Comenius Assistant contributed to the improvement in the competency, skills and attitudes of pupils in the following directions:

	To a large extent				Not at all
	5	4	3	2	1
Increase in the motivation of pupils towards learning in general.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase in their motivation to learn foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement in foreign language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthening their interest in other countries and cultures, e.g. the assistant's country and culture.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expanding their pupils' knowledge about the European Union.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Combating stereotypes about other countries and cultures.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspiring them to take part in the Comenius programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other benefits for pupils/students: _____					

7.2 Please indicate the extent to which the Comenius Assistantship contributed to your school, the teachers at your school and the local community:

	To a large extent				Not at all
	5	4	3	2	1
New teaching techniques/pedagogical approaches.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of the content of subject(s) taught.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creation of pedagogical materials/teaching aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More personalized help to pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased diversity of foreign languages taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased offers of foreign language training for pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduction of teaching of a subject in a foreign language, i.e. content and language integrated learning (CLIL).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stronger European Dimension in daily school life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased interest of staff members in foreign language learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in other Comenius actions/European programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishment of partnerships/cooperation with schools/organisations from other countries.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further benefits (please specify): _____					

7.3 Do you currently have any contacts to your former Comenius Assistant? (Multiple replies possible)

- No
- Yes, private contacts
- Yes, professional contacts in the context of
 - European or international school cooperation
 - Comenius School Partnerships
 - Comenius Regio Partnerships
 - Comenius Multilateral Projects
 - Comenius Networks
 - eTwinning
 - sending of newsletters/year books with school relevant information

7.4 Please check and possibly update the e-mail address of your former Comenius Assistant:

7.5 How satisfied are you overall with the outcomes and benefits of the Comenius Assistantship?

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------|
| Very
satisfied | | | | | Not satisfied
at all |
| 5 | 4 | 3 | 2 | 1 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

If you were not satisfied (point 1 or 2), please state the reason(s):

7.6 Do you have any suggestions which you would like to make to future host schools of Comenius Assistants?

7.7 Do you have any suggestions which you would like to make to future Comenius Assistants?

7.8 Do you have any suggestions which could help to improve the implementation and results of Comenius Assistantships?

Many thanks for supporting this survey!