

**Study on the impact of Comenius School
Partnerships on the participating schools
(EAC/52/2006)**

Statistical Annex

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Breakdown of responses by

Type of Comenius school partnership

Table 1.1
Country in which the school is located - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
AT	5	6	8	6
BE	2	1	2	2
BG	0	0	0	0
CZ	2	3	3	2
DE	20	21	16	19
DK	2	2	3	2
EE	1	0	3	1
ES	13	14	14	13
FI	3	5	4	3
FR	4	11	4	5
GB	7	3	4	6
GR	2	2	3	2
HU	2	2	2	2
IE	1	0	1	1
IS	0	0	1	0
IT	12	10	10	11
LI	0	0	0	0
LT	0	0	0	0
LU	0	0	0	0
LV	0	0	0	0
MT	0	0	0	0
NL	2	2	3	3
NO	2	1	2	2
PL	8	7	5	7
PT	2	3	3	2
RO	2	2	2	2
SE	2	1	3	2
SI	1	0	1	1
SK	1	1	1	1
TR	2	1	2	2
Total	100	100	100	100
Anzahl (n)	(5933)	(726)	(1244)	(7903)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Rural	28	23	26	27
Sub-urban	26	28	25	26
Urban	46	49	49	47
Total	100	100	100	100
Anzahl (n)	(5883)	(715)	(1233)	(7831)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by type of Comenius school partnership (Percentages, multiple replies possible)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Pre-school	17	4	18	16
Primary	45	9	41	41
Lower secondary	47	52	49	47
Upper secondary	43	79	48	47
Total	151	143	156	151
Anzahl (n)	(5856)	(712)	(1230)	(7798)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by type of Comenius school partnership (Percentages, multiple replies possible)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Pre-school/Primary	32	0	26	28
Up to lower secondary	25	21	26	25
Up to upper secondary	43	79	48	47
Total	100	100	100	100
Anzahl (n)	(5856)	(712)	(1230)	(7798)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
General education	83	61	76	80
Technical education	5	10	4	5
Vocational education	8	27	12	11
Special needs education	4	2	9	5
Total	100	100	100	100
Anzahl (n)	(5863)	(714)	(1234)	(7811)

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Up to 250	27	14	28	26
251 - 500	28	24	26	28
501 - 1000	31	38	31	32
More than 1000	14	24	16	15
Total	100	100	100	100
Anzahl (n)	(5593)	(671)	(1169)	(7433)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.2-1
Year of start of the Comenius Project - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
1998-2000	11	3	4	9
2001-2002	17	15	17	17
2003	17	17	24	18
2004	26	21	25	25
2005	25	37	26	27
2006	4	7	4	4
Total	100	100	100	100
Anzahl (n)	(5799)	(703)	(1226)	(7728)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
One year	8	97	8	16
Two years	35	3	34	32
Three and more years	57	0	58	52
Total	100	100	100	100
Anzahl (n)	(5799)	(703)	(1226)	(7728)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Project not finished	50	9	51	47
Just finished	20	38	25	23
One year	12	22	14	13
Two years	8	16	6	8
Three or more years	10	16	4	10
Total	100	100	100	100
Anzahl (n)	(5757)	(698)	(1224)	(7679)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Two schools	0	100	0	9
Three schools	18	0	12	15
Four schools	29	0	26	26
Five schools	25	0	27	23
Six and more	28	0	36	27
Total	100	100	100	100
Anzahl (n)	(5832)	(711)	(1229)	(7772)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Two	0	100	0	9
Three	24	0	20	21
Four	33	0	32	30
Five	23	0	25	22
Six and more	19	0	23	18
Total	100	100	100	100
Anzahl (n)	(5887)	(709)	(1239)	(7835)

Question 2.4: In which countries are the partner schools located?

Table 2.4-2
Country configuration of the Comenius project - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Only EU-15/EFTA	27	61	27	30
EU-15/EFTA and new EU-25	46	31	40	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	11	8	13	11
All regions	15	0	19	14
Total	100	100	100	100
Anzahl (n)	(5860)	(690)	(1232)	(7782)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by type of Comenius school partnership (Mean)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
German	8,9	14,2	9,1	9,4
English	78,6	56,4	79,0	76,7
Spanish	2,0	7,6	2,7	2,6
French	7,4	12,1	6,4	7,7
Italian	1,7	3,9	1,7	1,9
Other language	1,3	5,8	1,2	1,7
Total	100,0	100,0	100,0	100,0
Count (n)	(5797)	(691)	(1221)	(7709)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Coordinator	30	50	28	31
Partner	70	50	72	69
Total	100	100	100	100
Count (n)	(5881)	(713)	(1234)	(7828)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
One class	5	27	4	7
Two or more classes (separate)	30	16	24	28
Inter-class group	29	50	26	30
The whole school	29	3	31	27
Other	7	5	15	8
Total	100	100	100	100
Count (n)	(5878)	(718)	(1226)	(7822)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by type of Comenius school partnership (Median)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Local activities - pupils	98	32	80	81
Transnational activities/mobility - pupils	5	20	1	6
Local activities - teacher	10	6	10	10
Transnational activities/mobility - teacher	4	3	5	4
Count (n)	(5136)	(635)	(1067)	(6838)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by type of Comenius school partnership (Mean of percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Percentages of pupils involved in local activities	38,5	12,4	35,0	35,5
Percentages of pupils taking part in transnational activities	4,2	5,2	3,0	4,1
Percentages of teachers involved in local activities	37,8	18,2	37,9	36,0
Percentages of teachers taking part in transnational activities	17,1	7,6	16,2	16,1
Count (n)	(5136)	(635)	(1067)	(6838)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by type of Comenius school partnership (Mean of percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Up to 6 years	5,7	0,0	6,1	5,2
7 - 10 years	23,4	0,4	19,3	20,6
11 - 14 years	29,3	14,9	28,3	27,8
15 years and older	41,7	84,7	46,3	46,4
Total	100,0	100,0	100,0	100,0
Count (n)	(5716)	(702)	(1129)	(7547)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by type of Comenius school partnership (Percentages, multiple replies possible)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Integrated in specific school subjects	66	50	57	63
An extra-curricular activity	38	48	34	38
A cross-curricular / interdisciplinary activity	57	55	55	56
Other	8	9	14	9
Total	168	163	160	166
Count (n)	(5859)	(714)	(1221)	(7794)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by type of Comenius school partnership (Percentages, multiple replies possible)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Language training of teachers	25	27	31	26
Additional language training of pupils	27	75	21	31
Modification of class composition	16	17	16	16
Provision of equipment for pupils with special needs	14	10	16	14
Use of volunteers	33	38	30	33
Modification of school time organisation	36	51	36	38
Purchase of documentation/materials/equipment	88	80	83	86
Other	12	12	16	13
Total	251	309	250	256
Count (n)	(5627)	(702)	(1165)	(7494)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by type of Comenius school partnership (Percentages*)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Preparation of the project	26	44	20	27
Planning and organisation of project activities	44	55	33	43
Production of materials	89	86	62	85
Contacts with pupils at partner schools	65	85	47	64
Presentation of project results	77	85	54	74
Dissemination of project results	51	58	36	49
Evaluation of the project	43	59	33	43
Count (n)	(5878)	(716)	(1218)	(7812)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by type of Comenius school partnership (Percentages*)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Teamwork among pupils from your own school	81	84	61	78
Teamwork between pupils from your own and from partner schools	29	70	21	32
Distribution of project activities to individual pupils	52	61	40	51
Correspondence between pupils by E-Mail	51	76	39	52
Correspondence between pupils by eTWINNING	8	10	7	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	45	38	26	42
Teamwork among teachers from your own school	82	82	84	82
Teamwork between teachers from your own and from partner schools	73	80	75	74
Count (n)	(5874)	(716)	(1230)	(7820)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by type of Comenius school partnership (Percentages*)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Lack of interest/commitment of the head teacher to the project	5	6	5	5
Lack of interest of teachers/colleagues to take part in the project	12	14	12	13
Lack of acceptance of the project by teachers/colleagues not directly involved	18	19	18	18
Lack of interest/active participation of pupils	3	4	4	3
Lack of foreign language proficiency of teachers/colleagues	19	14	21	19
Lack of interest/active participation of parents	12	7	13	12
Lack of interest/active participation of local authorities	14	12	15	14
Opposition of parents against the project activities	3	2	3	3
Insufficient/outdated computer equipment	15	10	12	14
Vast amount of administrative burden arising from the Comenius project	35	40	30	34
Count (n)	(5869)	(716)	(1231)	(7816)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by type of Comenius school partnership (Percentages*)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Cooperation with the national Comenius agency	87	87	89	87
Procedures for project application	66	66	69	66
Amount of financial support from Comenius	62	76	62	63
Timeliness of provision of grant by the national Comenius agency	75	83	78	76
Administrative procedures for accounting of the project	56	63	59	57
Dissemination of information between the partner schools	77	80	80	78
Division of tasks between partner schools	83	81	83	83
Degree of fulfilment of tasks by partner schools	77	80	78	77
Cooperation with partner schools in general	87	86	87	87
Count (n)	(5876)	(715)	(1233)	(7824)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by type of Comenius school partnership (Percentages, multiple replies possible)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	82	82	76	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	88	78	82	86
Website especially devoted to the project	57	44	66	57
Performances (theatre, music, sports)	47	28	29	42
Teaching material / Learning material	49	41	59	50
Strategic plan for the development of the school	15	10	41	19
Other	18	22	18	18
Total	356	304	371	353
Count (n)	(5902)	(720)	(1237)	(7859)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by type of Comenius school partnership (Percentages, multiple replies possible)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Only to pupils and teachers involved in the project in your school	1	1	1	1
Only to pupils and teachers involved in the project in partner schools	4	5	5	4
To your whole school	83	72	81	81
To other schools in your community / region	30	24	40	31
To other actors (parents, local authorities, etc.)	67	68	62	66
To local media (press, radio, TV)	66	67	58	65
Other	12	15	16	13
Total	262	253	262	261
Count (n)	(5885)	(718)	(1233)	(7836)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by type of Comenius school partnership (Percentages*)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Increase of interest in other countries and cultures	91	93	79	90
Improvement of knowledge about living and school life in partner countries	87	98	73	86
More tolerance of pupils towards other cultures, foreigners etc.	81	90	72	80
Enhancement of pupils knowledge about their own cultural heritage	75	75	57	72
Improvement of knowledge about the European Union	70	66	64	69
Enhancement of interest of pupils in foreign languages	77	86	63	75
Improvement of language proficiency in English	64	63	54	62
Establishment of lasting personal contacts with pupils from partner schools	54	71	43	54
Improvement of language proficiency in a language other than English	21	45	19	23
Improvement of social skills and abilities	76	91	71	77
Improved abilities of pupils to work in teams	75	86	65	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	73	79	62	72
Improvement of ICT competence (Information and Communication Technology)	68	65	61	67
Rise of self-confidence	73	90	70	74
Enhanced motivation towards learning and knowledge acquisition in general	71	76	63	70
Improved abilities of pupils to work autonomously	63	71	57	63
Improved abilities of pupils to present their own position	63	73	58	63
Improved abilities of pupils in self-organised learning	51	60	44	51
Count (n)	(5883)	(720)	(1187)	(7790)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by type of Comenius school partnership (Percentages, multiple replies possible)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
No	51	65	50	52
Yes, pupils with migration background	33	28	32	33
Yes, pupils with special educational needs	32	13	36	31
Total	117	106	118	116
Count (n)	(5755)	(703)	(1181)	(7639)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by type of Comenius school partnership (Percentages*)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Better integration into their school class(es)	64	73	67	65
Rise of self-confidence	71	85	75	72
Count (n)	(1969)	(202)	(398)	(2569)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by type of Comenius school partnership (Percentages*)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Better integration into their school class(es)	64	69	66	65
Rise of self-confidence	73	88	73	73
Count (n)	(1936)	(97)	(446)	(2479)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school - by type of Comenius school partnership (Percentages*)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Improvement of knowledge and understanding of the school system and education in the partner countries	90	91	91	90
Establishment of lasting personal contacts with teachers from partner schools	82	78	81	82
Improvement of language proficiency in English	68	56	66	66
Improvement of language proficiency in a language other than English	28	47	25	29
Ability/readiness of teachers to work in (interdisciplinary) teams	75	79	76	75
Improvement of motivation towards the work of a teacher in general	73	76	77	74
Rise of identification of teachers with their own school	61	58	64	61
Exposure to new subject matters	76	72	75	76
Exposure to new teaching methods/didactic concepts in general	69	66	77	70
Improvement of ICT competence (Information and Communication Technology)	68	60	65	67
Improvement of knowledge in teachers own area of work	61	63	65	62
Increase of teachers emphasis on own cultural heritage in teaching	62	60	56	61
Improved abilities in educating pupils with special educational needs	24	19	34	25
Count (n)	(5819)	(710)	(1225)	(7754)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by type of Comenius school partnership (Percentages*)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Strengthening of a European dimension to teaching and learning	80	73	79	79
Establishment of partnerships/cooperation with schools from other countries	72	67	72	71
Improvement of cooperation between teachers from your school	63	59	65	63
Improvement of cooperation between teachers and school management	59	58	65	60
Improvement of contacts/respect between pupils and teachers	58	75	54	59
Strengthening of interdisciplinary approaches in the curriculum	65	59	66	65
Use of new teaching materials/curricular content developed in the project	62	52	69	62
Introduction of new teaching and learning methods	49	44	61	51
Introduction of new school management strategies/ideas/practices	43	38	56	44
Increase of training of teachers in Information and Communication Technologies	56	44	56	55
Increase of training of teachers in English	42	30	43	41
Increase of training of teachers in new teaching and learning methods	39	36	52	41
Increase of training of teachers in foreign languages other than English	20	30	18	20
Commitment and engagement of parents towards school activities	49	58	42	49
Cooperation with local authorities	46	53	44	47
Collaboration with local companies	27	41	25	28
Common activities with neighbouring schools	18	18	22	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	38	50	34	39
Increase of the individual mobility of pupils	34	61	28	36
Increase of class outings to other countries	27	42	26	28
Count (n)	(5799)	(712)	(1227)	(7738)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by type of Comenius school partnership (Percentages, multiple replies possible)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
No contacts at all	7	6	4	6
Private contacts between teachers	89	87	90	89
Private contacts between pupils	49	80	35	52
Exchange of pupils with former partner schools	20	18	19	19
Continuation of project activities without Comenius support	24	21	31	24
Establishment of official/permanent school partnership(s)	13	16	14	14
Development of a joint proposal for a new Comenius project	33	28	37	33
Development of a joint proposals for a project funded from other sources than Comenius	8	12	10	9
Other	10	10	9	10
Total	252	279	249	256
Count (n)	(2805)	(626)	(584)	(4015)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by type of Comenius school partnership (Percentages)

	Type of Comenius partnership			Total
	School project	Language project	School Development project	
Very satisfied	55	58	53	55
Satisfied	34	32	35	34
Partly	8	7	8	8
Dissatisfied	2	3	3	2
Very dissatisfied	1	1	1	1
Total	100	100	100	100
Count (n)	(5731)	(709)	(1206)	(7646)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

Number of participating countries

Table 1.1
Country in which the school is located - by number of participating countries (Per-
centages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
AT	6	6	6	6	5	6
BE	1	1	2	2	3	2
BG	0	0	0	0	0	0
CZ	3	2	3	3	2	2
DE	21	24	19	17	15	19
DK	2	2	2	2	2	2
EE	0	1	1	1	1	1
ES	14	14	14	13	12	13
FI	5	4	3	3	3	3
FR	11	4	5	4	4	5
GB	3	7	7	7	4	6
GR	2	2	3	2	3	2
HU	3	2	2	2	3	2
IE	0	1	1	1	1	1
IS	0	0	0	0	1	0
IT	10	10	9	12	15	11
LI	0	0	0	0	0	0
LT	0	0	0	0	0	0
LU	0	0	0	0	0	0
LV	0	0	0	0	0	0
MT	0	0	0	1	0	0
NL	2	2	3	2	3	3
NO	1	2	2	2	1	2
PL	7	7	7	7	7	7
PT	2	2	2	2	4	2
RO	2	2	2	2	3	2
SE	1	1	2	2	1	2
SI	0	1	1	1	1	1
SK	1	1	1	1	1	1
TR	1	1	1	2	2	2
Total	100	100	100	100	100	100
Anzahl (n)	(709)	(1673)	(2348)	(1689)	(1416)	(7835)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Rural	23	28	29	28	24	27
Sub-urban	28	27	25	27	26	26
Urban	49	45	46	45	50	47
Total	100	100	100	100	100	100
Anzahl (n)	(703)	(1664)	(2334)	(1681)	(1407)	(7789)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by number of participating countries (Percentages, multiple replies possible)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Pre-school	4	16	19	16	17	16
Primary	9	42	46	45	42	41
Lower secondary	52	47	47	49	44	47
Upper secondary	79	45	43	42	47	47
Total	144	150	154	151	150	151
Anzahl (n)	(700)	(1653)	(2329)	(1675)	(1400)	(7757)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by number of participating countries (Percentages, multiple replies possible)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Pre-school/Primary	0	30	32	31	31	28
Up to lower secondary	21	25	25	27	23	25
Up to upper secondary	79	45	43	42	47	47
Total	100	100	100	100	100	100
Anzahl (n)	(700)	(1653)	(2329)	(1675)	(1400)	(7757)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
General education	61	80	81	83	82	80
Technical education	10	4	4	4	6	5
Vocational education	26	11	9	8	8	10
Special needs education	2	5	6	5	3	5
Total	100	100	100	100	100	100
Anzahl (n)	(702)	(1660)	(2333)	(1673)	(1402)	(7770)

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Up to 250	14	27	30	27	22	26
251 - 500	24	27	29	29	26	28
501 - 1000	38	31	30	29	35	32
More than 1000	24	15	12	14	17	15
Total	100	100	100	100	100	100
Anzahl (n)	(663)	(1592)	(2218)	(1592)	(1338)	(7403)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
School project	0	85	83	82	80	75
Language project	100	0	0	0	0	9
School Development project	0	15	17	18	20	16
Total	100	100	100	100	100	100
Anzahl (n)	(709)	(1673)	(2348)	(1689)	(1416)	(7835)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
1998-2000	3	10	10	8	11	9
2001-2002	15	20	17	17	12	17
2003	18	18	20	19	15	18
2004	21	23	26	26	27	25
2005	37	25	22	26	30	27
2006	7	4	3	4	4	4
Total	100	100	100	100	100	100
Anzahl (n)	(697)	(1641)	(2304)	(1672)	(1403)	(7717)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
One year	97	13	7	6	6	16
Two years	3	37	33	34	36	32
Three and more years	0	50	60	60	58	52
Total	100	100	100	100	100	100
Anzahl (n)	(697)	(1641)	(2304)	(1672)	(1403)	(7717)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Project not finished	9	43	47	53	61	47
Just finished	38	22	22	22	19	23
One year	22	14	12	12	10	13
Two years	16	9	9	6	5	8
Three or more years	16	13	10	7	5	10
Total	100	100	100	100	100	100
Anzahl (n)	(692)	(1626)	(2293)	(1662)	(1395)	(7668)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Two schools	100	0	0	0	0	9
Three schools	0	72	0	0	0	15
Four schools	0	21	71	1	0	26
Five schools	0	5	22	68	2	23
Six and more	0	3	7	31	98	27
Total	100	100	100	100	100	100
Anzahl (n)	(706)	(1653)	(2330)	(1671)	(1403)	(7763)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-2
Country configuration of the Comenius project - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Only EU-15/EFTA	61	49	31	17	8	30
EU-15/EFTA and new EU-25	31	38	48	51	43	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	8	9	13	13	10	11
All regions	0	3	8	18	40	14
Total	100	100	100	100	100	100
Anzahl (n)	(690)	(1649)	(2338)	(1689)	(1416)	(7782)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by number of participating countries (Mean)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
German	14,2	13,2	9,8	7,3	4,5	9,4
English	56,4	71,0	77,3	82,1	86,0	76,7
Spanish	7,6	3,3	2,4	1,3	1,3	2,6
French	12,0	7,6	7,6	7,1	6,3	7,7
Italian	3,9	2,8	1,7	1,3	0,9	1,9
Other language	5,9	2,0	1,3	0,9	0,9	1,7
Total	100,0	100,0	100,0	100,0	100,0	100,0
Count (n)	(683)	(1636)	(2302)	(1675)	(1402)	(7698)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Coordinator	51	36	31	27	23	31
Partner	49	64	69	73	77	69
Total	100	100	100	100	100	100
Count (n)	(703)	(1665)	(2325)	(1677)	(1409)	(7779)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
One class	27	7	5	3	5	7
Two or more classes (separate)	16	29	29	29	29	28
Inter-class group	50	29	28	27	29	30
The whole school	3	28	30	33	28	27
Other	5	8	7	8	10	8
Total	100	100	100	100	100	100
Count (n)	(707)	(1661)	(2319)	(1676)	(1409)	(7772)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by number of participating countries (Median)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Local activities - pupils	32	80	90	100	100	81
Transnational activities/mobility - pupils	20	5	4	4	4	6
Local activities - teacher	6	9	10	10	10	10
Transnational activities/mobility - teacher	3	4	4	4	5	4
Count (n)	(628)	(1463)	(2028)	(1444)	(1250)	(6813)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by number of participating countries (Mean of percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Percentages of pupils involved in local activities	12,4	35,0	39,3	41,0	35,5	35,6
Percentages of pupils taking part in transnational activities	5,2	4,2	4,1	3,7	3,8	4,1
Percentages of teachers involved in local activities	18,2	35,9	39,6	39,3	35,4	36,0
Percentages of teachers taking part in transnational activities	7,6	16,0	18,1	17,1	16,0	16,1
Count (n)	(628)	(1463)	(2028)	(1444)	(1250)	(6813)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by number of participating countries (Mean of percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Up to 6 years	0,0	5,9	6,2	5,6	5,2	5,3
7 - 10 years	0,4	21,4	23,5	23,0	22,7	20,7
11 - 14 years	15,0	29,1	28,7	31,2	27,4	27,8
15 years and older	84,6	43,6	41,6	40,2	44,7	46,3
Total	100,0	100,0	100,0	100,0	100,0	100,0
Count (n)	(691)	(1611)	(2243)	(1607)	(1349)	(7501)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by number of participating countries (Percentages, multiple replies possible)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Integrated in specific school subjects	50	62	64	66	65	63
An extra-curricular activity	49	39	35	36	40	38
A cross-curricular / interdisciplinary activity	56	56	56	58	56	56
Other	9	10	8	9	9	9
Total	163	166	162	169	171	166
Count (n)	(703)	(1659)	(2312)	(1666)	(1405)	(7745)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by number of participating countries (Percentages, multiple replies possible)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Language training of teachers	27	22	28	26	28	26
Additional language training of pupils	75	28	25	25	26	31
Modification of class composition	17	16	15	17	17	16
Provision of equipment for pupils with special needs	9	16	14	15	12	14
Use of volunteers	38	33	30	32	34	33
Modification of school time organisation	51	39	35	36	36	38
Purchase of documentation/materials/equipment	80	87	88	88	86	86
Other	11	12	12	12	14	13
Total	309	253	247	251	254	256
Count (n)	(691)	(1598)	(2223)	(1588)	(1348)	(7448)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by number of participating countries (Percentages*)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Preparation of the project	45	26	23	26	27	27
Planning and organisation of project activities	55	44	40	42	44	43
Production of materials	86	84	85	85	84	85
Contacts with pupils at partner schools	85	63	61	62	60	64
Presentation of project results	85	74	74	72	73	74
Dissemination of project results	58	50	47	47	50	49
Evaluation of the project	59	41	39	42	44	43
Count (n)	(703)	(1660)	(2320)	(1671)	(1402)	(7756)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by number of participating countries (Percentages*)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Teamwork among pupils from your own school	84	78	77	79	78	78
Teamwork between pupils from your own and from partner schools	70	30	26	28	28	32
Distribution of project activities to individual pupils	62	49	50	51	51	51
Correspondence between pupils by E-Mail	76	51	47	48	51	52
Correspondence between pupils by eTWINNING 10		8	7	8	9	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	39	45	42	42	41	42
Teamwork among teachers from your own school	82	83	81	83	83	82
Teamwork between teachers from your own and from partner schools	81	73	72	75	73	74
Count (n)	(704)	(1659)	(2319)	(1676)	(1407)	(7765)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by number of participating countries (Percentages*)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Lack of interest/commitment of the head teacher to the project	6	5	5	5	5	5
Lack of interest of teachers/colleagues to take part in the project	14	12	13	12	13	13
Lack of acceptance of the project by teachers/colleagues not directly involved	18	16	17	17	20	18
Lack of interest/active participation of pupils	4	4	3	3	3	3
Lack of foreign language proficiency of teachers/colleagues	14	18	19	20	22	19
Lack of interest/active participation of parents	7	11	13	12	13	12
Lack of interest/active participation of local authorities	12	13	14	15	15	14
Opposition of parents against the project activities	2	3	3	3	3	3
Insufficient/outdated computer equipment	10	14	14	15	15	14
Vast amount of administrative burden arising from the Comenius project	40	34	34	33	34	34
Count (n)	(704)	(1660)	(2321)	(1673)	(1403)	(7761)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by number of participating countries (Percentages*)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Cooperation with the national Comenius agency	87	88	87	87	87	87
Procedures for project application	66	65	67	67	67	66
Amount of financial support from Comenius	76	64	64	61	55	63
Timeliness of provision of grant by the national Comenius agency	83	77	76	74	72	76
Administrative procedures for accounting of the project	63	58	57	56	53	57
Dissemination of information between the partner schools	81	75	77	80	79	78
Division of tasks between partner schools	81	81	81	86	83	83
Degree of fulfilment of tasks by partner schools	80	76	76	78	78	77
Cooperation with partner schools in general	86	84	86	89	89	87
Count (n)	(703)	(1661)	(2324)	(1678)	(1404)	(7770)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by number of participating countries (Percentages, multiple replies possible)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	82	78	80	81	86	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	78	84	88	88	90	86
Website especially devoted to the project	44	48	57	61	71	57
Performances (theatre, music, sports)	28	39	43	47	47	42
Teaching material / Learning material	41	51	50	51	50	50
Strategic plan for the development of the school	10	19	19	20	21	19
Other	22	19	18	19	15	18
Total	305	338	355	367	379	354
Count (n)	(706)	(1664)	(2334)	(1684)	(1409)	(7797)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by number of participating countries (Percentages, multiple replies possible)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Only to pupils and teachers involved in the project in your school	1	1	1	1	1	1
Only to pupils and teachers involved in the project in partner schools	5	4	4	4	4	4
To your whole school	72	81	82	83	83	81
To other schools in your community / region	24	29	31	32	34	31
To other actors (parents, local authorities, etc.)	67	64	66	68	67	66
To local media (press, radio, TV)	68	64	63	65	67	65
Other	15	12	12	14	13	13
Total	253	256	260	266	270	261
Count (n)	(704)	(1658)	(2326)	(1682)	(1404)	(7774)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by number of participating countries (Percentages*)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Increase of interest in other countries and cultures	94	88	89	91	90	90
Improvement of knowledge about living and school life in partner countries	98	84	84	86	85	86
More tolerance of pupils towards other cultures, foreigners etc.	90	78	79	80	81	80
Enhancement of pupils knowledge about their own cultural heritage	75	70	71	72	74	72
Improvement of knowledge about the European Union	66	64	68	71	73	69
Enhancement of interest of pupils in foreign languages	86	72	73	78	75	76
Improvement of language proficiency in English	63	55	61	66	68	62
Establishment of lasting personal contacts with pupils from partner schools	72	51	50	52	55	54
Improvement of language proficiency in a language other than English	45	22	21	19	20	23
Improvement of social skills and abilities	91	75	75	76	76	77
Improved abilities of pupils to work in teams	86	73	72	73	77	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	79	70	70	72	72	72
Improvement of ICT competence (Information and Communication Technology)	65	64	66	67	71	67
Rise of self-confidence	90	73	70	75	75	74
Enhanced motivation towards learning and knowledge acquisition in general	76	68	68	71	71	70
Improved abilities of pupils to work autonomously	71	62	60	62	64	63
Improved abilities of pupils to present their own position	73	62	60	64	64	63
Improved abilities of pupils in self-organised learning	60	50	46	51	53	50
Count (n)	(706)	(1655)	(2313)	(1662)	(1392)	(7728)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by number of participating countries (Percentages, multiple replies possible)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
No	65	53	50	50	52	52
Yes, pupils with migration background	28	32	33	34	34	33
Yes, pupils with special educational needs	13	30	34	35	32	31
Total	106	115	117	119	117	116
Count (n)	(689)	(1619)	(2274)	(1639)	(1357)	(7578)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by number of participating countries (Percentages*)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Better integration into their school class(es)	73	59	64	67	68	65
Rise of self-confidence	85	69	68	73	77	73
Count (n)	(197)	(527)	(789)	(574)	(465)	(2552)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by number of participating countries (Percentages*)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Better integration into their school class(es)	69	61	63	67	69	65
Rise of self-confidence	87	71	70	74	77	73
Count (n)	(95)	(516)	(805)	(596)	(453)	(2465)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school
- by number of participating countries (Percentages*)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Improvement of knowledge and understanding of the school system and education in the partner countries	91	90	90	92	90	90
Establishment of lasting personal contacts with teachers from partner schools	78	80	81	83	85	82
Improvement of language proficiency in English	56	60	66	71	74	66
Improvement of language proficiency in a language other than English	47	30	27	26	27	29
Ability/readiness of teachers to work in (interdisciplinary) teams	79	73	73	77	77	75
Improvement of motivation towards the work of a teacher in general	76	70	72	76	79	74
Rise of identification of teachers with their own school	58	61	60	61	64	61
Exposure to new subject matters	72	74	75	79	78	76
Exposure to new teaching methods/didactic concepts in general	66	68	69	71	73	70
Improvement of ICT competence (Information and Communication Technology)	60	64	65	69	73	67
Improvement of knowledge in teachers own area of work	63	61	60	63	64	62
Increase of teachers emphasis on own cultural heritage in teaching	60	58	63	63	61	61
Improved abilities in educating pupils with special educational needs	19	25	26	26	27	25
Count (n)	(694)	(1640)	(2306)	(1662)	(1387)	(7689)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by number of participating countries (Percentages*)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Strengthening of a European dimension to teaching and learning	73	77	79	81	83	79
Establishment of partnerships/cooperation with schools from other countries	67	69	71	73	75	71
Improvement of cooperation between teachers from your school	59	62	63	63	67	63
Improvement of cooperation between teachers and school management	58	58	60	60	62	60
Improvement of contacts/respect between pupils and teachers	75	56	56	58	61	59
Strengthening of interdisciplinary approaches in the curriculum	58	63	65	66	68	65
Use of new teaching materials/curricular content developed in the project	52	61	63	64	66	62
Introduction of new teaching and learning methods	44	48	51	53	54	51
Introduction of new school management strategies/ideas/practices	38	42	44	46	48	44
Increase of training of teachers in Information and Communication Technologies	44	51	54	57	62	55
Increase of training of teachers in English	30	36	41	43	50	41
Increase of training of teachers in new teaching and learning methods	35	39	41	41	45	41
Increase of training of teachers in foreign languages other than English	30	20	19	18	20	20
Commitment and engagement of parents towards school activities	57	48	46	47	53	49
Cooperation with local authorities	52	44	46	46	49	47
Collaboration with local companies	40	27	27	27	27	28
Common activities with neighbouring schools	18	20	18	17	21	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	50	37	37	37	40	39
Increase of the individual mobility of pupils	60	32	32	33	37	36
Increase of class outings to other countries	42	26	25	27	30	28
Count (n)	(696)	(1636)	(2297)	(1662)	(1383)	(7674)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by number of participating countries (Percentages, multiple replies possible)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
No contacts at all	6	10	6	5	4	6
Private contacts between teachers	88	85	90	91	90	89
Private contacts between pupils	80	46	44	47	52	52
Exchange of pupils with former partner schools	18	18	21	17	23	19
Continuation of project activities without Comenius support	21	25	24	26	26	24
Establishment of official/permanent school partnership(s)	16	13	13	13	14	14
Development of a joint proposal for a new Comenius project	28	29	31	36	47	33
Development of a joint proposals for a project funded from other sources than Comenius	12	8	9	7	9	9
Other	10	9	11	10	9	10
Total	279	243	248	253	274	256
Count (n)	(620)	(915)	(1183)	(761)	(527)	(4006)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by number of participating countries (Percentages)

	Number of countries					Total
	Two	Three	Four	Five	Six and more	
Very satisfied	58	49	53	57	59	55
Satisfied	32	37	34	33	33	34
Partly	7	10	9	7	6	8
Dissatisfied	3	3	2	1	2	2
Very dissatisfied	1	1	1	1	1	1
Total	100	100	100	100	100	100
Count (n)	(692)	(1621)	(2281)	(1628)	(1361)	(7583)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

**Country configuration of Comenius
partnerships**

Table 1.1
**Country in which the school is located - by country configuration of Comenius part-
 nerships (Percentages)**

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
AT	7	6	4	4	6
BE	2	3	2	2	2
BG	0	0	0	0	0
CZ	0	5	0	2	2
DE	21	21	16	13	19
DK	3	2	1	1	2
EE	0	2	0	2	1
ES	18	10	16	12	14
FI	5	3	3	3	4
FR	7	4	7	3	5
GB	8	6	5	4	6
GR	3	2	3	2	2
HU	0	4	0	2	2
IE	2	1	1	0	1
IS	1	0	0	1	0
IT	13	9	16	12	11
LI	0	0	0	0	0
LT	0	0	0	0	0
LU	0	0	0	0	0
LV	0	0	0	0	0
MT	0	1	0	0	0
NL	3	3	2	2	3
NO	2	2	2	1	2
PL	0	12	0	13	7
PT	2	2	4	2	2
RO	0	0	11	8	2
SE	3	2	3	1	2
SI	0	2	0	1	1
SK	0	1	0	2	1
TR	0	0	6	6	2
Total	100	100	100	100	100
Anzahl (n)	(2361)	(3430)	(867)	(1124)	(7782)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Rural	28	28	24	26	27
Sub-urban	27	28	23	22	26
Urban	45	44	53	52	47
Total	100	100	100	100	100
Anzahl (n)	(2343)	(3411)	(865)	(1117)	(7736)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by country configuration of Comenius partnerships (Percentages, multiple replies possible)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Pre-school	18	14	20	15	16
Primary	41	40	41	43	41
Lower secondary	47	49	47	46	48
Upper secondary	48	46	49	45	47
Total	154	149	157	150	151
Anzahl (n)	(2332)	(3399)	(863)	(1111)	(7705)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by country configuration of Comenius partnerships (Percentages, multiple replies possible)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Pre-school/Primary	30	27	26	30	28
Up to lower secondary	22	26	25	26	25
Up to upper secondary	48	46	49	45	47
Total	100	100	100	100	100
Anzahl (n)	(2332)	(3399)	(863)	(1111)	(7705)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
General education	80	79	80	82	80
Technical education	4	5	6	6	5
Vocational education	11	11	10	9	10
Special needs education	5	6	3	3	5
Total	100	100	100	100	100
Anzahl (n)	(2336)	(3403)	(861)	(1117)	(7717)

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Up to 250	27	27	24	22	26
251 - 500	27	28	27	29	27
501 - 1000	30	32	33	34	32
More than 1000	16	14	17	15	15
Total	100	100	100	100	100
Anzahl (n)	(2224)	(3240)	(828)	(1060)	(7352)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
School project	68	79	74	79	75
Language project	18	6	7	0	9
School Development project	14	15	19	21	16
Total	100	100	100	100	100
Anzahl (n)	(2361)	(3430)	(867)	(1124)	(7782)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
1998-2000	13	8	8	5	9
2001-2002	22	15	18	11	17
2003	21	18	20	14	18
2004	20	28	22	30	25
2005	19	28	27	37	26
2006	4	3	5	4	4
Total	100	100	100	100	100
Anzahl (n)	(2305)	(3394)	(856)	(1109)	(7664)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
One year	25	13	16	7	16
Two years	25	32	33	42	32
Three and more years	51	55	51	51	53
Total	100	100	100	100	100
Anzahl (n)	(2305)	(3394)	(856)	(1109)	(7664)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Project not finished	30	52	45	68	47
Just finished	26	22	25	17	23
One year	16	11	14	10	13
Two years	12	7	8	3	8
Three or more years	16	8	8	3	10
Total	100	100	100	100	100
Anzahl (n)	(2293)	(3373)	(853)	(1098)	(7617)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Two schools	18	6	7	0	9
Three schools	23	15	12	3	15
Four schools	29	28	26	12	26
Five schools	18	25	27	23	23
Six and more	12	26	28	61	27
Total	100	100	100	100	100
Anzahl (n)	(2337)	(3405)	(859)	(1109)	(7710)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Two	18	6	7	0	9
Three	34	18	18	5	21
Four	31	33	35	17	30
Five	12	25	25	28	22
Six and more	5	18	16	51	18
Total	100	100	100	100	100
Anzahl (n)	(2361)	(3430)	(867)	(1124)	(7782)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by country configuration of Comenius partnerships (Mean)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
German	7,1	13,9	3,8	4,9	9,4
English	72,0	78,3	72,7	85,1	76,7
Spanish	5,4	1,1	3,4	1,0	2,6
French	10,4	3,9	16,1	7,2	7,7
Italian	3,4	1,1	2,2	0,9	1,9
Other language	1,7	1,7	1,7	1,0	1,6
Total	100,0	100,0	100,0	100,0	100,0
Count (n)	(2307)	(3384)	(844)	(1110)	(7645)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Coordinator	33	32	31	25	31
Partner	67	68	69	75	69
Total	100	100	100	100	100
Count (n)	(2343)	(3404)	(865)	(1115)	(7727)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
One class	11	6	5	4	7
Two or more classes (separate)	29	27	28	28	28
Inter-class group	29	30	31	31	30
The whole school	25	29	27	28	27
Other	6	8	8	9	8
Total	100	100	100	100	100
Count (n)	(2340)	(3402)	(864)	(1114)	(7720)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by country configuration of Comenius partnerships (Median)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Local activities - pupils	80	89	90	87	82
Transnational activities/mobility - pupils	5	7	4	4	6
Local activities - teacher	8	10	10	10	10
Transnational activities/mobility - teacher	4	4	4	4	4
Count (n)	(2032)	(2985)	(759)	(988)	(6764)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2**Proportion of pupils and teachers from the schools taking part in the Comenius project - by country configuration of Comenius partnerships (Mean of percentages)**

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Percentages of pupils involved in local activities	35,5	36,5	33,5	34,8	35,6
Percentages of pupils taking part in transnational activities	4,2	4,4	2,9	3,7	4,1
Percentages of teachers involved in local activities	35,0	37,1	33,9	35,8	36,0
Percentages of teachers taking part in transnational activities	15,8	16,9	14,4	15,6	16,1
Count (n)	(2032)	(2985)	(759)	(988)	(6764)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4**Proportion of pupils in different age groups - by country configuration of Comenius partnerships (Mean of percentages)**

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Up to 6 years	6,2	4,2	6,7	5,6	5,3
7 - 10 years	22,7	19,3	21,6	20,5	20,8
11 - 14 years	24,7	29,1	27,7	30,4	27,8
15 years and older	46,4	47,4	44,0	43,5	46,2
Total	100,0	100,0	100,0	100,0	100,0
Count (n)	(2282)	(3278)	(825)	(1066)	(7451)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by country configuration of Comenius partnerships (Percentages, multiple replies possible)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Integrated in specific school subjects	61	64	63	61	63
An extra-curricular activity	35	39	38	42	38
A cross-curricular / interdisciplinary activity	56	56	60	56	56
Other	9	9	9	8	9
Total	161	169	170	167	166
Count (n)	(2332)	(3391)	(860)	(1111)	(7694)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by country configuration of Comenius partnerships (Percentages, multiple replies possible)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Language training of teachers	22	28	25	31	26
Additional language training of pupils	32	30	29	29	31
Modification of class composition	15	17	14	17	16
Provision of equipment for pupils with special needs	14	14	13	13	14
Use of volunteers	30	34	35	33	33
Modification of school time organisation	40	38	33	33	38
Purchase of documentation/materials/equipment	88	86	86	86	87
Other	13	12	14	13	13
Total	255	259	247	256	256
Count (n)	(2241)	(3266)	(828)	(1062)	(7397)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by country configuration of Comenius partnerships (Percentages*)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Preparation of the project	26	27	27	29	27
Planning and organisation of project activities	42	44	44	41	43
Production of materials	84	85	83	85	85
Contacts with pupils at partner schools	64	65	59	63	64
Presentation of project results	72	77	72	73	74
Dissemination of project results	47	51	49	50	49
Evaluation of the project	41	44	42	44	43
Count (n)	(2338)	(3390)	(860)	(1117)	(7705)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by country configuration of Comenius partnerships (Percentages*)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Teamwork among pupils from your own school	78	79	78	79	78
Teamwork between pupils from your own and from partner schools	34	32	28	30	32
Distribution of project activities to individual pupils	50	52	51	53	51
Correspondence between pupils by E-Mail	53	50	54	52	52
Correspondence between pupils by eTWINNING	6	8	9	10	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	44	41	41	40	42
Teamwork among teachers from your own school	81	83	83	81	82
Teamwork between teachers from your own and from partner schools	73	75	72	74	74
Count (n)	(2341)	(3398)	(859)	(1116)	(7714)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by country configuration of Comenius partnerships (Percentages*)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Lack of interest/commitment of the head teacher to the project	5	5	5	5	5
Lack of interest of teachers/colleagues to take part in the project	13	12	14	11	13
Lack of acceptance of the project by teachers/colleagues not directly involved	17	17	20	19	18
Lack of interest/active participation of pupils	3	4	4	3	3
Lack of foreign language proficiency of teachers/colleagues	14	22	17	22	19
Lack of interest/active participation of parents	11	12	11	13	12
Lack of interest/active participation of local authorities	14	14	14	16	14
Opposition of parents against the project activities	2	3	3	3	3
Insufficient/outdated computer equipment	14	14	14	14	14
Vast amount of administrative burden arising from the Comenius project	38	33	33	31	34
Count (n)	(2340)	(3397)	(856)	(1117)	(7710)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10**Satisfaction with various aspects of administration and implementation of the Comenius project - by country configuration of Comenius partnerships (Percentages*)**

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Cooperation with the national Comenius agency	86	88	87	86	87
Procedures for project application	64	67	69	67	66
Amount of financial support from Comenius	63	66	55	57	63
Timeliness of provision of grant by the national Comenius agency	77	77	74	71	76
Administrative procedures for accounting of the project	56	57	57	58	57
Dissemination of information between the partner schools	76	78	78	81	78
Division of tasks between partner schools	80	84	82	84	83
Degree of fulfilment of tasks by partner schools	74	78	76	80	77
Cooperation with partner schools in general	85	88	86	88	87
Count (n)	(2343)	(3401)	(858)	(1117)	(7719)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1**Products/Outcomes of the Comenius project - by country configuration of Comenius partnerships (Percentages, multiple replies possible)**

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	78	81	86	85	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	82	89	85	91	86
Website especially devoted to the project	48	58	62	70	57
Performances (theatre, music, sports)	38	44	42	46	42
Teaching material / Learning material	50	50	48	49	50
Strategic plan for the development of the school	17	19	19	22	19
Other	18	19	18	17	18
Total	330	360	360	379	354
Count (n)	(2347)	(3414)	(864)	(1119)	(7744)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by country configuration of Comenius partnerships (Percentages, multiple replies possible)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Only to pupils and teachers involved in the project in your school	1	1	1	1	1
Only to pupils and teachers involved in the project in partner schools	5	4	5	4	4
To your whole school	78	83	80	83	81
To other schools in your community / region	23	32	34	39	31
To other actors (parents, local authorities, etc.)	62	68	68	68	66
To local media (press, radio, TV)	58	68	64	69	64
Other	14	13	14	13	13
Total	242	269	266	276	261
Count (n)	(2335)	(3410)	(862)	(1114)	(7721)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by country configuration of Comenius partnerships (Percentages*)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Increase of interest in other countries and cultures	89	90	90	91	90
Improvement of knowledge about living and school life in partner countries	85	87	85	85	86
More tolerance of pupils towards other cultures, foreigners etc.	76	82	81	83	80
Enhancement of pupils knowledge about their own cultural heritage	70	72	75	76	72
Improvement of knowledge about the European Union	64	69	71	76	69
Enhancement of interest of pupils in foreign languages	75	75	75	77	75
Improvement of language proficiency in English	58	64	57	70	62
Establishment of lasting personal contacts with pupils from partner schools	50	55	51	60	53
Improvement of language proficiency in a language other than English	26	21	26	21	23
Improvement of social skills and abilities	75	78	79	78	77
Improved abilities of pupils to work in teams	71	76	75	78	74
Gaining specialist knowledge that would have not been obtained without the Comenius project	70	72	73	72	72
Improvement of ICT competence (Information and Communication Technology)	62	67	69	72	66
Rise of self-confidence	72	75	75	76	74
Enhanced motivation towards learning and knowledge acquisition in general	69	69	70	75	70
Improved abilities of pupils to work autonomously	60	63	63	67	63
Improved abilities of pupils to present their own position	61	63	64	67	63
Improved abilities of pupils in self-organised learning	46	51	51	56	50
Count (n)	(2328)	(3376)	(861)	(1110)	(7675)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by country configuration of Comenius partnerships (Percentages, multiple replies possible)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
No	50	54	46	55	52
Yes, pupils with migration background	38	30	38	29	33
Yes, pupils with special educational needs	30	31	37	31	31
Total	117	115	121	115	116
Count (n)	(2274)	(3333)	(834)	(1085)	(7526)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by country configuration of Comenius partnerships (Percentages*)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Better integration into their school class(es)	64	63	69	71	65
Rise of self-confidence	71	71	74	79	72
Count (n)	(872)	(1025)	(326)	(320)	(2543)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by country configuration of Comenius partnerships (Percentages*)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Better integration into their school class(es)	59	65	70	71	65
Rise of self-confidence	67	75	76	79	73
Count (n)	(708)	(1075)	(320)	(349)	(2452)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school - by country configuration of Comenius partnerships (Percentages*)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Improvement of knowledge and understanding of the school system and education in the partner countries	90	90	91	91	90
Establishment of lasting personal contacts with teachers from partner schools	78	82	84	86	82
Improvement of language proficiency in English	62	67	62	76	66
Improvement of language proficiency in a language other than English	34	26	34	26	29
Ability/readiness of teachers to work in (interdisciplinary) teams	72	75	78	80	75
Improvement of motivation towards the work of a teacher in general	70	74	77	81	74
Rise of identification of teachers with their own school	56	63	63	66	61
Exposure to new subject matters	75	75	76	79	76
Exposure to new teaching methods/didactic concepts in general	69	69	70	73	70
Improvement of ICT competence (Information and Communication Technology)	62	67	70	74	67
Improvement of knowledge in teachers own area of work	59	62	61	66	62
Increase of teachers emphasis on own cultural heritage in teaching	58	61	65	67	61
Improved abilities in educating pupils with special educational needs	21	26	29	29	25
Count (n)	(2309)	(3371)	(849)	(1108)	(7637)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by country configuration of Comenius partnerships (Percentages*)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Strengthening of a European dimension to teaching and learning	76	79	84	84	79
Establishment of partnerships/cooperation with schools from other countries	65	73	72	78	71
Improvement of cooperation between teachers from your school	58	64	63	70	63
Improvement of cooperation between teachers and school management	54	61	62	66	60
Improvement of contacts/respect between pupils and teachers	54	60	59	65	59
Strengthening of interdisciplinary approaches in the curriculum	60	64	70	72	65
Use of new teaching materials/curricular content developed in the project	58	61	66	69	62
Introduction of new teaching and learning methods	47	50	55	55	51
Introduction of new school management strategies/ideas/practices	40	44	49	49	44
Increase of training of teachers in Information and Communication Technologies	49	54	58	64	55
Increase of training of teachers in English	34	41	43	53	41
Increase of training of teachers in new teaching and learning methods	37	39	45	48	40
Increase of training of teachers in foreign languages other than English	22	18	25	20	20
Commitment and engagement of parents towards school activities	46	48	53	54	49
Cooperation with local authorities	42	47	52	51	46
Collaboration with local companies	25	30	29	29	28
Common activities with neighbouring schools	16	18	24	23	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	36	40	35	42	39
Increase of the individual mobility of pupils	34	36	34	39	35
Increase of class outings to other countries	27	28	29	31	28
Count (n)	(2307)	(3363)	(847)	(1105)	(7622)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by country configuration of Comenius partnerships (Percentages, multiple replies possible)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
No contacts at all	9	6	4	3	6
Private contacts between teachers	86	90	90	93	89
Private contacts between pupils	48	55	44	58	51
Exchange of pupils with former partner schools	18	23	13	17	19
Continuation of project activities without Comenius support	23	26	23	24	24
Establishment of official/permanent school partnership(s)	12	16	10	15	14
Development of a joint proposal for a new Comenius project	28	35	34	46	33
Development of a joint proposals for a project funded from other sources than Comenius	8	9	9	13	9
Other	10	11	10	8	10
Total	241	270	238	277	256
Count (n)	(1570)	(1609)	(458)	(349)	(3986)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by country configuration of Comenius partnerships (Percentages)

	Country configuration				Total
	Only EU-15/ EFTA	EU-15/EFTA and new EU-25	EU-15/EFTA, new EU-27 (BG, RO) and Turkey	All regions	
Very satisfied	51	55	56	60	55
Satisfied	35	34	34	31	34
Partly	10	8	7	7	8
Dissatisfied	3	2	2	2	2
Very dissatisfied	1	1	1	1	1
Total	100	100	100	100	100
Count (n)	(2288)	(3328)	(831)	(1084)	(7531)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

Country of schools

Table 1.1
Area in which the school is located - by country of schools (Percentages)

	Country of schools																												Total			
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR	
Rural	41	30	14	19	26	34	47	29	31	33	36	23	14	35	45	16	100	20	27	21	15	30	50	23	22	14	29	18	21	18	27	
Sub-urban	30	34	29	24	44	23	16	14	25	21	32	21	26	27	19	20	0	0	27	43	30	31	27	18	26	4	25	24	21	15	26	
Urban	29	36	57	57	30	43	37	57	44	46	32	56	60	38	35	64	0	80	47	36	55	39	24	59	52	83	47	58	59	66	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	100	100	100	100
Anzahl (n)	(461)	(175)	(7)	(191)	1510	(166)	(79)	1058	(272)	(378)	(462)	(186)	(174)	(77)	(31)	(876)	(3)	(5)	(15)	(14)	(20)	(196)	(135)	(559)	(183)	(183)	(150)	(67)	(73)	(125)	7831	

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by country of schools (Percentages, multiple replies possible)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Pre-school	17	23	14	8	5	21	11	46	11	15	16	4	5	1	16	11	0	20	13	14	5	4	5	8	21	18	28	4	7	23	16
Primary	32	38	29	39	31	65	53	49	43	27	62	32	44	65	42	35	0	60	27	29	35	36	48	43	31	57	45	60	40	51	41
Lower secondary	48	55	57	45	59	68	62	60	33	37	35	33	52	35	39	28	100	60	53	50	55	49	29	39	76	65	36	37	42	27	47
Upper secondary	40	63	86	51	53	46	56	51	38	43	40	41	58	39	45	48	0	100	67	71	30	54	41	31	47	47	52	33	53	54	47
Total	138	179	186	142	149	200	182	207	125	122	153	110	159	140	142	121	100	240	160	164	125	142	123	121	174	187	160	134	142	155	151
Anzahl (n)	(460)	(175)	(7)	(190)	1499	(164)	(79)	1046	(272)	(376)	(462)	(187)	(172)	(77)	(31)	(877)	(3)	(5)	(15)	(14)	(20)	(194)	(135)	(559)	(182)	(182)	(149)	(67)	(73)	(126)	7798

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by country of schools (Percentages, multiple replies possible)

	Country of schools																												Total			
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR	
Pre-school/Primary	29	32	0	17	20	9	9	36	33	26	55	30	27	57	32	24	0	0	27	7	30	30	31	34	10	10	23	31	21	31	28	
Up to lower secondary	31	5	14	32	27	45	35	13	29	31	5	29	15	4	23	27	100	0	7	21	40	15	28	35	43	43	24	36	26	15	25	
Up to upper secondary	40	63	86	51	53	46	56	51	38	43	40	41	58	39	45	48	0	100	67	71	30	54	41	31	47	47	52	33	53	54	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	100	100	100	100
Anzahl (n)	(460)	(175)	(7)	(190)	1499	(164)	(79)	1046	(272)	(376)	(462)	(187)	(172)	(77)	(31)	(877)	(3)	(5)	(15)	(14)	(20)	(194)	(135)	(559)	(182)	(182)	(149)	(67)	(73)	(126)	7798	

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by country of schools (Percentages)

	Country of schools																												Total			
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR	
General education	72	57	71	61	78	77	87	91	80	75	90	78	74	88	90	74	100	80	67	79	85	78	87	85	81	77	84	73	71	86	80	
Technical education	4	19	0	15	0	4	0	0	0	6	0	6	5	0	3	17	0	0	27	7	0	3	1	7	5	13	1	9	11	4	5	
Vocational education	17	13	29	19	15	7	6	6	14	15	3	10	18	5	3	8	0	20	7	7	15	14	9	4	11	7	9	9	15	7	11	
Special needs education	7	12	0	5	7	13	6	3	6	3	6	6	3	6	3	1	0	0	0	7	0	5	3	4	3	3	7	9	3	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	100	100	100	100	100
Anzahl (n)	(456)	(173)	(7)	(191)	1507	(166)	(79)	1054	(272)	(377)	(462)	(187)	(174)	(77)	(31)	(873)	(3)	(5)	(15)	(14)	(20)	(195)	(135)	(559)	(182)	(183)	(148)	(67)	(73)	(126)	7811	

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by country of schools (Percentages)

	Country of schools																												Total			
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR	
Up to 250	51	23	43	22	20	23	51	22	38	31	41	60	11	40	41	11	100	20	13	14	21	24	41	24	14	12	36	16	23	14	26	
251 - 500	27	33	29	45	22	37	16	35	42	24	23	34	33	35	21	18	0	0	13	29	37	18	37	34	15	25	29	22	32	32	28	
501 - 1000	17	35	29	31	31	34	29	35	16	26	18	5	47	19	28	53	0	60	20	43	26	12	20	37	42	37	20	54	41	26	32	
More than 1000	5	10	0	2	26	6	4	8	4	18	19	1	9	7	10	18	0	20	53	14	16	46	2	4	29	27	15	8	4	28	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	100	100	100	100
Anzahl (n)	(433)	(165)	(7)	(187)	1434	(164)	(75)	1011	(260)	(350)	(425)	(174)	(167)	(75)	(29)	(836)	(3)	(5)	(15)	(14)	(19)	(188)	(133)	(523)	(170)	(173)	(147)	(63)	(71)	(117)	7433	

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by country of schools (Percentages)

	Country of schools																												Total			
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR	
School project	70	79	43	72	77	71	58	74	71	66	85	76	73	84	71	78	67	100	80	79	68	73	73	81	66	77	70	78	70	75	75	
Language project	9	5	14	10	10	8	1	9	13	21	5	7	10	4	3	8	0	0	13	7	9	8	7	9	10	6	7	4	14	6	9	
School Development project	21	16	43	19	13	20	41	16	16	13	11	17	17	13	26	14	33	0	7	14	23	19	20	11	23	17	23	17	16	19	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	100	100	100	100
Anzahl (n)	(464)	(177)	(7)	(194)	1523	(167)	(81)	1061	(275)	(378)	(468)	(190)	(174)	(80)	(31)	(886)	(3)	(5)	(15)	(14)	(22)	(198)	(135)	(563)	(185)	(185)	(150)	(69)	(73)	(130)	7903	

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by country of schools (Percentages)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
1998-2000	15	6	0	5	12	15	9	8	13	6	8	12	8	9	10	9	33	40	0	43	5	10	11	3	9	7	11	13	3	0	9
2001-2002	28	12	14	10	19	19	10	17	23	12	15	16	14	22	16	17	33	20	7	7	5	21	16	8	20	18	18	21	7	0	17
2003	19	14	14	17	20	18	9	20	18	19	17	20	22	18	10	18	0	0	33	0	14	20	19	14	20	23	19	16	16	4	18
2004	20	26	29	34	22	24	28	27	20	28	25	18	22	26	16	26	0	40	33	36	32	22	28	34	26	27	23	25	32	27	25
2005	16	35	43	30	23	18	38	25	21	30	31	34	29	25	45	24	33	0	27	7	41	19	24	40	21	22	26	19	38	60	27
2006	2	6	0	4	4	8	6	3	5	5	4	0	4	0	3	6	0	0	0	7	5	8	1	1	4	3	3	4	4	10	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	100	100	100
Anzahl (n)	(456)	(174)	(7)	(189)	1485	(165)	(81)	1034	(269)	(370)	(454)	(187)	(170)	(77)	(31)	(862)	(3)	(5)	(15)	(14)	(22)	(193)	(135)	(559)	(179)	(181)	(147)	(67)	(73)	(124)	7728

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by country of schools (Percentages)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
One year	15	12	14	16	18	24	10	15	19	26	11	11	18	9	10	17	0	0	13	29	23	17	10	13	15	12	12	16	16	21	16
Two years	23	37	43	33	30	27	46	29	27	32	36	41	33	29	55	30	67	0	33	21	45	21	30	40	26	28	39	28	38	56	32
Three and more years	61	51	43	51	52	48	44	56	54	42	53	48	49	62	35	53	33	100	53	50	32	62	61	47	60	60	49	55	45	23	52
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	100	100
Anzahl (n)	(456)	(174)	(7)	(189)	1485	(165)	(81)	1034	(269)	(370)	(454)	(187)	(170)	(77)	(31)	(862)	(3)	(5)	(15)	(14)	(22)	(193)	(135)	(559)	(179)	(181)	(147)	(67)	(73)	(124)	7728

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by country of schools (Percentages)

	Country of schools																												Total			
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR	
Project not finished	29	61	71	57	40	35	68	46	36	50	55	43	49	42	58	47	33	40	47	21	64	44	47	64	45	42	39	41	63	84	47	
Just finished	21	20	0	21	22	22	14	25	20	22	21	23	25	24	16	23	0	0	40	14	18	29	22	23	24	26	26	20	22	11	23	
One year	17	8	29	10	14	14	4	14	18	13	9	10	11	12	10	13	33	20	7	29	5	15	15	7	14	19	15	18	10	4	13	
Two years	16	6	0	6	10	12	6	7	10	8	7	8	10	10	6	8	0	0	0	0	9	7	7	3	6	7	8	6	4	1	8	
Three or more years	18	4	0	6	14	18	9	7	16	7	9	16	4	12	10	9	33	40	7	36	5	4	9	2	11	6	12	15	1	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	100	100	100	100
Anzahl (n)	(452)	(173)	(7)	(188)	1477	(165)	(80)	1028	(268)	(368)	(456)	(184)	(166)	(78)	(31)	(857)	(3)	(5)	(15)	(14)	(22)	(187)	(134)	(555)	(178)	(179)	(145)	(66)	(73)	(125)	7679	

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by country of schools (Percentages)

	Country of schools																												Total			
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR	
Two schools	9	5	14	10	10	8	1	9	13	21	5	7	10	4	3	8	0	0	13	7	9	8	7	9	9	6	7	4	14	6	9	
Three schools	16	7	0	13	21	16	14	14	15	11	17	11	20	22	13	15	0	0	20	21	5	15	12	16	11	10	11	18	10	9	15	
Four schools	25	26	14	28	26	31	32	28	28	25	31	27	18	33	17	21	0	20	33	0	23	26	30	27	16	19	33	24	24	20	26	
Five schools	26	23	29	24	20	18	27	21	20	20	24	25	21	13	17	27	100	80	13	14	18	23	26	23	24	29	25	25	21	21	23	
Six and more	24	38	43	25	23	27	26	27	24	23	22	31	30	29	50	29	0	0	20	57	45	27	26	25	40	36	24	29	32	44	27	
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	100	100	100
Anzahl (n)	(459)	(175)	(7)	(190)	1491	(165)	(81)	1048	(271)	(373)	(459)	(190)	(172)	(79)	(30)	(861)	(3)	(5)	(15)	(14)	(22)	(190)	(135)	(560)	(179)	(182)	(150)	(68)	(72)	(126)	7772	

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4
Number of countries involved in the Comenius project - by country of schools (Percentages)

	Country of schools																												Total			
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR	
Two	9	5	14	10	10	8	1	9	12	21	5	7	10	4	3	8	0	0	13	7	9	8	7	9	9	6	7	4	14	6	9	
Three	21	13	0	17	26	24	16	22	22	18	25	16	24	25	26	18	33	20	33	21	9	20	19	21	18	20	15	22	12	19	21	
Four	33	33	29	32	29	33	38	32	29	30	33	34	22	32	23	25	0	20	20	7	18	32	33	31	23	28	39	26	30	24	30	
Five	20	22	29	24	20	20	23	20	21	16	27	22	21	19	13	24	67	60	13	29	41	21	25	21	23	20	26	26	23	24	22	
Six and more	16	27	29	17	14	15	21	16	16	15	11	21	23	20	35	25	0	0	20	36	23	19	16	18	27	26	14	21	21	27	18	
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	100	100	100
Anzahl (n)	(461)	(176)	(7)	(191)	1506	(165)	(81)	1053	(273)	(375)	(465)	(190)	(173)	(79)	(31)	(875)	(3)	(5)	(15)	(14)	(22)	(196)	(135)	(560)	(182)	(184)	(150)	(68)	(73)	(127)	7835	

Question 2.4: In which countries are the partner schools located?

Table 2.3
Number of schools participating in the project - by country of schools (Percentages)

	Country of schools																												Total			
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR	
Two schools	9	5	14	10	10	8	1	9	13	21	5	7	10	4	3	8	0	0	13	7	9	8	7	9	9	6	7	4	14	6	9	
Three schools	16	7	0	13	21	16	14	14	15	11	17	11	20	22	13	15	0	0	20	21	5	15	12	16	11	10	11	18	10	9	15	
Four schools	25	26	14	28	26	31	32	28	28	25	31	27	18	33	17	21	0	20	33	0	23	26	30	27	16	19	33	24	24	20	26	
Five schools	26	23	29	24	20	18	27	21	20	20	24	25	21	13	17	27	100	80	13	14	18	23	26	23	24	29	25	25	21	21	23	
Six and more	24	38	43	25	23	27	26	27	24	23	22	31	30	29	50	29	0	0	20	57	45	27	26	25	40	36	24	29	32	44	27	
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	100	100	100
Anzahl (n)	(459)	(175)	(7)	(190)	1491	(165)	(81)	1048	(271)	(373)	(459)	(190)	(172)	(79)	(30)	(861)	(3)	(5)	(15)	(14)	(22)	(190)	(135)	(560)	(179)	(182)	(150)	(68)	(72)	(126)	7772	

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.5
Proportion of languages used for communication with partner schools - by country of schools (Mean)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
German	21,5	2,8	7,1	18,1	19,5	5,0	13,4	2,1	4,5	4,9	2,8	4,0	26,4	1,0	2,1	3,5	35,0	10,0	28,0	19,6	2,3	9,1	4,6	12,3	0,7	2,8	3,7	10,1	14,5	3,6	9,4
English	71,4	84,7	76,4	75,5	69,4	91,0	82,3	71,4	90,9	60,9	91,9	84,5	66,4	91,7	91,3	75,7	63,7	84,0	32,0	65,4	86,2	84,8	92,3	78,6	80,8	73,0	91,7	85,0	80,0	92,1	76,7
Spanish	1,1	0,8	0,0	0,6	1,8	0,9	0,5	9,7	0,5	4,8	1,1	1,1	0,4	0,9	0,0	2,8	0,3	2,0	2,0	0,0	1,4	0,5	0,6	0,5	3,3	1,6	0,9	0,1	0,3	0,2	2,6
French	2,5	9,8	5,7	2,9	6,7	1,5	0,7	10,4	1,6	25,3	3,0	7,0	4,9	5,4	1,6	11,4	0,0	2,0	33,3	10,7	3,7	3,7	1,9	5,7	10,6	19,1	2,2	2,9	4,0	2,0	7,7
Italian	2,7	0,6	2,1	0,4	1,1	0,1	0,1	3,6	0,2	2,3	0,5	1,8	0,6	0,3	0,0	5,5	0,0	0,0	4,3	0,0	4,5	0,3	0,1	0,5	2,2	1,9	0,3	1,5	0,0	0,5	1,9
Other language	0,8	1,2	8,6	2,5	1,5	1,4	3,1	2,9	2,2	1,7	0,6	1,7	1,3	0,8	5,0	1,1	1,0	2,0	0,3	4,3	1,9	1,7	0,5	2,4	2,4	1,7	1,2	0,5	1,2	1,5	1,7
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	100,0	100,0	100,0
Count (n)	(452)	(173)	(7)	(188)	(1476)	(164)	(78)	(1021)	(274)	(369)	(461)	(185)	(169)	(79)	(31)	(864)	(3)	(5)	(15)	(14)	(22)	(195)	(132)	(555)	(182)	(180)	(149)	(68)	(73)	(125)	(7709)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by country of schools (Percentages)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Coordinator	34	51	43	13	45	34	11	27	26	47	49	20	12	20	23	23	100	40	40	21	9	45	31	19	22	20	24	25	11	13	31
Partner	66	49	57	87	55	66	89	73	74	53	51	80	88	80	77	77	0	60	60	79	91	55	69	81	78	80	76	75	89	88	69
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	100	100
Count (n)	(460)	(175)	(7)	(190)	1507	(164)	(81)	1047	(273)	(372)	(464)	(188)	(174)	(79)	(31)	(874)	(3)	(5)	(15)	(14)	(22)	(198)	(134)	(563)	(184)	(185)	(149)	(69)	(73)	(128)	7828

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2**School units participating in the Comenius project - by country of schools (Percentages)**

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
One class	11	8	0	6	7	16	4	5	6	19	6	6	6	8	10	7	0	0	13	7	5	10	7	3	10	2	8	1	5	2	7
Two or more classes (separate)	34	35	0	24	31	50	26	19	22	33	25	26	24	32	35	27	67	0	40	7	27	34	37	15	36	25	46	19	25	34	28
Inter-class group	15	17	57	36	35	9	31	34	20	18	13	36	44	13	10	45	0	20	33	21	14	26	17	36	31	44	13	32	38	29	30
The whole school	31	25	43	25	20	15	30	35	42	23	50	28	18	46	26	13	33	80	7	43	50	17	31	40	13	26	24	38	21	20	27
Other	7	14	0	10	7	10	10	8	10	7	5	4	8	3	19	8	0	0	7	21	5	13	8	6	9	3	9	10	11	14	8
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	100	100
Count (n)	(459)	(175)	(7)	(189)	1509	(164)	(81)	1045	(271)	(373)	(463)	(189)	(174)	(79)	(31)	(871)	(3)	(5)	(15)	(14)	(22)	(198)	(134)	(563)	(184)	(185)	(149)	(69)	(73)	(128)	7822

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1**Number of pupils and teachers taking part in the Comenius project - by country of schools (Median)**

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Local activities - pupils	70	98	65	60	80	67	60	130	75	70	128	50	60	120	56	80	60	120	105	175	100	60	82	100	60	112	85	100	46	47	81
Transnational activities/mobility - pupils	5	5	5	10	9	4	6	1	6	10	1	5	11	1	1	4	8	15	12	10	1	10	6	8	5	2	8	8	6	4	6
Local activities - teacher	9	10	10	8	8	6	9	13	10	7	8	7	11	10	6	10	8	10	8	10	10	7	8	11	8	10	10	13	7	10	10
Transnational activities/mobility - teacher	4	4	5	4	4	3	5	4	4	4	4	4	6	4	4	4	4	5	3	4	2	4	5	5	4	4	5	4	4	5	4
Count (n)	(369)	(159)	(7)	(177)	(1320)	(154)	(70)	(937)	(234)	(320)	(361)	(166)	(158)	(64)	(27)	(785)	(3)	(5)	(15)	(13)	(17)	(179)	(118)	(491)	(162)	(167)	(125)	(58)	(67)	(110)	(6838)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2**Proportion of pupils and teachers taking part in the Comenius project - by country of schools (Mean)**

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Percentages of pupils involved in local activities	40,2	35,0	24,6	33,1	28,7	28,5	37,0	46,5	48,3	33,2	55,1	38,3	27,2	60,4	35,6	25,5	61,1	37,4	18,2	42,3	44,0	24,9	45,3	41,2	21,9	29,0	38,3	35,0	23,6	16,7	35,5
Percentages of pupils taking part in transnational activities	6,4	2,7	2,5	4,6	4,0	6,0	4,4	2,2	5,6	5,1	5,0	7,3	4,2	3,8	6,1	2,3	6,0	2,2	5,7	9,1	1,4	3,2	9,1	6,8	1,5	0,9	5,5	3,5	2,9	2,1	4,1
Percentages of teachers involved in local activities	40,8	31,2	37,4	37,2	31,2	26,3	39,5	44,5	50,7	32,4	55,0	36,0	33,2	61,5	30,9	22,0	51,1	40,5	18,2	33,9	45,6	28,6	41,8	41,2	21,5	34,5	39,8	40,9	29,8	29,6	36,0
Percentages of teachers taking part in transnational activities	18,5	13,0	16,5	18,5	15,5	13,3	23,7	13,4	23,3	17,9	30,2	19,8	16,7	34,6	16,4	7,6	17,8	24,6	6,1	16,1	8,0	14,6	23,5	18,3	8,6	11,9	20,6	14,7	14,4	13,5	16,1
Count (n)	(369)	(159)	(7)	(177)	(1320)	(154)	(70)	(937)	(234)	(320)	(361)	(166)	(158)	(64)	(27)	(785)	(3)	(5)	(15)	(13)	(17)	(179)	(118)	(491)	(162)	(167)	(125)	(58)	(67)	(110)	(6838)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4**Age groups to which the participating pupils belong - by country of schools (Mean)**

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Up to 6 years	3,2	5,7	1,4	4,0	1,8	1,6	2,7	11,0	3,6	5,7	15,2	4,7	2,3	11,2	16,7	3,7	0,0	0,0	13,3	9,2	5,8	5,7	3,8	2,7	4,7	4,1	8,4	1,8	2,0	1,8	5,2
7 - 10 years	27,7	17,5	7,1	12,8	20,3	19,4	11,9	20,4	19,8	19,7	37,2	15,8	10,6	28,9	18,6	25,1	0,0	12,0	11,0	4,1	26,7	12,2	19,4	15,7	9,8	20,0	17,4	17,0	14,5	17,0	20,6
11 - 14 years	32,9	22,5	12,9	26,0	24,0	34,3	36,2	23,7	29,8	27,4	24,5	36,2	27,9	30,7	18,8	23,9	86,7	24,0	10,3	14,0	42,8	30,6	30,6	37,4	34,4	36,7	28,2	38,3	26,9	30,7	27,8
15 years and older	36,2	54,3	78,6	57,2	53,9	44,7	49,3	44,9	46,8	47,3	23,0	43,3	59,2	29,2	46,0	47,3	13,3	64,0	65,3	72,7	24,8	51,6	46,2	44,2	51,1	39,3	45,9	42,9	56,6	50,5	46,4
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	100,0	100,0	100,0
Count (n)	(447)	(164)	(7)	(183)	(1471)	(159)	(73)	(998)	(259)	(368)	(452)	(181)	(168)	(75)	(30)	(839)	(3)	(5)	(15)	(13)	(21)	(189)	(128)	(557)	(172)	(174)	(145)	(66)	(70)	(115)	(7547)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5**Integration of the Comenius project in the school activities - by country of schools (Percentages, multiple replies possible)**

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Integrated in specific school subjects	86	66	43	48	75	58	59	63	63	41	55	38	53	47	55	66	67	60	73	50	41	54	57	59	47	57	68	45	63	58	63
An extra-curricular activity	32	33	57	41	49	23	40	35	20	17	24	48	45	15	31	43	33	100	33	36	18	44	17	49	41	65	16	30	49	50	38
A cross-curricular / interdisciplinary activity	56	49	57	58	57	47	50	58	50	79	65	42	55	67	34	51	67	60	67	79	64	34	58	57	64	69	48	68	42	37	56
Other	11	8	14	7	14	9	9	8	7	12	5	3	8	4	14	8	33	0	7	14	5	8	8	5	7	5	3	3	8	6	9
Total	185	156	171	155	195	137	158	163	140	150	148	131	160	133	134	169	200	220	180	179	127	140	140	170	158	197	135	146	163	150	166
Count (n)	(456)	(175)	(7)	(190)	1505	(163)	(80)	1046	(271)	(372)	(462)	(188)	(173)	(78)	(29)	(868)	(3)	(5)	(15)	(14)	(22)	(197)	(133)	(559)	(182)	(185)	(149)	(69)	(73)	(125)	7794

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6

Arrangements to facilitate the participation of the school in the Comenius project - by country of schools (Percentages, multiple replies possible)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Language training of teachers	26	17	71	50	15	19	51	30	23	21	16	26	41	26	19	22	0	60	0	43	5	12	24	55	17	36	31	38	49	35	26
Additional language training of pupils	28	26	43	49	24	49	33	15	37	37	30	30	45	32	27	26	0	40	14	29	14	38	48	46	33	52	47	38	43	31	31
Modification of class composition	16	16	29	21	9	18	20	23	17	13	9	16	15	19	38	19	33	0	14	0	14	12	24	23	5	6	22	14	19	30	16
Provision of equipment for pupils with special needs	18	17	0	9	19	10	9	10	9	18	15	10	21	26	0	12	0	40	7	21	5	6	10	12	9	4	13	16	13	21	14
Use of volunteers	43	51	57	28	32	23	36	28	33	47	31	49	46	36	19	25	33	40	36	36	24	30	17	31	37	39	17	17	24	58	33
Modification of school time organisation	55	46	43	32	38	38	48	18	48	42	61	40	35	65	54	32	33	60	21	50	48	42	48	35	20	30	52	35	25	39	38
Purchase of documentation/ materials/ equipment	89	86	86	72	94	72	80	88	78	90	91	80	75	99	69	87	100	100	86	79	86	83	67	88	87	85	75	68	82	74	86
Other	12	10	14	8	14	7	5	20	8	16	13	8	9	13	8	18	0	0	21	0	19	17	7	6	9	6	5	11	6	6	13
Total	286	268	343	268	244	236	281	232	252	284	266	260	288	315	235	240	200	340	200	257	214	241	245	296	215	257	263	238	260	295	256
Count (n)	(449)	(168)	(7)	(183)	1431	(137)	(80)	1019	(253)	(366)	(443)	(183)	(170)	(78)	(26)	(840)	(3)	(5)	(14)	(14)	(21)	(185)	(122)	(550)	(175)	(181)	(135)	(63)	(68)	(125)	7494

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by country of schools (Percentages*)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Preparation of the project	21	29	29	28	23	23	21	21	27	26	21	50	38	41	23	27	0	40	27	29	30	25	18	39	24	42	19	25	39	50	27
Planning and organisation of project activities	56	24	29	34	65	31	38	25	33	22	36	42	49	42	26	49	33	60	60	57	35	27	29	43	45	54	42	26	48	49	43
Production of materials	81	77	71	82	87	88	80	81	83	92	83	86	84	79	71	91	67	80	93	64	70	73	74	90	84	88	81	80	85	68	85
Contacts with pupils at partner schools	60	56	57	57	67	61	54	61	59	74	65	62	66	58	55	63	33	60	73	71	60	64	62	69	64	75	56	58	72	57	64
Presentation of project results	78	76	71	75	84	73	74	60	65	82	70	79	82	71	65	73	67	80	73	100	50	76	67	83	69	75	65	79	82	64	74
Dissemination of project results	46	50	71	48	47	51	36	45	33	54	45	64	48	46	42	58	50	80	67	57	26	38	33	59	57	73	42	52	54	53	49
Evaluation of the project	27	48	57	42	38	51	44	38	34	35	46	60	51	30	26	45	33	60	43	64	32	45	38	57	55	60	53	48	51	48	43
Count (n)	(460)	(174)	(7)	(191)	1503	(163)	(80)	1053	(273)	(370)	(462)	(188)	(173)	(79)	(31)	(874)	(3)	(5)	(15)	(14)	(20)	(195)	(134)	(560)	(181)	(185)	(149)	(69)	(73)	(128)	7812

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by country of schools (Percentages*)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Teamwork among pupils from your own school	79	72	71	80	82	68	68	73	69	86	79	84	84	81	70	80	100	100	67	86	70	64	60	88	79	90	70	67	86	73	78
Teamwork between pupils from your own and from partner schools	30	22	43	35	35	33	22	28	26	31	33	29	38	31	25	28	0	40	47	57	32	32	20	36	31	45	21	36	47	45	32
Distribution of project activities to individual pupils	55	40	71	46	50	28	36	54	41	65	53	54	54	68	29	49	33	80	67	64	50	33	35	61	46	66	37	48	61	63	51
Correspondence between pupils by E-Mail	52	51	71	51	50	47	47	51	42	51	47	55	54	49	50	54	0	80	47	43	83	50	42	56	61	72	38	58	60	64	52
Correspondence between pupils by eTWINNING	3	1	20	2	4	7	7	9	3	10	7	11	15	18	0	12	0	40	25	0	15	6	6	11	7	13	8	11	12	29	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	42	33	43	27	40	38	24	41	34	44	52	53	34	47	28	48	0	40	50	42	31	34	33	46	40	53	33	39	39	40	42
Teamwork among teachers from your own school	89	83	86	84	84	79	82	84	77	82	80	82	85	81	94	74	100	100	80	100	89	72	81	85	88	90	75	90	80	76	82
Teamwork between teachers from your own and from partner schools	81	66	86	82	77	69	80	73	67	64	82	78	73	77	71	65	67	80	53	93	90	67	58	76	77	85	67	75	86	82	74
Count (n)	(459)	(175)	(7)	(191)	1507	(164)	(81)	1054	(273)	(371)	(462)	(187)	(173)	(79)	(31)	(875)	(3)	(5)	(15)	(14)	(20)	(195)	(134)	(558)	(183)	(185)	(150)	(69)	(72)	(128)	7820

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9

Significant difficulties encountered during the Comenius project - by country of schools (Percentages*)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Lack of interest/commitment of the head teacher to the project	5	8	0	6	5	8	6	4	6	1	3	8	5	3	3	7	0	0	0	7	19	6	4	2	5	5	9	3	6	16	5
Lack of interest of teachers/colleagues to take part in the project	15	17	0	11	16	12	14	9	16	12	9	19	8	9	10	17	0	0	7	7	14	13	7	7	11	5	16	4	10	18	13
Lack of acceptance of the project by teachers/colleagues not directly involved	19	28	0	14	22	22	23	12	12	22	10	24	10	13	6	27	0	20	13	14	24	15	8	9	15	12	14	14	11	30	18
Lack of interest/active participation of pupils	3	6	0	6	4	4	10	3	3	1	3	4	2	3	0	2	0	0	0	7	11	4	3	2	1	2	5	4	0	9	3
Lack of foreign language proficiency of teachers/colleagues	8	14	14	34	12	7	51	30	8	20	16	22	35	13	3	20	0	20	0	21	5	6	2	36	14	19	5	10	19	36	19
Lack of interest/active participation of parents	13	14	14	20	10	5	29	12	9	16	8	19	14	4	6	9	0	0	27	21	20	6	5	15	17	12	12	8	6	21	12
Lack of interest/active participation of local authorities	16	19	14	19	11	12	16	14	10	14	9	15	22	9	3	20	33	0	8	29	6	10	10	15	14	20	23	13	13	17	14
Opposition of parents against the project activities	2	4	0	4	2	5	8	3	3	4	2	7	3	4	0	3	33	0	0	7	10	2	0	3	3	4	2	4	6	5	3
Insufficient/outdated computer equipment	12	13	43	7	16	8	6	17	10	18	9	14	8	29	0	14	0	0	7	36	5	8	9	14	20	24	14	10	10	11	14
Vast amount of administrative burden arising from the Comenius project	41	33	0	23	45	27	18	47	26	43	28	19	24	43	6	27	67	0	27	23	43	35	21	30	26	13	31	19	16	17	34
Count (n)	(458)	(175)	(7)	(191)	1506	(165)	(81)	1057	(273)	(371)	(463)	(186)	(171)	(79)	(31)	(870)	(3)	(5)	(15)	(14)	(21)	(195)	(134)	(558)	(184)	(184)	(150)	(69)	(72)	(128)	7816

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10

Satisfaction with various aspects of the administration and implementation of the Comenius project - by country of schools (Percentages*)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Cooperation with the national Comenius agency	89	86	86	96	91	85	96	82	88	88	90	90	87	91	94	81	100	100	100	93	90	91	93	86	84	92	83	83	96	70	87
Procedures for project application	61	62	43	74	49	58	79	74	63	67	69	82	73	74	81	76	67	80	73	86	67	65	72	69	72	82	59	74	81	71	66
Amount of financial support from Comenius	74	67	57	77	74	61	80	47	62	85	84	59	73	74	45	31	100	100	67	71	52	73	66	67	58	41	70	63	64	52	63
Timeliness of provision of grant by the national Comenius agency	91	73	71	92	91	73	89	65	69	81	74	77	67	85	67	72	100	80	87	86	52	72	77	58	61	71	65	82	85	60	76
Administrative procedures for accounting of the project	59	46	57	68	64	49	78	42	52	51	65	75	59	65	65	57	100	80	53	92	48	45	65	50	59	71	50	65	70	60	57
Dissemination of information between the partner schools	80	65	100	85	72	68	85	75	62	73	82	88	85	80	87	84	67	100	73	79	86	74	74	86	82	96	70	86	89	85	78
Division of tasks between partner schools	83	80	100	86	77	69	89	80	72	83	87	89	87	84	94	86	100	100	73	86	71	80	83	91	86	96	79	90	92	89	83
Degree of fulfilment of tasks by partner schools	80	70	100	82	67	63	80	77	64	79	80	87	80	83	84	82	100	100	60	71	86	70	78	88	83	94	70	86	92	88	77
Cooperation with partner schools in general	87	87	100	94	83	76	89	84	80	87	90	91	92	88	97	87	100	100	57	93	90	85	89	93	90	96	87	93	96	95	87
Count (n)	(459)	(175)	(7)	(191)	1506	(166)	(81)	1054	(272)	(370)	(463)	(188)	(173)	(79)	(31)	(872)	(3)	(5)	(15)	(14)	(21)	(196)	(135)	(559)	(184)	(185)	(150)	(69)	(73)	(128)	7824

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by country of schools (Percentages, multiple replies possible)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	76	78	100	85	76	66	78	82	82	87	66	92	87	81	73	88	67	100	67	79	73	69	77	88	90	95	77	90	93	97	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	91	84	100	87	91	75	91	84	82	75	82	89	87	78	77	85	100	100	67	71	77	82	83	92	86	88	86	96	84	96	86
Website especially devoted to the project	61	58	86	60	59	48	63	57	56	44	45	59	59	45	73	54	67	100	47	50	41	57	56	66	64	67	56	77	64	67	57
Performances (theatre, music, sports)	44	37	29	42	37	40	45	43	43	35	46	61	45	59	20	42	0	40	40	29	23	38	34	54	42	51	42	36	38	43	42
Teaching material / Learning material	55	55	86	47	44	52	61	62	47	31	62	49	47	68	23	39	33	60	33	64	50	47	47	55	52	68	49	43	42	36	50
Strategic plan for the development of the school	15	18	43	15	18	22	14	17	18	16	26	24	17	15	13	20	33	20	7	21	32	18	21	15	18	28	21	14	15	28	19
Other	25	17	43	17	26	13	19	15	14	18	14	7	18	19	17	19	33	20	33	21	14	20	14	15	16	11	14	12	15	15	18
Total	366	346	486	352	350	316	370	360	341	305	341	381	361	364	297	347	333	440	293	336	309	330	333	387	367	409	345	368	352	382	353
Count (n)	(464)	(176)	(7)	(193)	1514	(166)	(80)	1052	(274)	(371)	(467)	(190)	(174)	(80)	(30)	(878)	(3)	(5)	(15)	(14)	(22)	(197)	(135)	(563)	(185)	(184)	(149)	(69)	(73)	(129)	7859

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2

Target groups for the dissemination of results of the Comenius project - by country of schools (Percentages, multiple replies possible)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Only to pupils and teachers involved in the project in your school	1	1	0	1	1	2	0	2	0	1	1	1	1	1	0	1	0	0	0	0	0	3	1	0	0	0	0	0	1	1	1
Only to pupils and teachers involved in the project in partner schools	2	3	0	3	3	9	1	6	2	7	9	3	3	8	10	4	0	0	13	0	9	11	5	2	3	1	7	4	5	7	4
To your whole school	85	76	86	86	85	68	86	80	92	65	79	79	84	78	79	81	100	100	67	79	77	55	81	89	91	91	76	90	79	79	81
To other schools in your community / region	29	23	86	28	24	21	46	28	26	7	30	51	52	23	21	27	0	100	13	57	23	16	31	52	34	83	29	44	40	47	31
To other actors (parents, local authorities, etc.)	76	63	71	67	69	50	60	59	53	71	46	72	67	48	38	77	67	100	60	64	36	55	57	78	70	86	63	78	56	62	66
To local media (press, radio, TV)	74	58	86	70	77	53	65	59	55	54	53	71	76	49	55	56	67	100	47	93	59	52	60	72	54	86	49	81	71	67	65
Other	14	10	0	7	18	9	12	18	8	16	11	9	8	13	21	11	0	20	20	21	5	10	9	10	11	10	14	7	8	5	13
Total	281	233	329	263	277	212	272	251	236	222	228	286	293	217	224	257	233	420	220	314	209	202	245	302	263	357	238	304	262	267	261
Count (n)	(463)	(174)	(7)	(192)	1511	(163)	(81)	1047	(273)	(371)	(467)	(188)	(174)	(80)	(29)	(876)	(3)	(5)	(15)	(14)	(22)	(196)	(134)	(563)	(185)	(184)	(149)	(68)	(73)	(129)	7836

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by country of schools (Percentages*)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Increase of interest in other countries and cultures	89	83	86	86	88	81	89	90	90	93	92	93	94	96	81	91	67	100	80	100	86	80	87	93	92	93	84	93	95	96	90
Improvement of knowledge about living and school life in partner countries	84	81	86	90	84	84	87	83	87	85	91	93	90	90	84	84	67	100	80	86	73	83	85	93	86	93	81	86	97	90	86
More tolerance of pupils towards other cultures, foreigners etc.	80	68	100	86	77	63	84	83	81	80	81	87	89	79	65	80	67	100	73	79	59	65	63	90	85	92	64	78	86	90	80
Enhancement of pupils knowledge about their own cultural heritage	71	62	86	73	60	64	75	77	69	70	70	82	83	91	71	76	67	100	67	71	73	63	62	82	81	91	62	81	86	87	72
Improvement of knowledge about the European Union	65	60	86	75	54	41	78	79	54	75	68	84	72	78	45	76	33	100	40	86	59	54	39	81	83	91	44	80	85	85	69
Enhancement of interest of pupils in foreign languages	70	57	86	83	68	68	75	82	81	77	63	75	84	57	65	84	67	80	33	79	32	60	67	87	74	91	72	84	92	84	75
Improvement of language proficiency in English	60	54	71	66	55	69	77	57	76	51	0	65	57	0	65	66	67	80	13	71	68	69	73	70	67	79	63	75	75	71	62
Establishment of lasting personal contacts with pupils from partner schools	47	49	57	60	45	41	52	54	48	51	58	64	64	48	39	57	33	80	40	64	45	49	40	66	60	76	46	68	70	74	54
Improvement of language proficiency in a language other than English	16	15	43	31	19	15	27	20	16	25	25	20	37	26	16	25	0	40	33	50	9	16	20	30	26	51	17	32	27	30	23
Improvement of social skills and abilities	84	79	100	80	78	60	77	70	78	74	73	88	78	87	58	76	67	100	67	79	64	75	60	83	85	91	72	84	79	92	77
Improved abilities of pupils to work in teams	76	64	86	84	73	51	73	68	65	74	64	87	90	78	58	85	67	100	73	93	73	61	44	87	80	95	58	83	86	87	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	77	63	86	69	69	65	58	71	69	79	80	80	82	83	55	68	100	100	87	71	55	63	76	69	78	82	65	67	77	70	72

Improvement of ICT competence (Information and Communication Technology)	64	64	86	76	58	45	72	64	56	70	67	79	78	82	68	76	67	100	40	100	50	50	55	77	75	86	46	71	81	80	67
Rise of self-confidence	74	68	100	80	76	60	67	63	77	69	73	88	83	86	65	76	100	100	60	93	82	69	56	84	81	89	68	81	85	91	74
Enhanced motivation towards learning and knowledge acquisition in general	70	51	100	71	65	47	65	72	63	71	70	76	76	79	48	80	67	100	60	93	77	50	50	80	77	89	48	64	81	80	70
Improved abilities of pupils to work autonomously	74	51	86	65	68	43	48	59	42	63	55	67	70	62	55	65	67	80	67	79	59	49	31	73	68	78	42	68	75	79	63
Improved abilities of pupils to present their own position	63	64	100	74	56	61	59	52	59	57	61	72	67	69	42	69	67	100	67	79	59	64	53	75	68	90	63	75	77	82	63
Improved abilities of pupils in self-organised learning	57	42	100	49	52	34	48	41	31	46	49	58	65	64	39	52	67	100	53	79	50	46	25	59	57	80	34	54	67	69	51
Count (n)	(455)	(170)	(7)	(190)	1503	(162)	(79)	1039	(272)	(372)	(466)	(187)	(174)	(77)	(31)	(874)	(3)	(5)	(15)	(14)	(22)	(193)	(131)	(563)	(183)	(184)	(149)	(69)	(73)	(128)	7790

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4**Involvement of pupils with migration background or special educational needs - by country of schools (Percentages, multiple replies possible)**

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
No	51	56	17	67	52	54	80	38	69	53	38	28	69	28	70	50	67	50	53	69	57	65	51	66	55	69	41	64	72	78	52
Yes, pupils with migration background	36	37	33	15	41	37	6	48	18	38	20	66	10	35	17	39	33	0	47	23	14	28	37	4	25	11	44	13	7	11	33
Yes, pupils with special educational needs	30	21	67	26	19	25	18	47	24	21	58	25	27	68	27	35	0	50	13	23	43	17	37	31	35	26	38	30	23	13	31
Total	117	114	117	108	112	116	104	133	110	111	117	120	106	132	113	124	100	100	113	115	114	110	125	102	116	106	122	107	101	102	116
Count (n)	(450)	(170)	(6)	(189)	1486	(161)	(80)	1029	(268)	(355)	(454)	(187)	(169)	(79)	(30)	(840)	(3)	(4)	(15)	(13)	(21)	(195)	(131)	(546)	(175)	(174)	(148)	(67)	(71)	(123)	7639

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a**Substantial impacts of the Comenius project on pupils with migration background - by country of schools (Percentages*)**

	Country of schools																												Total	
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI	SK		TR
Better integration into their school class(es)	60	43	100	83	55	38	40	73	47	71	48	93	55	79	57	80	0	86	67	0	49	36	79	80	100	38	70	89	100	65
Rise of self-confidence	71	67	67	90	71	47	20	72	66	76	60	95	65	75	57	78	0	71	100	75	56	52	89	83	95	61	70	89	100	72
Count (n)	(168)	(63)	(3)	(30)	(620)	(60)	(5)	(501)	(47)	(136)	(102)	(126)	(20)	(28)	(7)	(339)	(1)	(7)	(3)	(4)	(55)	(50)	(28)	(46)	(21)	(64)	(10)	(9)	(16)	2569

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b

Substantial impacts of the Comenius project on pupils with special educational needs - by country of schools (Percentages*)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Better integration into their school class(es)	62	41	100	72	51	49	67	69	46	65	49	91	83	74	44	79	0	100	100	100	60	39	35	83	73	96	37	65	81	95	65
Rise of self-confidence	67	65	100	82	73	62	73	70	71	79	67	96	89	83	56	75	0	100	100	100	70	64	43	87	79	88	63	70	94	95	73
Count (n)	(141)	(34)	(4)	(50)	(318)	(45)	(15)	(491)	(69)	(75)	(267)	(47)	(46)	(54)	(9)	(310)	(1)	(2)	(2)	(4)	(10)	(36)	(51)	(173)	(62)	(48)	(59)	(20)	(16)	(20)	2479

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6

Substantial impacts of the Comenius project on the participating teachers from own school - by country of schools (Percentages*)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Improvement of knowledge and understanding of the school system and education in the partner countries	91	85	100	93	90	90	91	91	93	94	92	93	91	99	93	86	67	100	93	86	77	85	93	90	95	95	91	90	92	94	90
Establishment of lasting personal contacts with teachers from partner schools	77	78	86	88	78	67	80	81	80	86	86	88	86	85	87	82	33	100	86	100	73	77	83	85	89	90	80	82	90	87	82
Improvement of language proficiency in English	70	68	71	70	62	63	84	63	78	59	0	74	60	0	73	65	67	80	29	93	36	70	78	65	78	73	74	78	81	79	66
Improvement of language proficiency in a language other than English	27	25	29	32	24	20	36	31	24	33	28	33	42	28	30	31	0	20	29	57	9	28	23	30	40	54	28	30	35	33	29
Ability/readiness of teachers to work in (interdisciplinary) teams	76	69	100	82	68	53	79	80	68	80	69	80	84	78	87	79	67	100	86	86	77	62	50	83	85	92	61	84	83	87	75
Improvement of motivation towards the work of a teacher in general	69	70	100	81	59	63	70	80	73	75	71	87	79	76	83	81	67	100	57	79	91	70	69	84	84	93	67	81	79	90	74
Rise of identification of teachers with their own school	67	50	100	68	59	36	63	65	54	58	44	68	70	70	63	59	67	100	50	71	64	44	49	75	68	86	51	76	75	79	61
Exposure to new subject matters	81	70	100	77	74	61	70	79	65	67	78	86	80	75	77	76	67	100	79	86	64	69	65	82	81	79	71	78	78	79	76
Exposure to new teaching methods/ didactic concepts in general	72	55	100	74	63	55	62	74	45	76	66	81	79	72	80	79	67	100	79	86	64	51	61	75	72	91	57	75	69	70	70
Improvement of ICT competence (Information and Communication Technology)	63	64	71	78	57	41	77	72	56	75	56	80	75	71	73	74	33	100	57	93	64	51	53	79	78	87	53	70	81	78	67
Improvement of knowledge in teachers own area of work	55	61	100	79	50	64	64	51	63	67	66	78	80	76	63	60	67	100	50	79	82	59	65	75	67	90	62	73	81	81	62

Increase of teachers emphasis on own cultural heritage in teaching	55	56	100	66	42	55	65	68	56	67	63	73	73	85	63	58	33	100	43	79	73	53	58	77	77	92	61	79	71	83	61
Improved abilities in educating pupils with special educational needs	23	23	43	26	16	17	27	29	16	24	21	34	37	37	33	29	0	20	0	36	32	17	13	33	33	43	23	31	29	48	25
Count (n)	(457)	(170)	(7)	(192)	1494	(163)	(81)	1040	(268)	(374)	(455)	(187)	(171)	(79)	(30)	(873)	(3)	(5)	(14)	(14)	(22)	(193)	(134)	(553)	(180)	(182)	(148)	(67)	(72)	(126)	7754

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by country of schools (Percentages*)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Strengthening of a European dimension to teaching and learning	78	72	100	79	69	63	71	86	74	85	85	88	87	94	60	82	33	100	71	100	73	69	69	84	86	98	68	86	86	91	79
Establishment of partnerships/cooperation with schools from other countries	67	72	86	85	59	70	79	65	78	72	86	82	84	84	87	62	33	100	71	100	86	72	80	85	77	91	72	82	94	90	71
Improvement of cooperation between teachers from your school	59	69	100	70	53	41	71	66	63	61	55	72	76	68	67	64	33	80	64	57	82	56	48	77	77	92	59	76	69	82	63
Improvement of cooperation between teachers and school management	56	57	100	72	48	38	71	63	49	60	50	75	72	67	53	64	33	100	50	64	77	48	49	74	79	91	47	62	74	86	60
Improvement of contacts/respect between pupils and teachers	46	59	100	72	44	40	61	59	61	66	54	85	76	66	50	62	67	100	57	64	73	63	40	73	74	87	47	70	78	86	59
Strengthening of interdisciplinary approaches in the curriculum	61	64	100	65	47	45	57	74	53	74	65	78	73	77	67	74	100	100	64	79	73	53	46	75	71	91	50	67	81	78	65
Use of new teaching materials/curricular content developed in the project	61	51	100	66	44	42	60	67	53	70	66	74	67	68	70	73	67	80	36	93	64	46	51	78	63	86	52	68	74	74	62
Introduction of new teaching and learning methods	49	41	100	54	34	36	57	60	38	50	45	65	63	56	70	58	33	100	50	79	55	36	40	64	58	82	47	59	68	64	51
Introduction of new school management strategies/ideas/practices	43	36	71	44	30	23	43	43	36	37	36	68	57	46	40	65	33	80	50	71	73	26	34	55	54	77	32	48	67	64	44
Increase of training of teachers in Information and Communication Technologies	46	41	86	65	37	30	59	66	41	60	39	75	58	59	63	68	67	100	29	100	45	38	42	70	66	87	41	64	81	71	55
Increase of training of teachers in English	37	28	71	60	22	31	54	57	37	35	3	59	41	3	50	58	0	100	0	50	18	30	43	58	52	62	45	53	61	70	41

Increase of training of teachers in new teaching and learning methods	37	27	100	45	24	22	39	52	29	37	26	62	56	34	47	51	33	80	21	71	32	28	32	52	47	83	33	44	58	59	41
Increase of training of teachers in foreign languages other than English	18	12	71	25	11	12	16	28	13	18	16	34	23	15	20	26	0	20	7	43	5	11	17	24	23	48	19	24	24	29	20
Commitment and engagement of parents towards school activities	51	45	71	36	39	35	40	51	40	37	48	61	59	49	30	60	33	60	29	50	50	46	38	58	56	77	32	58	57	69	49
Cooperation with local authorities	51	37	43	39	39	21	43	51	34	60	38	70	51	44	37	50	33	80	14	71	45	26	34	56	62	72	31	47	49	64	47
Collaboration with local companies	37	20	43	27	27	17	20	24	30	22	22	43	34	24	10	33	0	40	7	50	23	17	22	35	30	47	17	36	28	36	28
Common activities with neighbouring schools	18	9	29	12	13	7	21	18	13	15	20	27	23	24	10	20	0	80	14	50	9	10	10	28	20	63	14	26	18	36	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	33	34	71	41	44	33	43	32	41	38	35	39	57	23	40	38	67	20	57	50	14	41	28	39	36	45	34	50	49	50	39
Increase of the individual mobility of pupils	28	29	57	36	35	28	38	32	42	38	29	46	52	24	40	32	67	20	43	71	9	40	28	43	36	46	33	39	50	58	36
Increase of class outings to other countries	22	23	57	28	18	28	26	35	29	36	22	38	33	10	50	33	0	40	7	36	9	32	23	32	34	39	28	41	43	46	28
Count (n)	(457)	(169)	(7)	(191)	1494	(163)	(80)	1038	(267)	(369)	(455)	(188)	(172)	(79)	(30)	(872)	(3)	(5)	(14)	(14)	(22)	(193)	(134)	(551)	(179)	(181)	(148)	(66)	(72)	(125)	7738

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8

Kind of contacts with partner schools after the end of the Comenius project - by country of schools (Percentages, multiple replies possible)

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
No contacts at all	8	3	50	5	7	12	4	5	8	4	9	5	4	9	15	6	50	0	0	0	14	8	4	3	7	0	8	5	0	0	6
Private contacts between teachers	87	92	50	90	88	80	96	89	88	90	86	94	88	91	85	87	50	100	100	82	71	82	91	95	91	95	90	81	93	100	89
Private contacts between pupils	43	48	50	58	52	45	62	49	49	56	38	57	59	38	31	48	50	100	50	45	43	39	54	77	57	75	49	49	81	76	52
Exchange of pupils with former partner schools	14	16	50	17	29	21	23	16	20	22	18	10	31	7	8	14	0	0	13	9	0	22	19	20	9	7	20	22	22	6	19
Continuation of project activities without Comenius support	25	37	50	21	25	29	38	25	19	23	25	24	18	33	0	19	0	0	25	55	14	31	30	21	20	27	32	16	48	35	24
Establishment of official/permanent school partnership(s)	10	8	50	12	20	14	15	8	11	14	16	13	21	4	15	11	0	33	25	27	0	12	12	16	9	15	15	14	11	29	14
Development of a joint proposal for a new Comenius project	19	35	50	36	33	28	35	28	30	39	30	38	55	18	38	32	50	33	13	27	0	51	25	42	38	55	39	38	44	29	33
Development of a joint proposals for a project funded from other sources than Comenius	3	6	50	16	8	10	19	6	12	9	8	17	7	11	8	8	0	33	25	27	0	14	12	12	7	21	9	11	11	12	9
Other	8	6	0	10	14	14	4	10	6	10	11	7	6	11	15	11	0	0	25	9	0	10	12	7	6	3	9	3	15	6	10
Total	218	251	400	265	275	255	296	237	243	267	241	265	288	222	215	235	200	300	275	282	143	268	258	290	246	297	270	238	326	294	256
Count (n)	(318)	(63)	(2)	(77)	(873)	(106)	(26)	(537)	(169)	(181)	(198)	(103)	(85)	(45)	(13)	(451)	(2)	(3)	(8)	(11)	(7)	(103)	(69)	(200)	(94)	(102)	(88)	(37)	(27)	(17)	4015

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9**Overall satisfaction with the outcomes and impacts of the Comenius project - by country of schools (Percentages)**

	Country of schools																												Total		
	AT	BE	BG	CZ	DE	DK	EE	ES	FI	FR	GB	GR	HU	IE	IS	IT	LI	LT	LU	LV	MT	NL	NO	PL	PT	RO	SE	SI		SK	TR
Very satisfied	47	42	57	57	42	36	63	56	49	54	59	70	68	64	67	62	33	100	36	71	48	40	52	67	62	77	54	71	71	68	55
Satisfied	41	42	43	35	44	45	32	32	36	39	28	25	25	29	30	27	33	0	43	21	33	43	36	25	32	16	30	14	26	19	34
Partly	9	12	0	6	10	13	3	7	10	6	10	4	6	4	3	8	33	0	21	7	14	11	10	5	3	3	10	0	1	5	8
Dissatisfied	3	2	0	1	2	5	3	3	3	1	2	1	1	3	0	1	0	0	0	0	5	5	1	1	2	0	3	8	0	7	2
Very dissatisfied	0	2	0	1	1	1	0	2	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	3	1	3	3	6	1	1	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	100	100	100
Count (n)	(456)	(173)	(7)	(190)	1492	(163)	(76)	1009	(269)	(364)	(452)	(184)	(168)	(78)	(30)	(855)	(3)	(5)	(14)	(14)	(21)	(193)	(128)	(539)	(178)	(182)	(147)	(63)	(72)	(121)	7646

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

Country groups

Table 1.1
Country in which the school is located - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
AT	7	0	0	6
BE	3	0	0	2
BG	0	0	2	0
CZ	0	16	0	2
DE	24	0	0	19
DK	3	0	0	2
EE	0	7	0	1
ES	17	0	0	13
FI	4	0	0	3
FR	6	0	0	5
GB	7	0	0	6
GR	3	0	0	2
HU	0	15	0	2
IE	1	0	0	1
IS	0	0	0	0
IT	14	0	0	11
LI	0	0	0	0
LT	0	0	0	0
LU	0	0	0	0
LV	0	1	0	0
MT	0	2	0	0
NL	3	0	0	3
NO	2	0	0	2
PL	0	47	0	7
PT	3	0	0	2
RO	0	0	57	2
SE	2	0	0	2
SI	0	6	0	1
SK	0	6	0	1
TR	0	0	40	2
Total	100	100	100	100
Anzahl (n)	(6386)	(1195)	(322)	(7903)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Rural	29	22	16	27
Sub-urban	28	21	9	26
Urban	43	57	76	47
Total	100	100	100	100
Anzahl (n)	(6334)	(1182)	(315)	(7831)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by country groups (Percentages, multiple replies possible)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Pre-school	17	8	20	16
Primary	40	43	54	41
Lower secondary	48	44	50	47
Upper secondary	48	42	50	47
Total	153	137	174	151
Anzahl (n)	(6304)	(1179)	(315)	(7798)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by country groups (Percentages, multiple replies possible)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Pre-school/Primary	29	27	18	28
Up to lower secondary	23	31	31	25
Up to upper secondary	48	42	50	47
Total	100	100	100	100
Anzahl (n)	(6304)	(1179)	(315)	(7798)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
General education	80	78	80	80
Technical education	4	8	9	5
Vocational education	11	10	8	11
Special needs education	5	4	3	5
Total	100	100	100	100
Anzahl (n)	(6313)	(1182)	(316)	(7811)

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Up to 250	27	23	13	26
251 - 500	26	34	28	28
501 - 1000	30	38	33	32
More than 1000	16	5	27	15
Total	100	100	100	100
Anzahl (n)	(6012)	(1124)	(297)	(7433)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
School project	75	76	75	75
Language project	9	9	6	9
School Development project	16	16	18	16
Total	100	100	100	100
Anzahl (n)	(6386)	(1195)	(322)	(7903)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
1998-2000	10	5	4	9
2001-2002	18	10	11	17
2003	19	16	15	18
2004	24	32	27	25
2005	24	35	38	27
2006	4	3	5	4
Total	100	100	100	100
Anzahl (n)	(6236)	(1180)	(312)	(7728)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
One year	16	15	16	16
Two years	30	37	39	32
Three and more years	53	48	45	52
Total	100	100	100	100
Anzahl (n)	(6236)	(1180)	(312)	(7728)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Project not finished	44	59	59	47
Just finished	23	22	20	23
One year	14	9	13	13
Two years	9	5	5	8
Three or more years	11	5	3	10
Total	100	100	100	100
Anzahl (n)	(6199)	(1169)	(311)	(7679)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Two schools	9	9	6	9
Three schools	16	15	9	15
Four schools	26	26	19	26
Five schools	23	23	26	23
Six and more	26	27	39	27
Total	100	100	100	100
Anzahl (n)	(6273)	(1184)	(315)	(7772)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Two	9	9	6	9
Three	22	20	19	21
Four	30	29	26	30
Five	21	23	22	22
Six and more	17	19	26	18
Total	100	100	100	100
Anzahl (n)	(6330)	(1187)	(318)	(7835)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by country groups (Mean)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
German	8,6	15,2	3,2	9,4
English	76,4	77,1	80,7	76,7
Spanish	3,1	0,5	1,0	2,6
French	8,0	4,5	11,9	7,7
Italian	2,2	0,5	1,3	1,9
Other language	1,6	2,1	1,8	1,7
Total	100,0	100,0	100,0	100,0
Count (n)	(6225)	(1172)	(312)	(7709)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Coordinator	35	16	18	31
Partner	65	84	83	69
Total	100	100	100	100
Count (n)	(6317)	(1191)	(320)	(7828)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
One class	8	4	2	7
Two or more classes (separate)	29	19	28	28
Inter-class group	29	36	38	30
The whole school	26	33	24	27
Other	8	8	7	8
Total	100	100	100	100
Count (n)	(6312)	(1190)	(320)	(7822)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by country groups (Median)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Local activities - pupils	83	80	86	81
Transnational activities/mobility - pupils	5	8	4	6
Local activities - teacher	9	10	10	10
Transnational activities/mobility - teacher	4	5	5	4
Count (n)	(5498)	(1056)	(284)	(6838)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by country groups (Mean of percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Percentages of pupils involved in local activities	36,0	36,1	24,2	35,5
Percentages of pupils taking part in transnational activities	4,0	5,4	1,4	4,1
Percentages of teachers involved in local activities	35,6	38,4	32,7	36,0
Percentages of teachers taking part in transnational activities	15,9	17,9	12,6	16,1
Count (n)	(5498)	(1056)	(284)	(6838)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by country groups (Mean of percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Up to 6 years	5,8	2,9	3,1	5,2
7 - 10 years	21,9	14,3	18,5	20,6
11 - 14 years	26,4	33,3	33,8	27,8
15 years and older	45,9	49,5	44,6	46,4
Total	100,0	100,0	100,0	100,0
Count (n)	(6095)	(1156)	(296)	(7547)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by country groups
(Percentages, multiple replies possible)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Integrated in specific school subjects	64	55	57	63
An extra-curricular activity	36	45	59	38
A cross-curricular / interdisciplinary activity	56	56	56	56
Other	9	6	6	9
Total	166	163	178	166
Count (n)	(6292)	(1185)	(317)	(7794)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by country groups
(Percentages, multiple replies possible)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Language training of teachers	21	50	37	26
Additional language training of pupils	27	44	44	31
Modification of class composition	15	20	16	16
Provision of equipment for pupils with special needs	14	13	11	14
Use of volunteers	32	32	47	33
Modification of school time organisation	38	35	34	38
Purchase of documentation/materials/equipment	88	81	81	86
Other	14	7	6	13
Total	250	283	274	256
Count (n)	(6027)	(1154)	(313)	(7494)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by country groups (Percentages*)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Preparation of the project	24	35	45	27
Planning and organisation of project activities	43	41	52	43
Production of materials	85	86	79	85
Contacts with pupils at partner schools	63	65	67	64
Presentation of project results	74	80	71	74
Dissemination of project results	48	53	65	49
Evaluation of the project	41	51	56	43
Count (n)	(6307)	(1185)	(320)	(7812)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by country groups (Percentages*)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Teamwork among pupils from your own school	77	83	83	78
Teamwork between pupils from your own and from partner schools	30	36	45	32
Distribution of project activities to individual pupils	50	55	65	51
Correspondence between pupils by E-Mail	50	55	69	52
Correspondence between pupils by eTWINNING	7	10	20	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	42	39	47	42
Teamwork among teachers from your own school	82	85	85	82
Teamwork between teachers from your own and from partner schools	73	78	83	74
Count (n)	(6317)	(1183)	(320)	(7820)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by country groups
(Percentages*)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Lack of interest/commitment of the head teacher to the project	5	4	9	5
Lack of interest of teachers/colleagues to take part in the project	13	8	10	13
Lack of acceptance of the project by teachers/colleagues not directly involved	19	12	19	18
Lack of interest/active participation of pupils	3	3	5	3
Lack of foreign language proficiency of teachers/colleagues	16	33	25	19
Lack of interest/active participation of parents	11	15	15	12
Lack of interest/active participation of local authorities	14	16	19	14
Opposition of parents against the project activities	3	4	4	3
Insufficient/outdated computer equipment	14	11	19	14
Vast amount of administrative burden arising from the Comenius project	37	26	15	34
Count (n)	(6315)	(1182)	(319)	(7816)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by country groups (Percentages*)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Cooperation with the national Comenius agency	87	89	83	87
Procedures for project application	65	72	77	66
Amount of financial support from Comenius	63	70	46	63
Timeliness of provision of grant by the national Comenius agency	77	70	67	76
Administrative procedures for accounting of the project	56	59	66	57
Dissemination of information between the partner schools	76	86	92	78
Division of tasks between partner schools	81	89	93	83
Degree of fulfilment of tasks by partner schools	75	85	92	77
Cooperation with partner schools in general	85	93	96	87
Count (n)	(6318)	(1186)	(320)	(7824)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by country groups (Percentages, multiple replies possible)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	79	87	96	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	85	90	92	86
Website especially devoted to the project	56	64	68	57
Performances (theatre, music, sports)	41	47	48	42
Teaching material / Learning material	49	52	56	50
Strategic plan for the development of the school	19	16	28	19
Other	19	16	13	18
Total	348	371	400	353
Count (n)	(6346)	(1193)	(320)	(7859)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by country groups (Percentages, multiple replies possible)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Only to pupils and teachers involved in the project in your school	1	0	0	1
Only to pupils and teachers involved in the project in partner schools	5	3	3	4
To your whole school	80	87	86	81
To other schools in your community / region	26	46	68	31
To other actors (parents, local authorities, etc.)	65	71	76	66
To local media (press, radio, TV)	62	72	78	65
Other	14	9	8	13
Total	253	289	320	261
Count (n)	(6324)	(1192)	(320)	(7836)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by country groups (Percentages*)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Increase of interest in other countries and cultures	89	92	94	90
Improvement of knowledge about living and school life in partner countries	85	91	92	86
More tolerance of pupils towards other cultures, foreigners etc.	78	87	92	80
Enhancement of pupils knowledge about their own cultural heritage	70	80	89	72
Improvement of knowledge about the European Union	66	78	88	69
Enhancement of interest of pupils in foreign languages	73	84	88	75
Improvement of language proficiency in English	60	69	76	62
Establishment of lasting personal contacts with pupils from partner schools	51	64	75	54
Improvement of language proficiency in a language other than English	21	31	42	23
Improvement of social skills and abilities	76	81	92	77
Improved abilities of pupils to work in teams	72	86	91	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	72	70	77	72
Improvement of ICT competence (Information and Communication Technology)	64	76	84	67
Rise of self-confidence	72	82	90	74
Enhanced motivation towards learning and knowledge acquisition in general	68	76	85	70
Improved abilities of pupils to work autonomously	61	69	78	63
Improved abilities of pupils to present their own position	60	73	87	63
Improved abilities of pupils in self-organised learning	48	58	76	51
Count (n)	(6282)	(1189)	(319)	(7790)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by country groups (Percentages, multiple replies possible)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
No	48	68	72	52
Yes, pupils with migration background	38	8	11	33
Yes, pupils with special educational needs	32	29	21	31
Total	119	104	104	116
Count (n)	(6176)	(1160)	(303)	(7639)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by country groups (Percentages*)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Better integration into their school class(es)	64	71	100	65
Rise of self-confidence	72	80	95	72
Count (n)	(2420)	(109)	(40)	(2569)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by country groups (Percentages*)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Better integration into their school class(es)	61	79	96	65
Rise of self-confidence	71	85	90	73
Count (n)	(2071)	(336)	(72)	(2479)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school - by country groups (Percentages*)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Improvement of knowledge and understanding of the school system and education in the partner countries	90	90	95	90
Establishment of lasting personal contacts with teachers from partner schools	81	85	89	82
Improvement of language proficiency in English	66	68	75	66
Improvement of language proficiency in a language other than English	28	32	45	29
Ability/readiness of teachers to work in (interdisciplinary) teams	73	83	90	75
Improvement of motivation towards the work of a teacher in general	72	82	92	74
Rise of identification of teachers with their own school	58	72	83	61
Exposure to new subject matters	75	79	79	76
Exposure to new teaching methods/didactic concepts in general	68	74	83	70
Improvement of ICT competence (Information and Communication Technology)	64	77	83	67
Improvement of knowledge in teachers own area of work	58	76	86	62
Increase of teachers emphasis on own cultural heritage in teaching	58	73	89	61
Improved abilities in educating pupils with special educational needs	23	32	45	25
Count (n)	(6262)	(1177)	(315)	(7754)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by country groups (Percentages*)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Strengthening of a European dimension to teaching and learning	78	83	95	79
Establishment of partnerships/cooperation with schools from other countries	68	85	90	71
Improvement of cooperation between teachers from your school	60	75	88	63
Improvement of cooperation between teachers and school management	56	72	89	60
Improvement of contacts/respect between pupils and teachers	55	72	87	59
Strengthening of interdisciplinary approaches in the curriculum	62	72	86	65
Use of new teaching materials/curricular content developed in the project	59	72	81	62
Introduction of new teaching and learning methods	47	62	75	51
Introduction of new school management strategies/ideas/practices	41	54	72	44
Increase of training of teachers in Information and Communication Technologies	51	67	81	55
Increase of training of teachers in English	37	55	66	41
Increase of training of teachers in new teaching and learning methods	37	51	74	41
Increase of training of teachers in foreign languages other than English	19	23	41	20
Commitment and engagement of parents towards school activities	47	53	73	49
Cooperation with local authorities	45	51	68	47
Collaboration with local companies	27	32	42	28
Common activities with neighbouring schools	16	23	51	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	37	43	48	39
Increase of the individual mobility of pupils	34	43	51	36
Increase of class outings to other countries	27	32	42	28
Count (n)	(6252)	(1173)	(313)	(7738)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by country groups (Percentages, multiple replies possible)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
No contacts at all	7	4	1	6
Private contacts between teachers	88	91	95	89
Private contacts between pupils	49	67	74	52
Exchange of pupils with former partner schools	19	21	7	19
Continuation of project activities without Comenius support	24	23	29	24
Establishment of official/permanent school partnership(s)	13	16	17	14
Development of a joint proposal for a new Comenius project	31	42	51	33
Development of a joint proposals for a project funded from other sources than Comenius	8	12	20	9
Other	11	7	3	10
Total	251	282	298	256
Count (n)	(3421)	(473)	(121)	(4015)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by country groups (Percentages)

	Country groups			Total
	EU-15/EFTA	New EU-25	New EU-27 and Turkey	
Very satisfied	52	66	73	55
Satisfied	36	27	18	34
Partly	9	5	4	8
Dissatisfied	2	1	3	2
Very dissatisfied	1	2	2	1
Total	100	100	100	100
Count (n)	(6188)	(1148)	(310)	(7646)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

**School units participating in the
Comenius partnerships**

Table 1.1
Country in which the school is located - by classes/units participating in the project
(Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
AT	9	7	3	7	6	6
BE	3	3	1	2	4	2
BG	0	0	0	0	0	0
CZ	2	2	3	2	3	2
DE	18	22	22	14	18	19
DK	5	4	1	1	3	2
EE	1	1	1	1	1	1
ES	9	9	15	17	13	13
FI	3	3	2	5	5	3
FR	13	6	3	4	4	5
GB	5	5	3	11	4	6
GR	2	2	3	2	1	2
HU	2	2	3	2	2	2
IE	1	1	0	2	0	1
IS	1	1	0	0	1	0
IT	11	11	17	6	12	11
LI	0	0	0	0	0	0
LT	0	0	0	0	0	0
LU	0	0	0	0	0	0
LV	0	0	0	0	0	0
MT	0	0	0	1	0	0
NL	3	3	2	2	4	3
NO	2	2	1	2	2	2
PL	3	4	9	11	5	7
PT	3	3	2	1	3	2
RO	1	2	3	2	1	2
SE	2	3	1	2	2	2
SI	0	1	1	1	1	1
SK	1	1	1	1	1	1
TR	1	2	2	1	3	2
Total	100	100	100	100	100	100
Anzahl (n)	(551)	(2170)	(2362)	(2126)	(613)	(7822)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Rural	22	27	20	38	24	27
Sub-urban	31	26	26	24	29	26
Urban	48	47	53	38	47	47
Total	100	100	100	100	100	100
Anzahl (n)	(546)	(2157)	(2349)	(2106)	(608)	(7766)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by classes/units participating in the project (Percentages, multiple replies possible)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Pre-school	7	11	10	28	20	16
Primary	14	38	24	70	40	41
Lower secondary	49	50	57	31	55	47
Upper secondary	71	51	63	17	56	47
Total	140	151	154	145	170	151
Anzahl (n)	(544)	(2150)	(2338)	(2098)	(603)	(7733)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
General education	63	77	78	90	74	80
Technical education	12	5	7	1	4	5
Vocational education	23	13	12	3	12	11
Special needs education	3	5	3	6	9	5
Total	100	100	100	100	100	100
Anzahl (n)	(544)	(2152)	(2343)	(2105)	(603)	(7747)

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Up to 250	19	20	13	49	18	26
251 - 500	21	29	25	32	25	28
501 - 1000	36	34	42	15	35	32
More than 1000	23	17	20	4	21	15
Total	100	100	100	100	100	100
Anzahl (n)	(512)	(2050)	(2243)	(2004)	(566)	(7375)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
School project	56	81	71	81	65	75
Language project	35	5	15	1	6	9
School Development project	9	14	14	18	29	16
Total	100	100	100	100	100	100
Anzahl (n)	(551)	(2170)	(2362)	(2126)	(613)	(7822)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
1998-2000	11	9	9	10	5	9
2001-2002	19	18	16	16	15	17
2003	15	18	20	17	21	18
2004	19	25	25	27	26	25
2005	31	26	25	27	30	27
2006	5	4	5	3	3	4
Total	100	100	100	100	100	100
Anzahl (n)	(537)	(2127)	(2310)	(2097)	(597)	(7668)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
One year	45	13	22	7	10	16
Two years	25	33	29	33	37	32
Three and more years	31	54	49	60	53	52
Total	100	100	100	100	100	100
Anzahl (n)	(537)	(2127)	(2310)	(2097)	(597)	(7668)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Project not finished	32	48	43	53	50	47
Just finished	22	21	25	21	26	23
One year	17	12	14	11	14	13
Two years	12	9	9	7	5	8
Three or more years	17	10	10	8	6	10
Total	100	100	100	100	100	100
Anzahl (n)	(532)	(2112)	(2302)	(2080)	(594)	(7620)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Two schools	36	5	15	1	6	9
Three schools	15	16	15	15	16	15
Four schools	19	26	24	29	25	26
Five schools	13	24	21	26	21	23
Six and more	18	28	24	29	32	27
Total	100	100	100	100	100	100
Anzahl (n)	(535)	(2135)	(2328)	(2106)	(606)	(7710)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Two	35	5	15	1	6	9
Three	21	22	20	22	22	21
Four	22	31	28	33	27	30
Five	10	23	19	26	23	22
Six and more	13	19	17	18	23	18
Total	100	100	100	100	100	100
Anzahl (n)	(544)	(2156)	(2343)	(2120)	(609)	(7772)

Question 2.4: In which countries are the partner schools located?

Table 2.4-2
Country configuration of the Comenius project - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Only EU-15/EFTA	47	31	29	27	25	30
EU-15/EFTA and new EU-25	35	43	44	47	46	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	8	11	12	11	12	11
All regions	9	14	15	15	17	14
Total	100	100	100	100	100	100
Anzahl (n)	(542)	(2149)	(2318)	(2106)	(605)	(7720)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by classes/units participating in the project (Mean)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
German	9,0	8,9	11,9	7,7	8,6	9,5
English	69,9	77,7	71,5	82,7	78,1	76,7
Spanish	3,6	2,2	3,4	2,1	2,3	2,6
French	12,2	8,0	9,0	4,9	7,1	7,7
Italian	2,6	2,0	2,2	1,2	1,7	1,9
Other language	2,7	1,1	2,0	1,5	2,2	1,7
Total	100,0	100,0	100,0	100,0	100,0	100,0
Count (n)	(535)	(2121)	(2297)	(2094)	(600)	(7647)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Coordinator	39	30	30	32	33	31
Partner	61	70	70	68	67	69
Total	100	100	100	100	100	100
Count (n)	(550)	(2170)	(2358)	(2124)	(611)	(7813)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by classes/units participating in the project (Median)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Local activities - pupils	27	80	60	200	85	80
Transnational activities/mobility - pupils	12	4	10	1	4	6
Local activities - teacher	5	8	8	15	10	10
Transnational activities/mobility - teacher	3	4	4	5	4	4
Count (n)	(484)	(1955)	(2147)	(1716)	(527)	(6829)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by classes/units participating in the project (Mean of percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Percentages of pupils involved in local activities	10,0	24,9	17,8	79,6	27,1	35,5
Percentages of pupils taking part in transnational activities	4,1	3,5	3,3	6,1	3,0	4,1
Percentages of teachers involved in local activities	14,5	25,0	21,5	74,5	29,9	35,9
Percentages of teachers taking part in transnational activities	9,7	13,3	10,3	29,3	12,9	16,1
Count (n)	(484)	(1955)	(2147)	(1716)	(527)	(6829)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by classes/units participating in the project (Mean of percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Up to 6 years	1,5	2,5	1,4	13,4	5,2	5,2
7 - 10 years	3,9	19,8	8,2	40,6	17,9	20,6
11 - 14 years	20,4	30,3	26,6	28,6	27,6	27,8
15 years and older	74,3	47,5	63,8	17,5	49,3	46,4
Total	100,0	100,0	100,0	100,0	100,0	100,0
Count (n)	(538)	(2107)	(2311)	(2048)	(534)	(7538)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by classes/units participating in the project (Percentages, multiple replies possible)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Integrated in specific school subjects	60	73	53	66	59	63
An extra-curricular activity	37	32	50	31	40	38
A cross-curricular / interdisciplinary activity	53	52	56	65	48	56
Other	8	6	8	9	23	9
Total	157	162	166	172	169	166
Count (n)	(550)	(2160)	(2350)	(2112)	(609)	(7781)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by classes/units participating in the project (Percentages, multiple replies possible)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Language training of teachers	22	21	25	33	29	26
Additional language training of pupils	47	28	34	28	24	31
Modification of class composition	13	15	17	18	13	16
Provision of equipment for pupils with special needs	10	13	12	17	13	14
Use of volunteers	28	29	35	34	36	33
Modification of school time organisation	50	36	36	39	33	38
Purchase of documentation/materials/equipment	80	87	86	89	84	86
Other	10	10	12	13	25	13
Total	260	239	257	271	259	256
Count (n)	(528)	(2062)	(2268)	(2051)	(571)	(7480)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by classes/units participating in the project (Percentages*)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Preparation of the project	38	24	31	23	22	27
Planning and organisation of project activities	48	43	50	36	41	43
Production of materials	83	86	86	85	74	85
Contacts with pupils at partner schools	69	63	70	59	57	64
Presentation of project results	82	75	79	70	65	75
Dissemination of project results	52	46	54	48	47	49
Evaluation of the project	49	40	48	39	41	43
Count (n)	(546)	(2148)	(2351)	(2107)	(597)	(7749)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by classes/units participating in the project (Percentages*)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Teamwork among pupils from your own school	81	79	80	77	71	79
Teamwork between pupils from your own and from partner schools	43	28	39	27	25	32
Distribution of project activities to individual pupils	56	50	57	46	46	51
Correspondence between pupils by E-Mail	59	49	62	43	44	52
Correspondence between pupils by eTWINNING	6	7	9	9	5	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	35	41	37	51	38	42
Teamwork among teachers from your own school	76	81	82	87	80	82
Teamwork between teachers from your own and from partner schools	72	72	75	75	72	74
Count (n)	(547)	(2151)	(2348)	(2103)	(608)	(7757)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by classes/units participating in the project (Percentages*)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Lack of interest/commitment of the head teacher to the project	6	6	5	3	5	5
Lack of interest of teachers/colleagues to take part in the project	17	14	15	7	12	13
Lack of acceptance of the project by teachers/colleagues not directly involved	18	21	21	11	19	18
Lack of interest/active participation of pupils	3	4	4	2	5	3
Lack of foreign language proficiency of teachers/colleagues	13	17	20	22	19	19
Lack of interest/active participation of parents	12	14	12	10	8	12
Lack of interest/active participation of local authorities	15	15	16	11	13	14
Opposition of parents against the project activities	3	3	3	3	3	3
Insufficient/outdated computer equipment	13	14	12	16	14	14
Vast amount of administrative burden arising from the Comenius project	36	37	35	30	34	34
Count (n)	(548)	(2146)	(2348)	(2102)	(609)	(7753)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by classes/units participating in the project (Percentages*)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Cooperation with the national Comenius agency	86	86	88	88	86	87
Procedures for project application	68	64	67	68	66	66
Amount of financial support from Comenius	72	62	58	67	61	63
Timeliness of provision of grant by the national Comenius agency	81	76	75	75	76	76
Administrative procedures for accounting of the project	57	56	57	59	56	57
Dissemination of information between the partner schools	76	75	78	81	78	78
Division of tasks between partner schools	77	81	83	86	84	83
Degree of fulfilment of tasks by partner schools	73	74	78	80	77	77
Cooperation with partner schools in general	84	85	87	90	88	87
Count (n)	(548)	(2150)	(2346)	(2109)	(608)	(7761)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by classes/units participating in the project (Percentages, multiple replies possible)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	76	80	83	83	78	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	78	87	87	88	82	86
Website especially devoted to the project	51	58	60	54	62	57
Performances (theatre, music, sports)	23	37	37	58	41	42
Teaching material / Learning material	35	48	43	62	49	50
Strategic plan for the development of the school	12	15	16	25	24	19
Other	19	17	18	17	30	18
Total	294	342	345	387	367	354
Count (n)	(547)	(2162)	(2350)	(2120)	(606)	(7785)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by
classes/units participating in the project (Percentages, multiple replies possible)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Only to pupils and teachers involved in the project in your school	2	1	1	1	1	1
Only to pupils and teachers involved in the project in partner schools	10	6	4	1	4	4
To your whole school	65	77	81	92	78	81
To other schools in your community / region	17	25	30	40	35	31
To other actors (parents, local authorities, etc.)	54	60	67	75	68	66
To local media (press, radio, TV)	56	60	66	69	66	65
Other	12	11	13	13	26	13
Total	216	240	261	290	276	261
Count (n)	(547)	(2157)	(2345)	(2114)	(600)	(7763)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by classes/units participating in the project (Percentages*)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Increase of interest in other countries and cultures	88	89	91	91	86	90
Improvement of knowledge about living and school life in partner countries	88	85	88	85	83	86
More tolerance of pupils towards other cultures, foreigners etc.	78	77	84	81	77	80
Enhancement of pupils knowledge about their own cultural heritage	71	70	72	76	68	72
Improvement of knowledge about the European Union	63	66	72	70	64	69
Enhancement of interest of pupils in foreign languages	72	75	79	75	70	76
Improvement of language proficiency in English	64	63	65	58	61	62
Establishment of lasting personal contacts with pupils from partner schools	54	50	62	49	50	54
Improvement of language proficiency in a language other than English	28	22	28	18	20	23
Improvement of social skills and abilities	81	75	83	72	75	77
Improved abilities of pupils to work in teams	78	73	81	69	70	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	74	71	72	71	71	72
Improvement of ICT competence (Information and Communication Technology)	63	67	70	64	62	67
Rise of self-confidence	79	74	81	67	73	75
Enhanced motivation towards learning and knowledge acquisition in general	69	68	73	69	70	70
Improved abilities of pupils to work autonomously	65	63	68	57	58	63
Improved abilities of pupils to present their own position	69	62	68	57	63	63
Improved abilities of pupils in self-organised learning	55	50	55	45	48	51
Count (n)	(544)	(2155)	(2348)	(2105)	(568)	(7720)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by classes/units participating in the project (Percentages, multiple replies possible)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
No	65	54	61	37	53	52
Yes, pupils with migration background	28	33	28	39	31	33
Yes, pupils with special educational needs	13	26	22	51	34	31
Total	106	113	111	128	117	116
Count (n)	(535)	(2115)	(2283)	(2070)	(569)	(7572)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by classes/units participating in the project (Percentages*)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Better integration into their school class(es)	62	62	73	64	59	65
Rise of self-confidence	71	71	80	69	70	72
Count (n)	(147)	(718)	(665)	(839)	(176)	(2545)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs - by classes/units participating in the project (Percentages*)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Better integration into their school class(es)	54	63	76	62	58	65
Rise of self-confidence	69	75	82	69	72	73
Count (n)	(71)	(582)	(526)	(1085)	(196)	(2460)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school - by classes/units participating in the project (Percentages*)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Improvement of knowledge and understanding of the school system and education in the partner countries	91	91	90	90	92	90
Establishment of lasting personal contacts with teachers from partner schools	75	82	83	81	84	82
Improvement of language proficiency in English	60	70	64	66	66	66
Improvement of language proficiency in a language other than English	33	30	34	24	26	29
Ability/readiness of teachers to work in (interdisciplinary) teams	73	75	77	74	75	75
Improvement of motivation towards the work of a teacher in general	71	75	75	72	78	74
Rise of identification of teachers with their own school	52	58	61	67	64	61
Exposure to new subject matters	71	75	76	78	74	76
Exposure to new teaching methods/didactic concepts in general	61	70	70	71	71	70
Improvement of ICT competence (Information and Communication Technology)	62	68	69	67	64	67
Improvement of knowledge in teachers own area of work	61	62	61	63	63	62
Increase of teachers emphasis on own cultural heritage in teaching	56	59	59	69	56	61
Improved abilities in educating pupils with special educational needs	19	22	23	32	26	25
Count (n)	(543)	(2122)	(2324)	(2083)	(603)	(7675)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by classes/units participating in the project (Percentages*)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Strengthening of a European dimension to teaching and learning	69	78	78	85	77	79
Establishment of partnerships/cooperation with schools from other countries	64	72	71	74	72	71
Improvement of cooperation between teachers from your school	54	62	62	68	62	63
Improvement of cooperation between teachers and school management	52	57	61	63	62	60
Improvement of contacts/respect between pupils and teachers	65	57	67	53	54	59
Strengthening of interdisciplinary approaches in the curriculum	56	64	64	70	61	65
Use of new teaching materials/curricular content developed in the project	52	60	59	71	58	62
Introduction of new teaching and learning methods	45	49	49	56	50	51
Introduction of new school management strategies/ideas/practices	36	39	44	51	49	44
Increase of training of teachers in Information and Communication Technologies	47	54	53	59	53	55
Increase of training of teachers in English	31	40	41	43	42	41
Increase of training of teachers in new teaching and learning methods	35	40	40	45	40	41
Increase of training of teachers in foreign languages other than English	18	20	24	19	16	20
Commitment and engagement of parents towards school activities	44	42	51	55	46	49
Cooperation with local authorities	40	41	47	55	43	46
Collaboration with local companies	27	25	30	30	26	28
Common activities with neighbouring schools	14	14	19	25	16	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	42	39	46	30	35	39
Increase of the individual mobility of pupils	44	35	45	24	33	36
Increase of class outings to other countries	34	28	33	23	23	28
Count (n)	(543)	(2120)	(2317)	(2076)	(602)	(7658)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by classes/units participating in the project (Percentages, multiple replies possible)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
No contacts at all	10	9	5	5	4	6
Private contacts between teachers	82	86	89	93	90	89
Private contacts between pupils	54	47	64	43	44	52
Exchange of pupils with former partner schools	22	18	24	14	18	19
Continuation of project activities without Comenius support	19	23	23	28	29	24
Establishment of official/permanent school partnership(s)	13	13	17	11	13	14
Development of a joint proposal for a new Comenius project	27	31	36	33	35	33
Development of a joint proposals for a project funded from other sources than Comenius	11	8	11	7	8	9
Other	8	9	10	9	17	10
Total	245	244	279	243	257	256
Count (n)	(353)	(1090)	(1294)	(956)	(296)	(3989)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by classes/units participating in the project (Percentages)

	School units participating in the Comenius partnerships					Total
	One class	Two or more classes (separate)	Inter-class group	The whole school	Other	
Very satisfied	49	50	54	62	57	55
Satisfied	35	38	35	30	32	34
Partly	10	9	9	6	8	8
Dissatisfied	4	2	2	2	2	2
Very dissatisfied	2	1	1	1	1	1
Total	100	100	100	100	100	100
Count (n)	(538)	(2115)	(2289)	(2039)	(587)	(7568)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

Kind of education primarily provided

Table 1.1
Country in which the school is located - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
AT	5	5	9	9	6
BE	2	8	3	5	2
BG	0	0	0	0	0
CZ	2	7	4	2	2
DE	19	1	28	27	19
DK	2	2	1	6	2
EE	1	0	1	1	1
ES	15	1	8	8	13
FI	4	0	5	4	3
FR	5	6	7	3	5
GB	7	0	2	7	6
GR	2	3	2	3	2
HU	2	2	4	1	2
IE	1	0	0	1	1
IS	0	0	0	0	0
IT	10	37	8	3	11
LI	0	0	0	0	0
LT	0	0	0	0	0
LU	0	1	0	0	0
LV	0	0	0	0	0
MT	0	0	0	0	0
NL	2	1	3	3	2
NO	2	0	1	1	2
PL	8	10	2	7	7
PT	2	3	2	1	2
RO	2	6	2	1	2
SE	2	0	2	3	2
SI	1	2	1	2	1
SK	1	2	1	1	1
TR	2	1	1	1	2
Total	100	100	100	100	100
Anzahl (n)	(6216)	(390)	(824)	(381)	(7811)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Rural	29	15	19	20	27
Sub-urban	25	24	32	29	26
Urban	45	61	50	51	47
Total	100	100	100	100	100
Anzahl (n)	(6211)	(390)	(824)	(380)	(7805)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by kind of education (Percentages, multiple replies possible)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Pre-school	18	1	1	29	16
Primary	46	2	3	74	41
Lower secondary	50	24	31	64	48
Upper secondary	39	93	91	36	47
Total	154	120	125	203	151
Anzahl (n)	(6211)	(388)	(812)	(363)	(7774)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by kind of education (Percentages, multiple replies possible)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Pre-school/Primary	34	0	0	18	28
Up to lower secondary	27	7	9	46	25
Up to upper secondary	39	93	91	36	47
Total	100	100	100	100	100
Anzahl (n)	(6211)	(388)	(812)	(363)	(7774)

Question 1.2: Which level of education does your school provide?

Table 1.4
Overall number of pupils - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Up to 250	26	10	13	73	26
251 - 500	29	21	21	18	28
501 - 1000	32	44	31	7	32
More than 1000	13	25	35	2	15
Total	100	100	100	100	100
Anzahl (n)	(5943)	(366)	(763)	(342)	(7414)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
School project	78	68	60	67	75
Language project	7	19	23	4	9
School Development project	15	13	17	28	16
Total	100	100	100	100	100
Anzahl (n)	(6216)	(390)	(824)	(381)	(7811)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
1998-2000	10	6	7	10	9
2001-2002	17	15	16	18	17
2003	18	20	19	20	18
2004	26	21	24	24	25
2005	26	33	29	26	27
2006	4	5	4	2	4
Total	100	100	100	100	100
Anzahl (n)	(6098)	(383)	(809)	(375)	(7665)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
One year	14	25	32	10	16
Two years	32	31	28	34	32
Three and more years	54	43	40	57	52
Total	100	100	100	100	100
Anzahl (n)	(6098)	(383)	(809)	(375)	(7665)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Project not finished	48	44	38	44	47
Just finished	21	29	28	26	23
One year	13	12	13	11	13
Two years	8	7	10	10	8
Three or more years	10	9	11	9	10
Total	100	100	100	100	100
Anzahl (n)	(6060)	(381)	(802)	(374)	(7617)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Two schools	7	19	23	5	9
Three schools	16	13	16	16	15
Four schools	27	20	20	33	26
Five schools	23	20	20	25	23
Six and more	28	27	20	22	27
Total	100	100	100	100	100
Anzahl (n)	(6150)	(380)	(803)	(374)	(7707)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Two	7	19	23	5	9
Three	21	18	22	24	21
Four	31	25	25	37	30
Five	23	17	16	22	22
Six and more	19	21	14	13	18
Total	100	100	100	100	100
Anzahl (n)	(6194)	(386)	(813)	(377)	(7770)

Question 2.4: In which countries are the partner schools located?

Table 2.4-2
Country configuration of the Comenius project - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Only EU-15/EFTA	30	24	33	30	30
EU-15/EFTA and new EU-25	44	44	45	52	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	11	14	11	8	11
All regions	15	18	12	10	14
Total	100	100	100	100	100
Anzahl (n)	(6157)	(378)	(806)	(376)	(7717)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by kind of education (Mean)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
German	8,6	8,9	15,2	11,4	9,4
English	77,7	74,0	68,4	81,9	76,7
Spanish	2,8	2,2	2,7	0,9	2,6
French	7,6	10,0	9,4	2,9	7,7
Italian	1,9	3,0	1,8	0,8	1,9
Other language	1,5	1,8	2,5	2,1	1,7
Total	100,0	100,0	100,0	100,0	100,0
Count (n)	(6085)	(377)	(810)	(374)	(7646)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Coordinator	31	27	39	33	31
Partner	69	73	61	67	69
Total	100	100	100	100	100
Count (n)	(6173)	(384)	(816)	(379)	(7752)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
One class	6	16	15	4	7
Two or more classes (separate)	27	28	34	29	28
Inter-class group	30	42	35	20	30
The whole school	31	6	7	34	27
Other	7	7	9	14	8
Total	100	100	100	100	100
Count (n)	(6169)	(384)	(816)	(378)	(7747)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by kind of education (Median)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Local activities - pupils	100	45	45	45	80
Transnational activities/mobility - pupils	4	9	10	1	6
Local activities - teacher	10	8	8	10	10
Transnational activities/mobility - teacher	4	4	4	5	4
Count (n)	(5446)	(349)	(721)	(305)	(6821)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by kind of education (Mean of percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Percentages of pupils involved in local activities	39,2	13,4	13,0	47,6	35,5
Percentages of pupils taking part in transnational activities	4,2	2,8	3,0	5,4	4,1
Percentages of teachers involved in local activities	38,9	15,7	17,5	50,9	36,0
Percentages of teachers taking part in transnational activities	17,2	7,8	8,9	23,4	16,1
Count (n)	(5446)	(349)	(721)	(305)	(6821)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by kind of education (Mean of percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Up to 6 years	6,2	0,0	0,0	4,3	5,2
7 - 10 years	24,4	0,3	0,2	22,2	20,6
11 - 14 years	32,0	5,0	3,2	36,2	27,8
15 years and older	37,3	94,7	96,5	37,3	46,4
Total	100,0	100,0	100,0	100,0	100,0
Count (n)	(5968)	(372)	(788)	(347)	(7475)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by kind of education (Percentages, multiple replies possible)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Integrated in specific school subjects	63	57	61	65	63
An extra-curricular activity	38	47	37	30	38
A cross-curricular / interdisciplinary activity	57	51	52	60	56
Other	8	7	9	16	9
Total	167	162	159	170	166
Count (n)	(6149)	(384)	(809)	(376)	(7718)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by kind of education (Percentages, multiple replies possible)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Language training of teachers	26	28	26	30	26
Additional language training of pupils	28	42	44	30	31
Modification of class composition	16	13	13	19	16
Provision of equipment for pupils with special needs	12	10	12	53	14
Use of volunteers	33	36	33	20	33
Modification of school time organisation	37	36	42	37	37
Purchase of documentation/materials/equipment	88	82	82	86	87
Other	12	12	12	17	13
Total	253	260	264	291	256
Count (n)	(5916)	(366)	(781)	(362)	(7425)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by kind of education (Percentages*)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Preparation of the project	26	38	30	19	27
Planning and organisation of project activities	43	50	49	33	43
Production of materials	85	82	83	75	85
Contacts with pupils at partner schools	64	70	65	51	64
Presentation of project results	75	80	78	55	74
Dissemination of project results	49	58	51	33	49
Evaluation of the project	43	53	46	31	43
Count (n)	(6158)	(386)	(812)	(373)	(7729)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by kind of education (Percentages*)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Teamwork among pupils from your own school	79	77	77	67	78
Teamwork between pupils from your own and from partner schools	31	35	40	26	32
Distribution of project activities to individual pupils	51	55	54	41	51
Correspondence between pupils by E-Mail	52	65	51	37	52
Correspondence between pupils by eTWINNING	8	9	7	6	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	44	32	26	46	42
Teamwork among teachers from your own school	82	76	84	85	82
Teamwork between teachers from your own and from partner schools	73	73	77	74	74
Count (n)	(6162)	(385)	(817)	(374)	(7738)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by kind of education (Percentages*)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Lack of interest/commitment of the head teacher to the project	5	8	7	4	5
Lack of interest of teachers/colleagues to take part in the project	12	16	15	8	13
Lack of acceptance of the project by teachers/colleagues not directly involved	17	23	19	16	18
Lack of interest/active participation of pupils	3	4	7	4	3
Lack of foreign language proficiency of teachers/colleagues	19	20	19	22	19
Lack of interest/active participation of parents	10	18	17	16	12
Lack of interest/active participation of local authorities	14	18	15	12	14
Opposition of parents against the project activities	3	3	5	4	3
Insufficient/outdated computer equipment	15	7	10	14	14
Vast amount of administrative burden arising from the Comenius project	35	28	38	25	34
Count (n)	(6162)	(384)	(815)	(373)	(7734)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by kind of education (Percentages*)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Cooperation with the national Comenius agency	87	86	87	93	87
Procedures for project application	66	72	63	76	66
Amount of financial support from Comenius	64	47	59	77	63
Timeliness of provision of grant by the national Comenius agency	75	76	79	83	76
Administrative procedures for accounting of the project	56	58	56	69	57
Dissemination of information between the partner schools	78	79	78	79	78
Division of tasks between partner schools	83	80	81	83	83
Degree of fulfilment of tasks by partner schools	77	77	75	78	77
Cooperation with partner schools in general	87	84	85	89	87
Count (n)	(6164)	(385)	(816)	(377)	(7742)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by kind of education (Percentages, multiple replies possible)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	82	82	77	81	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	87	85	83	83	86
Website especially devoted to the project	57	61	59	55	57
Performances (theatre, music, sports)	46	22	21	44	42
Teaching material / Learning material	50	44	44	57	50
Strategic plan for the development of the school	19	17	16	25	19
Other	17	19	23	25	18
Total	358	329	321	369	354
Count (n)	(6185)	(389)	(818)	(379)	(7771)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by kind of education (Percentages, multiple replies possible)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Only to pupils and teachers involved in the project in your school	1	2	1	0	1
Only to pupils and teachers involved in the project in partner schools	4	4	6	3	4
To your whole school	82	76	74	86	81
To other schools in your community / region	30	35	27	42	31
To other actors (parents, local authorities, etc.)	67	68	56	70	66
To local media (press, radio, TV)	65	64	65	64	65
Other	12	10	17	21	13
Total	262	260	246	287	261
Count (n)	(6170)	(387)	(816)	(377)	(7750)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by kind of education (Percentages*)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Increase of interest in other countries and cultures	91	89	87	81	90
Improvement of knowledge about living and school life in partner countries	86	89	84	82	86
More tolerance of pupils towards other cultures, foreigners etc.	81	79	82	66	80
Enhancement of pupils knowledge about their own cultural heritage	74	72	66	61	72
Improvement of knowledge about the European Union	69	74	64	58	69
Enhancement of interest of pupils in foreign languages	77	80	73	58	76
Improvement of language proficiency in English	63	69	64	39	62
Establishment of lasting personal contacts with pupils from partner schools	54	64	55	36	54
Improvement of language proficiency in a language other than English	23	28	27	14	23
Improvement of social skills and abilities	76	81	84	72	77
Improved abilities of pupils to work in teams	74	81	79	62	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	72	72	70	67	72
Improvement of ICT competence (Information and Communication Technology)	66	73	66	63	67
Rise of self-confidence	73	79	82	70	74
Enhanced motivation towards learning and knowledge acquisition in general	70	70	71	62	70
Improved abilities of pupils to work autonomously	63	64	68	50	63
Improved abilities of pupils to present their own position	63	69	68	51	63
Improved abilities of pupils in self-organised learning	50	52	57	35	50
Count (n)	(6148)	(383)	(810)	(364)	(7705)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by kind of education (Percentages, multiple replies possible)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
No	52	73	62	14	52
Yes, pupils with migration background	34	20	30	37	33
Yes, pupils with special educational needs	31	11	17	84	31
Total	117	104	109	134	116
Count (n)	(6006)	(374)	(800)	(372)	(7552)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by kind of education (Percentages*)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Better integration into their school class(es)	65	71	72	56	65
Rise of self-confidence	71	78	82	71	72
Count (n)	(2075)	(76)	(247)	(147)	(2545)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by kind of education (Percentages*)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Better integration into their school class(es)	66	77	72	54	65
Rise of self-confidence	72	84	85	76	73
Count (n)	(1957)	(43)	(147)	(309)	(2456)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school - by kind of education (Percentages*)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Improvement of knowledge and understanding of the school system and education in the partner countries	91	88	90	88	90
Establishment of lasting personal contacts with teachers from partner schools	82	83	83	76	82
Improvement of language proficiency in English	66	65	68	65	66
Improvement of language proficiency in a language other than English	29	37	35	19	29
Ability/readiness of teachers to work in (interdisciplinary) teams	75	76	77	75	75
Improvement of motivation towards the work of a teacher in general	74	77	75	70	74
Rise of identification of teachers with their own school	61	58	61	65	61
Exposure to new subject matters	76	74	74	78	76
Exposure to new teaching methods/didactic concepts in general	70	71	70	67	70
Improvement of ICT competence (Information and Communication Technology)	68	66	61	65	67
Improvement of knowledge in teachers own area of work	61	66	62	68	62
Increase of teachers emphasis on own cultural heritage in teaching	62	59	55	60	61
Improved abilities in educating pupils with special educational needs	24	20	24	57	25
Count (n)	(6097)	(387)	(805)	(375)	(7664)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by kind of education (Percentages*)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Strengthening of a European dimension to teaching and learning	80	80	77	76	79
Establishment of partnerships/cooperation with schools from other countries	71	76	73	75	71
Improvement of cooperation between teachers from your school	63	67	64	63	63
Improvement of cooperation between teachers and school management	60	64	61	55	60
Improvement of contacts/respect between pupils and teachers	58	71	67	46	59
Strengthening of interdisciplinary approaches in the curriculum	65	68	62	61	65
Use of new teaching materials/curricular content developed in the project	62	64	58	66	62
Introduction of new teaching and learning methods	51	54	49	51	51
Introduction of new school management strategies/ideas/practices	44	52	41	50	44
Increase of training of teachers in Information and Communication Technologies	55	59	47	54	55
Increase of training of teachers in English	41	49	38	39	41
Increase of training of teachers in new teaching and learning methods	41	44	39	39	41
Increase of training of teachers in foreign languages other than English	20	26	25	16	20
Commitment and engagement of parents towards school activities	52	45	33	36	49
Cooperation with local authorities	47	44	43	43	46
Collaboration with local companies	26	34	41	25	28
Common activities with neighbouring schools	18	18	19	23	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	37	44	50	28	39
Increase of the individual mobility of pupils	34	44	51	24	36
Increase of class outings to other countries	28	33	37	19	28
Count (n)	(6082)	(383)	(808)	(375)	(7648)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by kind of education (Percentages, multiple replies possible)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
No contacts at all	6	5	6	7	6
Private contacts between teachers	89	90	86	88	89
Private contacts between pupils	53	62	53	26	52
Exchange of pupils with former partner schools	20	13	24	10	19
Continuation of project activities without Comenius support	24	22	25	31	24
Establishment of official/permanent school partnership(s)	13	15	22	10	14
Development of a joint proposal for a new Comenius project	32	37	40	29	33
Development of a joint proposals for a project funded from other sources than Comenius	7	16	19	9	9
Other	10	10	10	11	10
Total	253	272	284	221	256
Count (n)	(3082)	(210)	(488)	(208)	(3988)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by kind of education (Percentages)

	Kind of education primarily provided				Total
	General education	Technical education	Vocational education	Special needs education	
Very satisfied	55	55	50	61	55
Satisfied	34	32	39	30	34
Partly	8	10	8	5	8
Dissatisfied	2	2	2	2	2
Very dissatisfied	1	1	1	1	1
Total	100	100	100	100	100
Count (n)	(6008)	(381)	(796)	(370)	(7555)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

Level of education

Table 1.1
Country in which the school is located - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
AT	6	7	5	6
BE	3	0	3	2
BG	0	0	0	0
CZ	2	3	3	2
DE	14	21	22	19
DK	1	4	2	2
EE	0	1	1	1
ES	17	7	15	13
FI	4	4	3	3
FR	5	6	4	5
GB	12	1	5	6
GR	3	3	2	2
HU	2	1	3	2
IE	2	0	1	1
IS	0	0	0	0
IT	10	12	11	11
LI	0	0	0	0
LT	0	0	0	0
LU	0	0	0	0
LV	0	0	0	0
MT	0	0	0	0
NL	3	2	3	2
NO	2	2	1	2
PL	9	10	5	7
PT	1	4	2	2
RO	1	4	2	2
SE	2	2	2	2
SI	1	1	1	1
SK	1	1	1	1
TR	2	1	2	2
Total	100	100	100	100
Anzahl (n)	(2186)	(1938)	(3674)	(7798)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Rural	35	33	20	27
Sub-urban	25	26	27	26
Urban	40	41	53	47
Total	100	100	100	100
Anzahl (n)	(2185)	(1935)	(3671)	(7791)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by level of education offered (Percentages, multiple replies possible)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Pre-school	36	15	4	16
Primary	94	41	9	41
Lower secondary	0	95	51	47
Upper secondary	0	0	100	47
Total	130	151	164	151
Anzahl (n)	(2186)	(1938)	(3674)	(7798)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
General education	97	86	67	80
Technical education	0	2	10	5
Vocational education	0	4	20	10
Special needs education	3	9	4	5
Total	100	100	100	100
Anzahl (n)	(2175)	(1933)	(3666)	(7774)

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Up to 250	50	29	10	26
251 - 500	35	36	19	28
501 - 1000	14	31	43	32
More than 1000	2	4	29	15
Total	100	100	100	100
Anzahl (n)	(2066)	(1847)	(3492)	(7405)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
School project	85	76	69	75
Language project	0	8	15	9
School Development project	15	17	16	16
Total	100	100	100	100
Anzahl (n)	(2186)	(1938)	(3674)	(7798)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
1998-2000	10	9	9	9
2001-2002	15	18	17	17
2003	17	19	19	18
2004	26	26	25	25
2005	28	25	27	27
2006	3	3	5	4
Total	100	100	100	100
Anzahl (n)	(2147)	(1904)	(3600)	(7651)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
One year	7	13	23	16
Two years	35	31	30	32
Three and more years	58	56	48	52
Total	100	100	100	100
Anzahl (n)	(2147)	(1904)	(3600)	(7651)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Project not finished	54	46	43	47
Just finished	20	22	25	23
One year	11	14	14	13
Two years	7	8	9	8
Three or more years	8	10	10	10
Total	100	100	100	100
Anzahl (n)	(2130)	(1894)	(3578)	(7602)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Two schools	0	7	15	9
Three schools	16	16	15	15
Four schools	30	26	24	26
Five schools	24	25	21	23
Six and more	30	26	25	27
Total	100	100	100	100
Anzahl (n)	(2169)	(1909)	(3617)	(7695)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Two	0	7	15	9
Three	22	22	20	21
Four	34	31	27	30
Five	24	23	19	22
Six and more	20	17	18	18
Total	100	100	100	100
Anzahl (n)	(2183)	(1924)	(3650)	(7757)

Question 2.4: In which countries are the partner schools located?

Table 2.4-2
Country configuration of the Comenius project - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Only EU-15/EFTA	32	27	31	30
EU-15/EFTA and new EU-25	43	47	43	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	10	11	12	11
All regions	15	15	14	14
Total	100	100	100	100
Anzahl (n)	(2175)	(1909)	(3621)	(7705)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by level of education offered (Mean)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
German	6,7	10,0	10,7	9,4
English	83,3	77,2	72,6	76,7
Spanish	2,1	2,0	3,3	2,6
French	4,8	7,9	9,3	7,7
Italian	1,6	1,2	2,4	1,9
Other language	1,5	1,7	1,8	1,7
Total	100,0	100,0	100,0	100,0
Count (n)	(2157)	(1894)	(3585)	(7636)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Coordinator	28	30	34	31
Partner	72	70	66	69
Total	100	100	100	100
Count (n)	(2167)	(1928)	(3644)	(7739)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
One class	2	6	11	7
Two or more classes (separate)	22	29	30	28
Inter-class group	12	31	41	30
The whole school	58	25	10	27
Other	6	8	9	8
Total	100	100	100	100
Count (n)	(2166)	(1924)	(3643)	(7733)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by level of education offered (Median)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Local activities - pupils	150	85	60	82
Transnational activities/mobility - pupils	0	6	10	6
Local activities - teacher	12	10	8	10
Transnational activities/mobility - teacher	4	4	4	4
Count (n)	(1779)	(1711)	(3322)	(6812)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by level of education offered (Mean of percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Percentages of pupils involved in local activities	69,7	36,1	16,9	35,5
Percentages of pupils taking part in transnational activities	5,1	4,8	3,1	4,1
Percentages of teachers involved in local activities	67,1	36,3	19,0	35,9
Percentages of teachers taking part in transnational activities	29,1	15,9	9,2	16,0
Count (n)	(1779)	(1711)	(3322)	(6812)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by level of education offered (Mean of percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Up to 6 years	17,4	1,3	0,1	5,3
7 - 10 years	59,8	12,7	1,7	20,7
11 - 14 years	22,8	58,3	14,7	27,8
15 years and older	0,0	27,6	83,5	46,3
Total	100,0	100,0	100,0	100,0
Count (n)	(2083)	(1858)	(3520)	(7461)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by level of education offered (Percentages, multiple replies possible)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Integrated in specific school subjects	65	65	60	63
An extra-curricular activity	24	38	47	38
A cross-curricular / interdisciplinary activity	59	61	53	56
Other	8	10	9	9
Total	157	173	168	166
Count (n)	(2160)	(1915)	(3630)	(7705)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by level of education offered (Percentages, multiple replies possible)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Language training of teachers	33	25	23	26
Additional language training of pupils	26	34	32	31
Modification of class composition	17	18	14	16
Provision of equipment for pupils with special needs	15	17	11	14
Use of volunteers	31	31	35	33
Modification of school time organisation	37	38	38	37
Purchase of documentation/materials/equipment	90	87	85	87
Other	12	12	13	13
Total	259	261	251	256
Count (n)	(2072)	(1853)	(3487)	(7412)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by level of education offered (Percentages*)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Preparation of the project	19	26	32	27
Planning and organisation of project activities	33	44	49	43
Production of materials	85	87	84	85
Contacts with pupils at partner schools	56	65	68	64
Presentation of project results	67	75	79	74
Dissemination of project results	44	50	52	49
Evaluation of the project	35	42	48	43
Count (n)	(2168)	(1920)	(3628)	(7716)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by level of education offered (Percentages*)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Teamwork among pupils from your own school	77	81	78	79
Teamwork between pupils from your own and from partner schools	23	30	38	32
Distribution of project activities to individual pupils	44	52	55	51
Correspondence between pupils by E-Mail	39	53	59	52
Correspondence between pupils by eTWINNING	7	9	8	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	55	44	31	42
Teamwork among teachers from your own school	84	84	80	82
Teamwork between teachers from your own and from partner schools	71	73	75	74
Count (n)	(2168)	(1920)	(3637)	(7725)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by level of education offered (Percentages*)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Lack of interest/commitment of the head teacher to the project	3	5	6	5
Lack of interest of teachers/colleagues to take part in the project	8	12	16	13
Lack of acceptance of the project by teachers/colleagues not directly involved	12	18	21	18
Lack of interest/active participation of pupils	1	3	5	3
Lack of foreign language proficiency of teachers/colleagues	22	19	17	19
Lack of interest/active participation of parents	9	12	13	12
Lack of interest/active participation of local authorities	13	14	15	14
Opposition of parents against the project activities	2	3	3	3
Insufficient/outdated computer equipment	17	15	12	14
Vast amount of administrative burden arising from the Comenius project	29	31	39	34
Count (n)	(2165)	(1920)	(3636)	(7721)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by level of education offered (Percentages*)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Cooperation with the national Comenius agency	88	88	86	87
Procedures for project application	70	66	64	66
Amount of financial support from Comenius	69	63	60	63
Timeliness of provision of grant by the national Comenius agency	75	77	76	76
Administrative procedures for accounting of the project	58	60	54	57
Dissemination of information between the partner schools	82	79	76	78
Division of tasks between partner schools	86	83	80	83
Degree of fulfilment of tasks by partner schools	81	78	74	77
Cooperation with partner schools in general	90	88	85	87
Count (n)	(2168)	(1921)	(3640)	(7729)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by level of education offered (Percentages, multiple replies possible)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	82	83	80	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	87	87	86	86
Website especially devoted to the project	48	58	62	57
Performances (theatre, music, sports)	57	46	32	42
Teaching material / Learning material	61	49	43	50
Strategic plan for the development of the school	22	18	16	19
Other	16	17	20	18
Total	374	359	339	354
Count (n)	(2169)	(1928)	(3661)	(7758)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by level of education offered (Percentages, multiple replies possible)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Only to pupils and teachers involved in the project in your school	1	0	1	1
Only to pupils and teachers involved in the project in partner schools	3	3	6	4
To your whole school	88	86	75	82
To other schools in your community / region	34	32	28	31
To other actors (parents, local authorities, etc.)	73	72	59	66
To local media (press, radio, TV)	63	67	64	65
Other	11	12	15	13
Total	274	273	248	262
Count (n)	(2165)	(1925)	(3646)	(7736)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by level of education offered (Percentages*)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Increase of interest in other countries and cultures	91	89	90	90
Improvement of knowledge about living and school life in partner countries	86	87	86	86
More tolerance of pupils towards other cultures, foreigners etc.	79	80	81	80
Enhancement of pupils knowledge about their own cultural heritage	77	71	70	72
Improvement of knowledge about the European Union	68	70	68	69
Enhancement of interest of pupils in foreign languages	76	75	76	76
Improvement of language proficiency in English	53	64	66	62
Establishment of lasting personal contacts with pupils from partner schools	43	52	61	54
Improvement of language proficiency in a language other than English	15	21	29	23
Improvement of social skills and abilities	69	77	82	77
Improved abilities of pupils to work in teams	66	77	79	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	72	70	72	72
Improvement of ICT competence (Information and Communication Technology)	62	70	68	67
Rise of self-confidence	64	77	80	74
Enhanced motivation towards learning and knowledge acquisition in general	70	69	70	70
Improved abilities of pupils to work autonomously	55	64	67	63
Improved abilities of pupils to present their own position	55	61	69	63
Improved abilities of pupils in self-organised learning	44	49	55	51
Count (n)	(2157)	(1916)	(3616)	(7689)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by level of education offered (Percentages, multiple replies possible)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
No	35	49	64	52
Yes, pupils with migration background	42	33	27	33
Yes, pupils with special educational needs	52	35	17	31
Total	130	117	108	116
Count (n)	(2120)	(1866)	(3553)	(7539)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by level of education offered (Percentages*)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Better integration into their school class(es)	65	65	66	65
Rise of self-confidence	68	73	76	72
Count (n)	(924)	(641)	(979)	(2544)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by level of education offered (Percentages*)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Better integration into their school class(es)	63	67	67	65
Rise of self-confidence	67	77	81	73
Count (n)	(1128)	(683)	(636)	(2447)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own
school - by level of education offered (Percentages*)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Improvement of knowledge and understanding of the school system and education in the partner countries	91	90	90	90
Establishment of lasting personal contacts with teachers from partner schools	79	80	84	82
Improvement of language proficiency in English	67	67	66	66
Improvement of language proficiency in a language other than English	22	28	35	29
Ability/readiness of teachers to work in (interdisciplinary) teams	72	76	77	75
Improvement of motivation towards the work of a teacher in general	73	73	76	74
Rise of identification of teachers with their own school	65	63	58	61
Exposure to new subject matters	77	75	75	76
Exposure to new teaching methods/didactic concepts in general	72	69	69	70
Improvement of ICT competence (Information and Communication Technology)	68	69	66	67
Improvement of knowledge in teachers own area of work	64	61	61	62
Increase of teachers emphasis on own cultural heritage in teaching	70	60	57	61
Improved abilities in educating pupils with special educational needs	31	29	20	25
Count (n)	(2136)	(1901)	(3616)	(7653)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by level of education offered (Percentages*)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Strengthening of a European dimension to teaching and learning	83	79	77	79
Establishment of partnerships/cooperation with schools from other countries	69	71	73	71
Improvement of cooperation between teachers from your school	64	63	62	63
Improvement of cooperation between teachers and school management	61	60	59	60
Improvement of contacts/respect between pupils and teachers	47	61	65	59
Strengthening of interdisciplinary approaches in the curriculum	67	65	63	65
Use of new teaching materials/curricular content developed in the project	69	63	57	62
Introduction of new teaching and learning methods	54	51	49	51
Introduction of new school management strategies/ideas/practices	49	46	41	44
Increase of training of teachers in Information and Communication Technologies	59	56	51	55
Increase of training of teachers in English	45	42	38	41
Increase of training of teachers in new teaching and learning methods	44	41	39	41
Increase of training of teachers in foreign languages other than English	17	20	23	20
Commitment and engagement of parents towards school activities	56	49	44	49
Cooperation with local authorities	51	48	43	47
Collaboration with local companies	26	30	29	28
Common activities with neighbouring schools	22	18	17	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	20	39	49	39
Increase of the individual mobility of pupils	15	34	49	36
Increase of class outings to other countries	15	29	36	28
Count (n)	(2131)	(1891)	(3615)	(7637)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by level of education offered (Percentages, multiple replies possible)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
No contacts at all	8	7	5	6
Private contacts between teachers	88	89	89	89
Private contacts between pupils	30	52	62	52
Exchange of pupils with former partner schools	6	18	26	19
Continuation of project activities without Comenius support	25	24	24	24
Establishment of official/permanent school partnership(s)	8	11	17	14
Development of a joint proposal for a new Comenius project	30	29	36	33
Development of a joint proposals for a project funded from other sources than Comenius	6	7	11	9
Other	10	10	10	10
Total	212	246	281	256
Count (n)	(957)	(999)	(2023)	(3979)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by level of education offered (Percentages)

	Level of education			Total
	Pre-school/ Primary	Up to lower secondary	Up to upper secondary	
Very satisfied	60	55	51	55
Satisfied	30	34	36	34
Partly	7	8	9	8
Dissatisfied	2	2	2	2
Very dissatisfied	1	1	1	1
Total	100	100	100	100
Count (n)	(2098)	(1882)	(3565)	(7545)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

Area in which your school is located

Table 1.1
Country in which the school is located - by area in which the school is located (Per-
centages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
AT	9	7	4	6
BE	2	3	2	2
BG	0	0	0	0
CZ	2	2	3	2
DE	19	32	12	19
DK	3	2	2	2
EE	2	1	1	1
ES	14	7	16	14
FI	4	3	3	3
FR	6	4	5	5
GB	8	7	4	6
GR	2	2	3	2
HU	1	2	3	2
IE	1	1	1	1
IS	1	0	0	0
IT	7	9	15	11
LI	0	0	0	0
LT	0	0	0	0
LU	0	0	0	0
LV	0	0	0	0
MT	0	0	0	0
NL	3	3	2	3
NO	3	2	1	2
PL	6	5	9	7
PT	2	2	3	2
RO	1	0	4	2
SE	2	2	2	2
SI	1	1	1	1
SK	1	1	1	1
TR	1	1	2	2
Total	100	100	100	100
Anzahl (n)	(2129)	(2050)	(3652)	(7831)

Source: Comenius-Database of the European Commission

Table 1.2-a
Level of education provided - by area in which the school is located (Percentages, multiple replies possible)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Pre-school	19	13	16	16
Primary	50	38	37	41
Lower secondary	49	49	46	47
Upper secondary	34	48	54	47
Total	151	149	153	151
Anzahl (n)	(2122)	(2041)	(3628)	(7791)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by area in which the school is located (Percentages, multiple replies possible)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Pre-school/Primary	36	27	24	28
Up to lower secondary	30	25	22	25
Up to upper secondary	34	48	54	47
Total	100	100	100	100
Anzahl (n)	(2122)	(2041)	(3628)	(7791)

Question 1.2: Which level of education does your school provide?

Table 1.4
Overall number of pupils - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Up to 250	45	22	17	26
251 - 500	28	29	26	28
501 - 1000	19	32	39	32
More than 1000	8	18	18	15
Total	100	100	100	100
Anzahl (n)	(2027)	(1950)	(3449)	(7426)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
School project	77	75	74	75
Language project	8	10	10	9
School Development project	15	15	17	16
Total	100	100	100	100
Anzahl (n)	(2129)	(2050)	(3652)	(7831)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
1998-2000	10	10	8	9
2001-2002	17	18	16	17
2003	18	19	18	18
2004	26	24	26	25
2005	25	25	28	27
2006	4	4	4	4
Total	100	100	100	100
Anzahl (n)	(2088)	(2017)	(3578)	(7683)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
One year	15	17	16	16
Two years	31	31	33	32
Three and more years	54	52	51	52
Total	100	100	100	100
Anzahl (n)	(2088)	(2017)	(3578)	(7683)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Project not finished	47	44	48	47
Just finished	21	23	24	23
One year	14	13	12	13
Two years	8	9	7	8
Three or more years	10	11	9	10
Total	100	100	100	100
Anzahl (n)	(2074)	(2006)	(3554)	(7634)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Two schools	8	10	9	9
Three schools	15	17	15	15
Four schools	28	25	25	26
Five schools	24	22	23	23
Six and more	25	27	28	27
Total	100	100	100	100
Anzahl (n)	(2096)	(2026)	(3604)	(7726)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Two	8	10	9	9
Three	22	22	21	21
Four	32	28	30	30
Five	22	22	21	22
Six and more	16	18	19	18
Total	100	100	100	100
Anzahl (n)	(2118)	(2041)	(3630)	(7789)

Question 2.4: In which countries are the partner schools located?

Table 2.4-2
Country configuration of the Comenius project - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Only EU-15/EFTA	32	31	29	30
EU-15/EFTA and new EU-25	45	47	42	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	10	10	13	11
All regions	14	12	16	14
Total	100	100	100	100
Anzahl (n)	(2105)	(2026)	(3605)	(7736)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by area in which the school is located (Mean)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
German	8,9	14,0	7,1	9,4
English	78,8	73,7	77,2	76,7
Spanish	2,5	1,9	3,1	2,6
French	6,7	6,7	8,8	7,7
Italian	1,4	1,7	2,2	1,9
Other language	1,7	2,0	1,5	1,7
Total	100,0	100,0	100,0	100,0
Count (n)	(2088)	(1998)	(3579)	(7665)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Coordinator	33	36	28	31
Partner	67	64	72	69
Total	100	100	100	100
Count (n)	(2113)	(2034)	(3625)	(7772)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
One class	6	8	7	7
Two or more classes (separate)	27	28	28	28
Inter-class group	22	30	35	30
The whole school	38	25	22	27
Other	7	9	8	8
Total	100	100	100	100
Count (n)	(2111)	(2036)	(3619)	(7766)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by area in which the school is located (Median)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Local activities - pupils	81	85	80	81
Transnational activities/mobility - pupils	4	8	5	6
Local activities - teacher	9	10	10	10
Transnational activities/mobility - teacher	4	4	4	4
Count (n)	(1790)	(1805)	(3237)	(6832)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by area in which the school is located (Mean of percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Percentages of pupils involved in local activities	46,0	34,6	30,2	35,5
Percentages of pupils taking part in transnational activities	5,6	4,2	3,2	4,1
Percentages of teachers involved in local activities	46,5	34,6	30,8	35,9
Percentages of teachers taking part in transnational activities	21,9	16,1	12,8	16,1
Count (n)	(1790)	(1805)	(3237)	(6832)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by area in which the school is located
(Mean of percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Up to 6 years	6,6	4,9	4,6	5,2
7 - 10 years	26,6	20,3	17,3	20,6
11 - 14 years	32,8	26,5	25,6	27,8
15 years and older	34,1	48,3	52,4	46,4
Total	100,0	100,0	100,0	100,0
Count (n)	(2022)	(1969)	(3502)	(7493)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by area in which the school is located (Percentages, multiple replies possible)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Integrated in specific school subjects	65	65	60	63
An extra-curricular activity	34	41	40	38
A cross-curricular / interdisciplinary activity	57	56	56	56
Other	8	10	8	9
Total	164	171	165	166
Count (n)	(2094)	(2029)	(3615)	(7738)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by area in which the school is located (Percentages, multiple replies possible)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Language training of teachers	27	22	28	26
Additional language training of pupils	31	30	31	31
Modification of class composition	16	14	17	16
Provision of equipment for pupils with special needs	14	15	13	14
Use of volunteers	35	33	31	33
Modification of school time organisation	39	40	35	37
Purchase of documentation/materials/equipment	88	87	86	87
Other	12	13	13	13
Total	262	254	254	256
Count (n)	(2013)	(1952)	(3479)	(7444)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by area in which the school is located (Percentages*)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Preparation of the project	25	25	29	27
Planning and organisation of project activities	41	48	42	43
Production of materials	85	83	85	85
Contacts with pupils at partner schools	64	64	64	64
Presentation of project results	73	77	74	74
Dissemination of project results	48	49	50	49
Evaluation of the project	41	43	44	43
Count (n)	(2111)	(2024)	(3613)	(7748)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by area in which the school is located (Percentages*)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Teamwork among pupils from your own school	78	78	79	78
Teamwork between pupils from your own and from partner schools	30	33	32	32
Distribution of project activities to individual pupils	49	50	53	51
Correspondence between pupils by E-Mail	48	51	54	52
Correspondence between pupils by eTWINNING	7	6	10	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	44	41	41	42
Teamwork among teachers from your own school	82	82	82	82
Teamwork between teachers from your own and from partner schools	72	74	74	74
Count (n)	(2117)	(2026)	(3614)	(7757)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by area in which the school is located (Percentages*)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Lack of interest/commitment of the head teacher to the project	5	5	5	5
Lack of interest of teachers/colleagues to take part in the project	13	13	12	13
Lack of acceptance of the project by teachers/colleagues not directly involved	16	19	18	18
Lack of interest/active participation of pupils	3	3	3	3
Lack of foreign language proficiency of teachers/colleagues	19	17	20	19
Lack of interest/active participation of parents	10	11	13	12
Lack of interest/active participation of local authorities	11	13	17	14
Opposition of parents against the project activities	3	3	3	3
Insufficient/outdated computer equipment	15	13	14	14
Vast amount of administrative burden arising from the Comenius project	34	36	34	34
Count (n)	(2112)	(2025)	(3616)	(7753)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by area in which the school is located (Percentages*)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Cooperation with the national Comenius agency	88	87	87	87
Procedures for project application	67	61	69	66
Amount of financial support from Comenius	69	66	58	63
Timeliness of provision of grant by the national Comenius agency	78	78	73	76
Administrative procedures for accounting of the project	60	58	55	57
Dissemination of information between the partner schools	79	76	79	78
Division of tasks between partner schools	84	80	83	83
Degree of fulfilment of tasks by partner schools	78	74	78	77
Cooperation with partner schools in general	88	85	87	87
Count (n)	(2118)	(2028)	(3615)	(7761)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by area in which the school is located
(Percentages, multiple replies possible)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	80	79	83	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	87	88	85	86
Website especially devoted to the project	54	57	59	57
Performances (theatre, music, sports)	47	42	40	42
Teaching material / Learning material	51	50	49	50
Strategic plan for the development of the school	17	19	19	19
Other	18	20	17	18
Total	353	355	353	353
Count (n)	(2118)	(2033)	(3639)	(7790)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by area in which the school is located (Percentages, multiple replies possible)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Only to pupils and teachers involved in the project in your school	1	1	1	1
Only to pupils and teachers involved in the project in partner schools	3	4	5	4
To your whole school	84	82	80	81
To other schools in your community / region	32	28	32	31
To other actors (parents, local authorities, etc.)	69	67	65	66
To local media (press, radio, TV)	71	69	58	65
Other	12	14	13	13
Total	272	264	254	261
Count (n)	(2116)	(2027)	(3624)	(7767)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by area in which the school is located (Percentages*)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Increase of interest in other countries and cultures	90	89	90	90
Improvement of knowledge about living and school life in partner countries	86	85	87	86
More tolerance of pupils towards other cultures, foreigners etc.	79	79	81	80
Enhancement of pupils knowledge about their own cultural heritage	73	68	74	72
Improvement of knowledge about the European Union	66	64	72	69
Enhancement of interest of pupils in foreign languages	76	72	77	76
Improvement of language proficiency in English	62	58	65	62
Establishment of lasting personal contacts with pupils from partner schools	53	51	56	54
Improvement of language proficiency in a language other than English	20	23	25	23
Improvement of social skills and abilities	75	78	78	77
Improved abilities of pupils to work in teams	70	75	77	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	72	71	72	72
Improvement of ICT competence (Information and Communication Technology)	65	64	69	67
Rise of self-confidence	72	75	76	74
Enhanced motivation towards learning and knowledge acquisition in general	67	68	73	70
Improved abilities of pupils to work autonomously	59	64	64	63
Improved abilities of pupils to present their own position	58	62	67	63
Improved abilities of pupils in self-organised learning	49	50	52	50
Count (n)	(2092)	(2021)	(3608)	(7721)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by area in which the school is located (Percentages, multiple replies possible)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
No	56	52	50	52
Yes, pupils with migration background	26	34	36	33
Yes, pupils with special educational needs	32	29	32	31
Total	114	115	118	116
Count (n)	(2057)	(1985)	(3528)	(7570)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by area in which the school is located (Percentages*)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Better integration into their school class(es)	64	63	67	65
Rise of self-confidence	72	74	72	72
Count (n)	(552)	(692)	(1307)	(2551)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by area in which the school is located (Percentages*)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Better integration into their school class(es)	62	61	68	65
Rise of self-confidence	71	73	75	73
Count (n)	(694)	(615)	(1153)	(2462)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school - by area in which the school is located (Percentages*)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Improvement of knowledge and understanding of the school system and education in the partner countries	90	89	91	90
Establishment of lasting personal contacts with teachers from partner schools	81	80	83	82
Improvement of language proficiency in English	66	63	68	66
Improvement of language proficiency in a language other than English	28	29	31	29
Ability/readiness of teachers to work in (interdisciplinary) teams	75	72	77	75
Improvement of motivation towards the work of a teacher in general	72	70	78	74
Rise of identification of teachers with their own school	61	60	62	61
Exposure to new subject matters	75	74	77	76
Exposure to new teaching methods/didactic concepts in general	68	67	72	70
Improvement of ICT competence (Information and Communication Technology)	66	63	70	67
Improvement of knowledge in teachers own area of work	61	58	64	62
Increase of teachers emphasis on own cultural heritage in teaching	63	56	63	61
Improved abilities in educating pupils with special educational needs	24	23	27	25
Count (n)	(2088)	(2012)	(3584)	(7684)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by area in which the school is located (Percentages*)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Strengthening of a European dimension to teaching and learning	80	77	81	79
Establishment of partnerships/cooperation with schools from other countries	70	71	72	71
Improvement of cooperation between teachers from your school	61	61	66	63
Improvement of cooperation between teachers and school management	58	57	62	60
Improvement of contacts/respect between pupils and teachers	56	55	63	59
Strengthening of interdisciplinary approaches in the curriculum	64	60	68	65
Use of new teaching materials/curricular content developed in the project	61	57	65	62
Introduction of new teaching and learning methods	49	47	54	51
Introduction of new school management strategies/ideas/practices	43	40	47	44
Increase of training of teachers in Information and Communication Technologies	53	48	59	55
Increase of training of teachers in English	38	33	47	41
Increase of training of teachers in new teaching and learning methods	39	36	45	41
Increase of training of teachers in foreign languages other than English	19	18	22	20
Commitment and engagement of parents towards school activities	51	45	49	49
Cooperation with local authorities	52	44	45	47
Collaboration with local companies	31	28	27	28
Common activities with neighbouring schools	19	18	19	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	37	40	39	39
Increase of the individual mobility of pupils	33	36	37	36
Increase of class outings to other countries	28	25	31	28
Count (n)	(2083)	(2010)	(3575)	(7668)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by area in which the school is located (Percentages, multiple replies possible)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
No contacts at all	6	6	7	6
Private contacts between teachers	90	87	89	89
Private contacts between pupils	50	51	53	52
Exchange of pupils with former partner schools	20	22	17	19
Continuation of project activities without Comenius support	24	26	23	24
Establishment of official/permanent school partnership(s)	13	16	13	14
Development of a joint proposal for a new Comenius project	29	33	35	33
Development of a joint proposals for a project funded from other sources than Comenius	8	10	9	9
Other	10	11	9	10
Total	250	263	255	256
Count (n)	(1070)	(1101)	(1824)	(3995)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by area in which the school is located (Percentages)

	Area in which your school is located			Total
	Rural	Sub-urban	Urban	
Very satisfied	55	52	56	55
Satisfied	34	37	32	34
Partly	8	9	8	8
Dissatisfied	2	2	2	2
Very dissatisfied	1	1	1	1
Total	100	100	100	100
Count (n)	(2060)	(1988)	(3527)	(7575)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

Current duration of Comenius partnerships

Table 1.1
Country in which the school is located - by current duration of Comenius partnerships
(Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
AT	6	4	7	6
BE	2	3	2	2
BG	0	0	0	0
CZ	2	3	2	2
DE	21	18	19	19
DK	3	2	2	2
EE	1	2	1	1
ES	12	12	14	13
FI	4	3	4	3
FR	8	5	4	5
GB	4	7	6	6
GR	2	3	2	2
HU	2	2	2	2
IE	1	1	1	1
IS	0	1	0	0
IT	12	11	11	11
LI	0	0	0	0
LT	0	0	0	0
LU	0	0	0	0
LV	0	0	0	0
MT	0	0	0	0
NL	3	2	3	2
NO	1	2	2	2
PL	6	9	7	7
PT	2	2	3	2
RO	2	2	3	2
SE	1	2	2	2
SI	1	1	1	1
SK	1	1	1	1
TR	2	3	1	2
Total	100	100	100	100
Anzahl (n)	(1235)	(2449)	(4044)	(7728)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by current duration of Comenius partnerships
(Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Rural	25	27	28	27
Sub-urban	28	26	26	26
Urban	47	48	46	47
Total	100	100	100	100
Anzahl (n)	(1228)	(2431)	(4024)	(7683)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by current duration of Comenius partnerships (Percentages, multiple replies possible)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Pre-school	9	17	17	16
Primary	22	44	45	41
Lower secondary	48	46	48	47
Upper secondary	67	44	43	47
Total	146	151	153	151
Anzahl (n)	(1217)	(2425)	(4009)	(7651)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by current duration of Comenius partnerships (Percentages, multiple replies possible)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Pre-school/Primary	12	31	31	28
Up to lower secondary	20	24	27	25
Up to upper secondary	67	44	43	47
Total	100	100	100	100
Anzahl (n)	(1217)	(2425)	(4009)	(7651)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
General education	68	80	82	80
Technical education	8	5	4	5
Vocational education	21	9	8	11
Special needs education	3	5	5	5
Total	100	100	100	100
Anzahl (n)	(1225)	(2424)	(4016)	(7665)

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Up to 250	18	26	28	26
251 - 500	24	29	27	27
501 - 1000	36	31	31	32
More than 1000	22	14	14	15
Total	100	100	100	100
Anzahl (n)	(1158)	(2325)	(3839)	(7322)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
School project	37	82	82	75
Language project	55	1	0	9
School Development project	8	17	18	16
Total	100	100	100	100
Anzahl (n)	(1235)	(2449)	(4044)	(7728)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
1998-2000	3	4	14	9
2001-2002	13	8	23	17
2003	13	8	26	18
2004	17	11	36	25
2005	29	69	0	27
2006	24	0	0	4
Total	100	100	100	100
Anzahl (n)	(1235)	(2449)	(4044)	(7728)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Project not finished	24	69	40	47
Just finished	30	12	27	23
One year	17	8	15	13
Two years	13	5	9	8
Three or more years	16	7	10	10
Total	100	100	100	100
Anzahl (n)	(1226)	(2422)	(4013)	(7661)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Two schools	56	1	0	9
Three schools	13	17	15	15
Four schools	12	28	29	26
Five schools	10	24	26	23
Six and more	10	30	30	27
Total	100	100	100	100
Anzahl (n)	(1213)	(2437)	(4016)	(7666)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Two	55	1	0	9
Three	17	25	20	21
Four	13	31	34	30
Five	8	23	25	22
Six and more	7	20	20	18
Total	100	100	100	100
Anzahl (n)	(1229)	(2447)	(4041)	(7717)

Question 2.4: In which countries are the partner schools located?

Table 2.4-2
Country configuration of the Comenius project - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Only EU-15/EFTA	47	24	29	30
EU-15/EFTA and new EU-25	36	45	46	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	11	12	11	11
All regions	6	19	14	14
Total	100	100	100	100
Anzahl (n)	(1205)	(2430)	(4029)	(7664)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by current duration of Comenius partnerships (Mean)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
German	12,4	8,2	9,2	9,4
English	65,4	80,5	78,0	76,8
Spanish	5,2	1,7	2,4	2,6
French	10,1	6,8	7,4	7,6
Italian	2,9	1,5	1,8	1,9
Other language	4,0	1,3	1,2	1,7
Total	100,0	100,0	100,0	100,0
Count (n)	(1200)	(2412)	(3984)	(7596)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Coordinator	41	27	31	31
Partner	59	73	69	69
Total	100	100	100	100
Count (n)	(1224)	(2428)	(4023)	(7675)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
One class	19	5	4	7
Two or more classes (separate)	22	29	28	28
Inter-class group	42	27	28	30
The whole school	12	29	31	27
Other	5	9	8	8
Total	100	100	100	100
Count (n)	(1226)	(2424)	(4018)	(7668)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by current duration of Comenius partnerships (Median)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Local activities - pupils	41	85	100	82
Transnational activities/mobility - pupils	15	4	5	6
Local activities - teacher	7	10	10	10
Transnational activities/mobility - teacher	3	4	5	4
Count (n)	(1090)	(2163)	(3501)	(6754)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by current duration of Comenius partnerships (Mean of percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Percentages of pupils involved in local activities	20,0	36,7	39,7	35,6
Percentages of pupils taking part in transnational activities	4,7	3,6	4,2	4,1
Percentages of teachers involved in local activities	23,2	37,1	39,3	36,0
Percentages of teachers taking part in transnational activities	10,1	16,0	18,0	16,1
Count (n)	(1090)	(2163)	(3501)	(6754)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by current duration of Comenius partnerships (Mean of percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Up to 6 years	2,1	6,1	5,7	5,2
7 - 10 years	8,9	22,7	23,0	20,7
11 - 14 years	20,1	28,6	29,7	27,8
15 years and older	68,9	42,6	41,5	46,2
Total	100,0	100,0	100,0	100,0
Count (n)	(1182)	(2342)	(3882)	(7406)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by current duration of Comenius partnerships (Percentages, multiple replies possible)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Integrated in specific school subjects	56	63	65	63
An extra-curricular activity	43	37	38	38
A cross-curricular / interdisciplinary activity	54	56	57	56
Other	8	9	9	9
Total	162	166	168	167
Count (n)	(1217)	(2418)	(4007)	(7642)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by current duration of Comenius partnerships (Percentages, multiple replies possible)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Language training of teachers	24	25	28	26
Additional language training of pupils	54	28	25	31
Modification of class composition	16	16	16	16
Provision of equipment for pupils with special needs	12	14	14	14
Use of volunteers	35	32	32	33
Modification of school time organisation	45	36	36	38
Purchase of documentation/materials/equipment	81	87	88	87
Other	11	13	13	13
Total	279	251	253	257
Count (n)	(1179)	(2316)	(3862)	(7357)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by current duration of Comenius partnerships (Percentages*)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Preparation of the project	36	26	25	27
Planning and organisation of project activities	49	42	42	43
Production of materials	84	85	85	85
Contacts with pupils at partner schools	74	61	63	64
Presentation of project results	80	74	73	74
Dissemination of project results	56	50	47	50
Evaluation of the project	52	44	40	43
Count (n)	(1220)	(2421)	(4012)	(7653)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by current duration of Comenius partnerships (Percentages*)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Teamwork among pupils from your own school	82	78	78	78
Teamwork between pupils from your own and from partner schools	52	26	28	32
Distribution of project activities to individual pupils	57	52	49	51
Correspondence between pupils by E-Mail	64	48	50	52
Correspondence between pupils by eTWINNING	9	9	7	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	38	42	43	42
Teamwork among teachers from your own school	82	82	82	82
Teamwork between teachers from your own and from partner schools	76	72	74	74
Count (n)	(1224)	(2424)	(4015)	(7663)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by current duration of Comenius partnerships (Percentages*)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Lack of interest/commitment of the head teacher to the project	6	5	5	5
Lack of interest of teachers/colleagues to take part in the project	13	13	12	12
Lack of acceptance of the project by teachers/colleagues not directly involved	18	17	18	18
Lack of interest/active participation of pupils	4	4	3	3
Lack of foreign language proficiency of teachers/colleagues	15	21	19	19
Lack of interest/active participation of parents	10	13	11	12
Lack of interest/active participation of local authorities	13	15	14	14
Opposition of parents against the project activities	3	3	3	3
Insufficient/outdated computer equipment	11	15	14	14
Vast amount of administrative burden arising from the Comenius project	38	33	34	34
Count (n)	(1222)	(2424)	(4013)	(7659)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by current duration of Comenius partnerships (Percentages*)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Cooperation with the national Comenius agency	85	86	88	87
Procedures for project application	64	66	67	66
Amount of financial support from Comenius	70	60	63	63
Timeliness of provision of grant by the national Comenius agency	80	74	76	76
Administrative procedures for accounting of the project	61	55	57	57
Dissemination of information between the partner schools	77	78	79	78
Division of tasks between partner schools	81	83	83	83
Degree of fulfilment of tasks by partner schools	78	77	77	77
Cooperation with partner schools in general	85	87	88	87
Count (n)	(1225)	(2425)	(4019)	(7669)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by current duration of Comenius partnerships (Percentages, multiple replies possible)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	78	82	82	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	80	88	88	86
Website especially devoted to the project	49	62	58	58
Performances (theatre, music, sports)	30	43	46	42
Teaching material / Learning material	44	48	52	50
Strategic plan for the development of the school	14	20	19	19
Other	19	18	18	18
Total	314	360	363	354
Count (n)	(1227)	(2435)	(4028)	(7690)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by current duration of Comenius partnerships (Percentages, multiple replies possible)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Only to pupils and teachers involved in the project in your school	1	1	1	1
Only to pupils and teachers involved in the project in partner schools	5	4	4	4
To your whole school	75	82	83	82
To other schools in your community / region	25	29	34	31
To other actors (parents, local authorities, etc.)	63	65	68	66
To local media (press, radio, TV)	62	63	66	65
Other	13	12	14	13
Total	246	257	270	262
Count (n)	(1221)	(2425)	(4022)	(7668)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by current duration of Comenius partnerships (Percentages*)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Increase of interest in other countries and cultures	90	90	89	90
Improvement of knowledge about living and school life in partner countries	90	86	85	86
More tolerance of pupils towards other cultures, foreigners etc.	85	81	79	80
Enhancement of pupils knowledge about their own cultural heritage	73	73	71	72
Improvement of knowledge about the European Union	65	69	69	69
Enhancement of interest of pupils in foreign languages	80	76	74	76
Improvement of language proficiency in English	62	64	61	62
Establishment of lasting personal contacts with pupils from partner schools	62	54	51	54
Improvement of language proficiency in a language other than English	35	21	21	23
Improvement of social skills and abilities	85	77	75	77
Improved abilities of pupils to work in teams	81	75	72	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	74	73	70	72
Improvement of ICT competence (Information and Communication Technology)	65	68	66	67
Rise of self-confidence	83	74	72	75
Enhanced motivation towards learning and knowledge acquisition in general	74	71	68	70
Improved abilities of pupils to work autonomously	68	64	61	63
Improved abilities of pupils to present their own position	70	63	61	63
Improved abilities of pupils in self-organised learning	59	51	48	51
Count (n)	(1220)	(2414)	(3988)	(7622)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by current duration of Comenius partnerships (Percentages, multiple replies possible)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
No	61	51	50	52
Yes, pupils with migration background	30	33	34	33
Yes, pupils with special educational needs	19	33	34	31
Total	110	117	118	116
Count (n)	(1196)	(2369)	(3914)	(7479)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by current duration of Comenius partnerships (Percentages*)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Better integration into their school class(es)	68	65	64	65
Rise of self-confidence	77	73	71	72
Count (n)	(361)	(812)	(1358)	(2531)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by current duration of Comenius partnerships (Percentages*)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Better integration into their school class(es)	64	64	65	65
Rise of self-confidence	79	75	72	73
Count (n)	(238)	(815)	(1387)	(2440)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school
- by current duration of Comenius partnerships (Percentages*)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Improvement of knowledge and understanding of the school system and education in the partner countries	89	91	91	90
Establishment of lasting personal contacts with teachers from partner schools	77	83	83	82
Improvement of language proficiency in English	60	67	68	66
Improvement of language proficiency in a language other than English	38	28	28	29
Ability/readiness of teachers to work in (interdisciplinary) teams	78	76	74	75
Improvement of motivation towards the work of a teacher in general	75	75	74	74
Rise of identification of teachers with their own school	58	63	61	61
Exposure to new subject matters	73	76	76	76
Exposure to new teaching methods/didactic concepts in general	70	71	69	70
Improvement of ICT competence (Information and Communication Technology)	61	68	69	67
Improvement of knowledge in teachers own area of work	61	63	61	62
Increase of teachers emphasis on own cultural heritage in teaching	61	63	60	61
Improved abilities in educating pupils with special educational needs	23	26	26	25
Count (n)	(1208)	(2403)	(3973)	(7584)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by current duration of Comenius partnerships (Percentages*)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Strengthening of a European dimension to teaching and learning	75	80	80	79
Establishment of partnerships/cooperation with schools from other countries	68	74	71	72
Improvement of cooperation between teachers from your school	61	66	62	63
Improvement of cooperation between teachers and school management	58	61	60	60
Improvement of contacts/respect between pupils and teachers	67	60	56	59
Strengthening of interdisciplinary approaches in the curriculum	62	67	64	65
Use of new teaching materials/curricular content developed in the project	57	65	62	62
Introduction of new teaching and learning methods	48	52	51	51
Introduction of new school management strategies/ideas/practices	41	45	45	44
Increase of training of teachers in Information and Communication Technologies	48	56	56	55
Increase of training of teachers in English	35	43	42	41
Increase of training of teachers in new teaching and learning methods	39	41	41	41
Increase of training of teachers in foreign languages other than English	24	19	19	20
Commitment and engagement of parents towards school activities	51	49	48	49
Cooperation with local authorities	47	46	47	47
Collaboration with local companies	34	26	27	28
Common activities with neighbouring schools	19	18	19	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	44	38	37	39
Increase of the individual mobility of pupils	49	35	32	36
Increase of class outings to other countries	36	29	26	28
Count (n)	(1211)	(2394)	(3967)	(7572)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by current duration of Comenius partnerships (Percentages, multiple replies possible)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
No contacts at all	10	10	4	6
Private contacts between teachers	83	86	92	89
Private contacts between pupils	65	44	49	52
Exchange of pupils with former partner schools	18	19	20	19
Continuation of project activities without Comenius support	21	25	25	24
Establishment of official/permanent school partnership(s)	14	14	13	14
Development of a joint proposal for a new Comenius project	28	31	36	33
Development of a joint proposals for a project funded from other sources than Comenius	11	11	8	9
Other	9	9	11	10
Total	259	249	257	256
Count (n)	(912)	(725)	(2372)	(4009)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by current duration of Comenius partnerships (Percentages)

	Current duration of partnerships			Total
	One year	Two years	Three and more years	
Very satisfied	51	54	57	55
Satisfied	35	35	33	34
Partly	9	8	7	8
Dissatisfied	3	2	2	2
Very dissatisfied	1	1	1	1
Total	100	100	100	100
Count (n)	(1206)	(2337)	(3941)	(7484)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

Role of schools in Comenius partnerships

Table 1.1
Country in which the school is located - by role of schools in Comenius partnerships
(Percentages)

	Role of the school		Total
	Coordinator	Partner	
AT	6	6	6
BE	4	2	2
BG	0	0	0
CZ	1	3	2
DE	27	15	19
DK	2	2	2
EE	0	1	1
ES	11	14	13
FI	3	4	3
FR	7	4	5
GB	9	4	6
GR	2	3	2
HU	1	3	2
IE	1	1	1
IS	0	0	0
IT	8	13	11
LI	0	0	0
LT	0	0	0
LU	0	0	0
LV	0	0	0
MT	0	0	0
NL	4	2	3
NO	2	2	2
PL	4	9	7
PT	2	3	2
RO	2	3	2
SE	1	2	2
SI	1	1	1
SK	0	1	1
TR	1	2	2
Total	100	100	100
Anzahl (n)	(2452)	(5376)	(7828)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by role of schools in Comenius partnerships
(Percentages)

	Role of the school		Total
	Coordinator	Partner	
Rural	29	27	27
Sub-urban	30	25	26
Urban	42	49	47
Total	100	100	100
Anzahl (n)	(2438)	(5334)	(7772)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by role of schools in Comenius partnerships (Percentages, multiple replies possible)

	Role of the school		Total
	Coordinator	Partner	
Pre-school	14	17	16
Primary	36	43	41
Lower secondary	50	46	48
Upper secondary	51	45	47
Total	151	151	151
Anzahl (n)	(2427)	(5312)	(7739)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by role of schools in Comenius partnerships (Percentages, multiple replies possible)

	Role of the school		Total
	Coordinator	Partner	
Pre-school/Primary	25	29	28
Up to lower secondary	24	26	25
Up to upper secondary	51	45	47
Total	100	100	100
Anzahl (n)	(2427)	(5312)	(7739)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by role of schools in Comenius partnerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
General education	77	81	80
Technical education	4	5	5
Vocational education	13	9	11
Special needs education	5	5	5
Total	100	100	100
Anzahl (n)	(2434)	(5318)	(7752)

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by role of schools in Comenius partnerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
Up to 250	24	26	26
251 - 500	26	28	28
501 - 1000	32	32	32
More than 1000	18	14	15
Total	100	100	100
Anzahl (n)	(2320)	(5062)	(7382)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by role of schools in Comenius partnerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
School project	71	77	75
Language project	15	7	9
School Development project	14	17	16
Total	100	100	100
Anzahl (n)	(2452)	(5376)	(7828)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by role of schools in Comenius partnerships
(Percentages)

	Role of the school		Total
	Coordinator	Partner	
1998-2000	11	8	9
2001-2002	18	16	17
2003	18	18	18
2004	24	26	25
2005	25	27	27
2006	4	4	4
Total	100	100	100
Anzahl (n)	(2397)	(5278)	(7675)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by role of schools in
Comenius partnerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
One year	21	14	16
Two years	27	34	32
Three and more years	52	53	52
Total	100	100	100
Anzahl (n)	(2397)	(5278)	(7675)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by role of schools in Comenius part-
nerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
Project not finished	42	49	47
Just finished	24	22	23
One year	14	12	13
Two years	9	8	8
Three or more years	11	9	10
Total	100	100	100
Anzahl (n)	(2384)	(5242)	(7626)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by role of schools in Comenius partnerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
Two schools	15	7	9
Three schools	19	14	15
Four schools	27	25	26
Five schools	20	24	23
Six and more	20	30	27
Total	100	100	100
Anzahl (n)	(2414)	(5303)	(7717)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by role of schools in Comenius partnerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
Two	15	6	9
Three	25	20	21
Four	29	30	30
Five	18	23	22
Six and more	13	20	18
Total	100	100	100
Anzahl (n)	(2440)	(5339)	(7779)

Question 2.4: In which countries are the partner schools located?

Table 2.4-2
Country configuration of the Comenius project - by role of schools in Comenius partnerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
Only EU-15/EFTA	32	30	30
EU-15/EFTA and new EU-25	45	43	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	11	11	11
All regions	11	16	14
Total	100	100	100
Anzahl (n)	(2426)	(5301)	(7727)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by role of schools in Comenius partnerships (Mean)

	Role of the school		Total
	Coordinator	Partner	
German	11,7	8,5	9,5
English	73,6	78,1	76,7
Spanish	3,1	2,4	2,6
French	7,6	7,7	7,7
Italian	2,1	1,8	1,9
Other language	1,9	1,5	1,7
Total	100,0	100,0	100,0
Count (n)	(2393)	(5263)	(7656)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.2
School units participating in the Comenius project - by role of schools in Comenius partnerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
One class	9	6	7
Two or more classes (separate)	27	28	28
Inter-class group	29	31	30
The whole school	27	27	27
Other	8	8	8
Total	100	100	100
Count (n)	(2446)	(5367)	(7813)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by role of schools in Comenius partnerships (Median)

	Role of the school		Total
	Coordinator	Partner	
Local activities - pupils	90	80	81
Transnational activities/mobility - pupils	8	4	6
Local activities - teacher	10	10	10
Transnational activities/mobility - teacher	5	4	4
Count (n)	(2111)	(4721)	(6832)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by role of schools in Comenius partnerships (Mean of percentages)

	Role of the school		Total
	Coordinator	Partner	
Percentages of pupils involved in local activities	34,9	35,8	35,5
Percentages of pupils taking part in transnational activities	4,7	3,8	4,1
Percentages of teachers involved in local activities	35,4	36,2	35,9
Percentages of teachers taking part in transnational activities	16,9	15,7	16,1
Count (n)	(2111)	(4721)	(6832)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by role of schools in Comenius partnerships (Mean of percentages)

	Role of the school		Total
	Coordinator	Partner	
Up to 6 years	5,2	5,2	5,2
7 - 10 years	18,2	21,7	20,6
11 - 14 years	26,5	28,4	27,8
15 years and older	50,0	44,7	46,3
Total	100,0	100,0	100,0
Count (n)	(2370)	(5169)	(7539)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by role of schools in Comenius partnerships (Percentages, multiple replies possible)

	Role of the school		Total
	Coordinator	Partner	
Integrated in specific school subjects	64	62	63
An extra-curricular activity	37	39	38
A cross-curricular / interdisciplinary activity	60	55	56
Other	11	8	9
Total	172	164	166
Count (n)	(2437)	(5347)	(7784)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by role of schools in Comenius partnerships (Percentages, multiple replies possible)

	Role of the school		Total
	Coordinator	Partner	
Language training of teachers	25	27	26
Additional language training of pupils	34	29	31
Modification of class composition	15	17	16
Provision of equipment for pupils with special needs	15	13	14
Use of volunteers	34	32	33
Modification of school time organisation	40	36	38
Purchase of documentation/materials/equipment	88	86	86
Other	15	12	13
Total	266	252	256
Count (n)	(2355)	(5129)	(7484)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by role of schools in Comenius partnerships (Percentages*)

	Role of the school		Total
	Coordinator	Partner	
Preparation of the project	27	27	27
Planning and organisation of project activities	45	43	43
Production of materials	85	84	85
Contacts with pupils at partner schools	70	61	64
Presentation of project results	78	73	75
Dissemination of project results	52	48	49
Evaluation of the project	46	41	43
Count (n)	(2430)	(5324)	(7754)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by role of schools in Comenius partnerships (Percentages*)

	Role of the school		Total
	Coordinator	Partner	
Teamwork among pupils from your own school	80	78	78
Teamwork between pupils from your own and from partner schools	37	29	32
Distribution of project activities to individual pupils	55	49	51
Correspondence between pupils by E-Mail	56	50	52
Correspondence between pupils by eTWINNING	6	9	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	43	41	42
Teamwork among teachers from your own school	84	82	82
Teamwork between teachers from your own and from partner schools	76	73	74
Count (n)	(2434)	(5329)	(7763)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by role of schools in Comenius partnerships (Percentages*)

	Role of the school		Total
	Coordinator	Partner	
Lack of interest/commitment of the head teacher to the project	5	5	5
Lack of interest of teachers/colleagues to take part in the project	12	13	13
Lack of acceptance of the project by teachers/colleagues not directly involved	17	18	18
Lack of interest/active participation of pupils	3	3	3
Lack of foreign language proficiency of teachers/colleagues	15	21	19
Lack of interest/active participation of parents	10	12	12
Lack of interest/active participation of local authorities	13	15	14
Opposition of parents against the project activities	3	3	3
Insufficient/outdated computer equipment	12	15	14
Vast amount of administrative burden arising from the Comenius project	38	33	34
Count (n)	(2436)	(5323)	(7759)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by role of schools in Comenius partnerships (Percentages*)

	Role of the school		Total
	Coordinator	Partner	
Cooperation with the national Comenius agency	89	86	87
Procedures for project application	64	67	66
Amount of financial support from Comenius	68	61	63
Timeliness of provision of grant by the national Comenius agency	77	75	76
Administrative procedures for accounting of the project	59	56	57
Dissemination of information between the partner schools	78	78	78
Division of tasks between partner schools	80	84	83
Degree of fulfilment of tasks by partner schools	74	78	77
Cooperation with partner schools in general	86	87	87
Count (n)	(2433)	(5334)	(7767)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by role of schools in Comenius partnerships (Percentages, multiple replies possible)

	Role of the school		Total
	Coordinator	Partner	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	79	82	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	86	86	86
Website especially devoted to the project	58	57	57
Performances (theatre, music, sports)	41	43	42
Teaching material / Learning material	50	50	50
Strategic plan for the development of the school	20	18	19
Other	22	16	18
Total	355	353	353
Count (n)	(2443)	(5348)	(7791)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by role of schools in Comenius partnerships (Percentages, multiple replies possible)

	Role of the school		Total
	Coordinator	Partner	
Only to pupils and teachers involved in the project in your school	1	1	1
Only to pupils and teachers involved in the project in partner schools	3	5	4
To your whole school	83	81	81
To other schools in your community / region	33	30	31
To other actors (parents, local authorities, etc.)	69	65	66
To local media (press, radio, TV)	70	62	65
Other	17	12	13
Total	275	255	261
Count (n)	(2433)	(5335)	(7768)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by role of schools in Comenius partnerships (Percentages*)

	Role of the school		Total
	Coordinator	Partner	
Increase of interest in other countries and cultures	91	89	90
Improvement of knowledge about living and school life in partner countries	88	85	86
More tolerance of pupils towards other cultures, foreigners etc.	81	80	80
Enhancement of pupils knowledge about their own cultural heritage	71	73	72
Improvement of knowledge about the European Union	65	70	69
Enhancement of interest of pupils in foreign languages	72	77	76
Improvement of language proficiency in English	61	63	62
Establishment of lasting personal contacts with pupils from partner schools	56	52	54
Improvement of language proficiency in a language other than English	23	23	23
Improvement of social skills and abilities	79	76	77
Improved abilities of pupils to work in teams	75	74	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	73	71	71
Improvement of ICT competence (Information and Communication Technology)	67	66	67
Rise of self-confidence	76	74	74
Enhanced motivation towards learning and knowledge acquisition in general	69	70	70
Improved abilities of pupils to work autonomously	64	62	63
Improved abilities of pupils to present their own position	64	63	63
Improved abilities of pupils in self-organised learning	51	50	51
Count (n)	(2415)	(5308)	(7723)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by role of schools in Comenius partnerships (Percentages, multiple replies possible)

	Role of the school		Total
	Coordinator	Partner	
No	49	54	52
Yes, pupils with migration background	35	32	33
Yes, pupils with special educational needs	31	31	31
Total	115	117	116
Count (n)	(2368)	(5207)	(7575)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by role of schools in Comenius partnerships (Percentages*)

	Role of the school		Total
	Coordinator	Partner	
Better integration into their school class(es)	64	66	65
Rise of self-confidence	74	72	72
Count (n)	(841)	(1705)	(2546)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by role of schools in Comenius partnerships (Percentages*)

	Role of the school		Total
	Coordinator	Partner	
Better integration into their school class(es)	61	66	65
Rise of self-confidence	73	73	73
Count (n)	(767)	(1695)	(2462)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own
school - by role of schools in Comenius partnerships (Percentages*)

	Role of the school		Total
	Coordinator	Partner	
Improvement of knowledge and understanding of the school system and education in the partner countries	91	90	90
Establishment of lasting personal contacts with teachers from partner schools	82	81	82
Improvement of language proficiency in English	65	67	66
Improvement of language proficiency in a language other than English	30	29	29
Ability/readiness of teachers to work in (interdisciplinary) teams	75	75	75
Improvement of motivation towards the work of a teacher in general	73	75	74
Rise of identification of teachers with their own school	61	61	61
Exposure to new subject matters	75	76	76
Exposure to new teaching methods/didactic concepts in general	70	70	70
Improvement of ICT competence (Information and Communication Technology)	67	67	67
Improvement of knowledge in teachers own area of work	59	63	62
Increase of teachers emphasis on own cultural heritage in teaching	59	62	61
Improved abilities in educating pupils with special educational needs	24	26	25
Count (n)	(2413)	(5268)	(7681)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by role of schools in Comenius partnerships (Percentages*)

	Role of the school		Total
	Coordinator	Partner	
Strengthening of a European dimension to teaching and learning	80	79	79
Establishment of partnerships/cooperation with schools from other countries	73	71	71
Improvement of cooperation between teachers from your school	63	63	63
Improvement of cooperation between teachers and school management	59	60	60
Improvement of contacts/respect between pupils and teachers	59	59	59
Strengthening of interdisciplinary approaches in the curriculum	64	65	65
Use of new teaching materials/curricular content developed in the project	60	63	62
Introduction of new teaching and learning methods	49	51	51
Introduction of new school management strategies/ideas/practices	42	45	44
Increase of training of teachers in Information and Communication Technologies	52	56	55
Increase of training of teachers in English	35	43	41
Increase of training of teachers in new teaching and learning methods	38	42	41
Increase of training of teachers in foreign languages other than English	21	20	20
Commitment and engagement of parents towards school activities	49	48	49
Cooperation with local authorities	47	46	46
Collaboration with local companies	30	27	28
Common activities with neighbouring schools	19	18	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	42	37	39
Increase of the individual mobility of pupils	38	34	36
Increase of class outings to other countries	30	28	28
Count (n)	(2410)	(5254)	(7664)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by role of schools in Comenius partnerships (Percentages, multiple replies possible)

	Role of the school		Total
	Coordinator	Partner	
No contacts at all	5	7	6
Private contacts between teachers	90	88	89
Private contacts between pupils	56	49	52
Exchange of pupils with former partner schools	23	17	19
Continuation of project activities without Comenius support	26	23	24
Establishment of official/permanent school partnership(s)	17	12	14
Development of a joint proposal for a new Comenius project	34	32	33
Development of a joint proposals for a project funded from other sources than Comenius	11	8	9
Other	12	9	10
Total	273	247	256
Count (n)	(1351)	(2641)	(3992)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by role of schools in Comenius partnerships (Percentages)

	Role of the school		Total
	Coordinator	Partner	
Very satisfied	54	55	55
Satisfied	36	33	34
Partly	7	8	8
Dissatisfied	2	2	2
Very dissatisfied	1	1	1
Total	100	100	100
Count (n)	(2393)	(5181)	(7574)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

Size of schools

Table 1.1
Country in which the school is located - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
AT	12	6	3	2	6
BE	2	3	2	1	2
BG	0	0	0	0	0
CZ	2	4	2	0	3
DE	15	16	19	33	19
DK	2	3	2	1	2
EE	2	1	1	0	1
ES	12	17	15	7	14
FI	5	5	2	1	3
FR	6	4	4	6	5
GB	9	5	3	7	6
GR	5	3	0	0	2
HU	1	3	3	1	2
IE	2	1	1	0	1
IS	1	0	0	0	0
IT	5	7	19	14	11
LI	0	0	0	0	0
LT	0	0	0	0	0
LU	0	0	0	1	0
LV	0	0	0	0	0
MT	0	0	0	0	0
NL	2	2	1	8	3
NO	3	2	1	0	2
PL	7	9	8	2	7
PT	1	1	3	4	2
RO	1	2	3	4	2
SE	3	2	1	2	2
SI	1	1	1	0	1
SK	1	1	1	0	1
TR	1	2	1	3	2
Total	100	100	100	100	100
Anzahl (n)	(1913)	(2046)	(2353)	(1121)	(7433)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Rural	47	28	17	14	27
Sub-urban	22	27	26	31	26
Urban	31	45	57	55	46
Total	100	100	100	100	100
Anzahl (n)	(1911)	(2044)	(2352)	(1119)	(7426)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by size of schools (Percentages, multiple replies possible)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Pre-school	27	18	9	6	16
Primary	65	51	26	12	41
Lower secondary	33	46	60	51	48
Upper secondary	18	32	63	90	47
Total	143	147	158	160	151
Anzahl (n)	(1895)	(2042)	(2350)	(1118)	(7405)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by size of schools (Percentages, multiple replies possible)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Pre-school/Primary	54	36	12	3	28
Up to lower secondary	28	33	25	7	25
Up to upper secondary	18	32	63	90	47
Total	100	100	100	100	100
Anzahl (n)	(1895)	(2042)	(2350)	(1118)	(7405)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
General education	80	86	82	67	80
Technical education	2	4	7	8	5
Vocational education	5	8	10	24	10
Special needs education	13	3	1	1	5
Total	100	100	100	100	100
Anzahl (n)	(1906)	(2042)	(2347)	(1119)	(7414)

Question 1.3: Which kind of education is primarily provided at your school?

Table 2.1
Type of Comenius project - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
School project	78	77	74	70	75
Language project	5	8	11	14	9
School Development project	17	15	15	16	16
Total	100	100	100	100	100
Anzahl (n)	(1913)	(2046)	(2353)	(1121)	(7433)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
1998-2000	11	8	9	9	9
2001-2002	17	17	17	17	17
2003	18	18	19	18	18
2004	26	26	25	24	25
2005	26	29	26	26	27
2006	3	3	4	6	4
Total	100	100	100	100	100
Anzahl (n)	(1884)	(2011)	(2324)	(1103)	(7322)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
One year	11	14	18	23	16
Two years	32	34	31	29	32
Three and more years	56	52	51	48	52
Total	100	100	100	100	100
Anzahl (n)	(1884)	(2011)	(2324)	(1103)	(7322)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-3
Time left since the end of the Comenius Project - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Project not finished	47	49	46	45	47
Just finished	22	23	23	23	23
One year	12	13	13	13	13
Two years	9	7	8	8	8
Three or more years	10	8	10	11	10
Total	100	100	100	100	100
Anzahl (n)	(1870)	(2004)	(2308)	(1094)	(7276)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Two schools	5	8	11	14	9
Three schools	15	16	16	15	16
Four schools	30	27	23	22	26
Five schools	25	23	21	22	23
Six and more	25	27	28	26	27
Total	100	100	100	100	100
Anzahl (n)	(1895)	(2023)	(2326)	(1102)	(7346)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1
Number of countries involved in the Comenius project - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Two	5	8	11	14	9
Three	22	21	21	21	22
Four	35	31	28	24	30
Five	23	23	20	20	22
Six and more	15	17	20	20	18
Total	100	100	100	100	100
Anzahl (n)	(1905)	(2038)	(2345)	(1115)	(7403)

Question 2.4: In which countries are the partner schools located?

Table 2.4-2
Country configuration of the Comenius project - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Only EU-15/EFTA	32	29	29	32	30
EU-15/EFTA and new EU-25	45	44	44	41	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	10	11	12	13	11
All regions	12	15	15	14	14
Total	100	100	100	100	100
Anzahl (n)	(1899)	(2017)	(2328)	(1108)	(7352)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by size of schools (Mean)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
German	9,3	8,1	9,2	11,9	9,4
English	80,6	80,2	73,2	71,9	76,8
Spanish	2,0	2,2	3,4	3,1	2,7
French	5,0	6,2	10,0	9,5	7,6
Italian	1,3	1,5	2,4	2,1	1,8
Other language	1,8	1,8	1,7	1,5	1,7
Total	100,0	100,0	100,0	100,0	100,0
Count (n)	(1884)	(2004)	(2304)	(1097)	(7289)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Coordinator	30	29	32	38	31
Partner	70	71	68	63	69
Total	100	100	100	100	100
Count (n)	(1899)	(2034)	(2337)	(1112)	(7382)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
One class	5	5	8	11	7
Two or more classes (separate)	22	29	30	31	28
Inter-class group	15	27	41	40	30
The whole school	52	31	13	7	27
Other	5	7	8	11	8
Total	100	100	100	100	100
Count (n)	(1896)	(2034)	(2335)	(1110)	(7375)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by size of schools (Median)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Local activities - pupils	80	100	80	60	81
Transnational activities/mobility - pupils	1	4	8	10	6
Local activities - teacher	9	10	10	8	10
Transnational activities/mobility - teacher	4	4	4	4	4
Count (n)	(1610)	(1917)	(2243)	(1068)	(6838)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by size of schools (Mean of percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Percentages of pupils involved in local activities	65,1	42,6	20,4	10,0	35,5
Percentages of pupils taking part in transnational activities	7,6	4,4	2,5	1,6	4,1
Percentages of teachers involved in local activities	65,1	42,7	21,1	11,1	36,0
Percentages of teachers taking part in transnational activities	32,5	17,2	8,6	5,1	16,1
Count (n)	(1610)	(1917)	(2243)	(1068)	(6838)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by size of schools (Mean of percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Up to 6 years	13,0	4,9	1,5	0,5	5,2
7 - 10 years	36,3	26,0	10,9	3,8	20,5
11 - 14 years	29,1	32,7	28,1	16,3	27,9
15 years and older	21,6	36,4	59,5	79,4	46,4
Total	100,0	100,0	100,0	100,0	100,0
Count (n)	(1822)	(1964)	(2262)	(1078)	(7126)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by size of schools (Percentages, multiple replies possible)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Integrated in specific school subjects	64	63	61	63	63
An extra-curricular activity	29	36	46	44	39
A cross-curricular / interdisciplinary activity	58	57	56	52	56
Other	9	8	9	10	9
Total	160	164	172	170	166
Count (n)	(1888)	(2028)	(2332)	(1105)	(7353)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by size of schools (Percentages, multiple replies possible)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Language training of teachers	30	28	25	20	26
Additional language training of pupils	29	31	31	31	31
Modification of class composition	17	18	14	13	16
Provision of equipment for pupils with special needs	19	13	11	12	14
Use of volunteers	31	33	35	32	33
Modification of school time organisation	42	39	33	37	38
Purchase of documentation/materials/equipment	88	87	85	87	86
Other	12	11	14	14	13
Total	268	260	248	246	256
Count (n)	(1832)	(1954)	(2244)	(1050)	(7080)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by size of schools (Percentages*)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Preparation of the project	22	25	31	31	27
Planning and organisation of project activities	37	40	47	53	43
Production of materials	83	84	86	85	85
Contacts with pupils at partner schools	58	63	66	72	64
Presentation of project results	70	72	77	82	75
Dissemination of project results	45	46	53	55	49
Evaluation of the project	36	40	47	51	43
Count (n)	(1888)	(2034)	(2332)	(1105)	(7359)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by size of schools (Percentages*)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Teamwork among pupils from your own school	76	77	81	81	79
Teamwork between pupils from your own and from partner schools	25	30	35	41	32
Distribution of project activities to individual pupils	46	51	55	53	51
Correspondence between pupils by E-Mail	42	51	57	60	52
Correspondence between pupils by eTWINNING	6	9	9	8	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	48	44	38	34	42
Teamwork among teachers from your own school	84	82	82	82	82
Teamwork between teachers from your own and from partner schools	72	73	75	77	74
Count (n)	(1891)	(2033)	(2335)	(1109)	(7368)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by size of schools (Percentages*)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Lack of interest/commitment of the head teacher to the project	4	5	5	6	5
Lack of interest of teachers/colleagues to take part in the project	9	12	14	16	12
Lack of acceptance of the project by teachers/colleagues not directly involved	13	18	19	22	18
Lack of interest/active participation of pupils	3	3	4	4	3
Lack of foreign language proficiency of teachers/colleagues	20	22	19	14	19
Lack of interest/active participation of parents	11	13	11	10	12
Lack of interest/active participation of local authorities	12	15	16	13	14
Opposition of parents against the project activities	3	3	3	3	3
Insufficient/outdated computer equipment	16	13	12	13	14
Vast amount of administrative burden arising from the Comenius project	30	32	36	41	34
Count (n)	(1891)	(2029)	(2333)	(1110)	(7363)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by size of schools (Percentages*)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Cooperation with the national Comenius agency	90	87	86	86	87
Procedures for project application	71	67	65	61	66
Amount of financial support from Comenius	72	64	56	59	63
Timeliness of provision of grant by the national Comenius agency	80	75	74	76	76
Administrative procedures for accounting of the project	63	56	55	54	57
Dissemination of information between the partner schools	80	78	78	76	78
Division of tasks between partner schools	84	83	82	82	83
Degree of fulfilment of tasks by partner schools	79	77	76	74	77
Cooperation with partner schools in general	89	88	86	84	87
Count (n)	(1897)	(2032)	(2333)	(1110)	(7372)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by size of schools (Percentages, multiple replies possible)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	81	82	83	78	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	85	87	87	88	87
Website especially devoted to the project	50	57	61	62	57
Performances (theatre, music, sports)	49	46	39	32	43
Teaching material / Learning material	55	53	46	42	50
Strategic plan for the development of the school	20	18	17	21	19
Other	19	17	18	20	18
Total	359	361	351	343	354
Count (n)	(1899)	(2038)	(2340)	(1116)	(7393)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by size of schools (Percentages, multiple replies possible)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Only to pupils and teachers involved in the project in your school	0	1	1	1	1
Only to pupils and teachers involved in the project in partner schools	3	4	5	6	4
To your whole school	86	84	80	72	82
To other schools in your community / region	37	31	28	26	31
To other actors (parents, local authorities, etc.)	71	68	65	59	67
To local media (press, radio, TV)	66	64	65	64	65
Other	12	12	13	16	13
Total	277	264	256	245	262
Count (n)	(1896)	(2026)	(2337)	(1114)	(7373)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by size of schools (Percentages*)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Increase of interest in other countries and cultures	88	91	90	90	90
Improvement of knowledge about living and school life in partner countries	85	86	87	86	86
More tolerance of pupils towards other cultures, foreigners etc.	77	81	83	81	81
Enhancement of pupils knowledge about their own cultural heritage	72	74	73	67	72
Improvement of knowledge about the European Union	66	69	72	67	69
Enhancement of interest of pupils in foreign languages	72	76	79	75	76
Improvement of language proficiency in English	55	63	66	69	63
Establishment of lasting personal contacts with pupils from partner schools	45	53	60	59	54
Improvement of language proficiency in a language other than English	16	19	29	28	23
Improvement of social skills and abilities	72	77	79	81	77
Improved abilities of pupils to work in teams	66	73	80	81	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	72	72	71	72	72
Improvement of ICT competence (Information and Communication Technology)	63	67	70	66	67
Rise of self-confidence	69	73	78	80	75
Enhanced motivation towards learning and knowledge acquisition in general	67	68	74	72	70
Improved abilities of pupils to work autonomously	56	61	67	71	63
Improved abilities of pupils to present their own position	53	61	69	70	63
Improved abilities of pupils in self-organised learning	43	48	55	59	51
Count (n)	(1877)	(2019)	(2329)	(1105)	(7330)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by size of schools (Percentages, multiple replies possible)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
No	43	49	57	62	52
Yes, pupils with migration background	34	36	31	30	33
Yes, pupils with special educational needs	45	35	24	17	31
Total	122	119	113	109	116
Count (n)	(1856)	(1986)	(2267)	(1081)	(7190)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by size of schools (Percentages*)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Better integration into their school class(es)	62	63	71	63	65
Rise of self-confidence	70	70	76	75	72
Count (n)	(656)	(724)	(733)	(334)	(2447)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs
- by size of schools (Percentages*)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Better integration into their school class(es)	59	64	73	70	65
Rise of self-confidence	71	70	80	78	74
Count (n)	(848)	(714)	(581)	(202)	(2345)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school - by size of schools (Percentages*)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Improvement of knowledge and understanding of the school system and education in the partner countries	90	90	90	92	90
Establishment of lasting personal contacts with teachers from partner schools	79	80	83	85	82
Improvement of language proficiency in English	66	69	67	65	67
Improvement of language proficiency in a language other than English	24	26	34	35	30
Ability/readiness of teachers to work in (interdisciplinary) teams	72	73	77	79	75
Improvement of motivation towards the work of a teacher in general	72	73	77	76	74
Rise of identification of teachers with their own school	63	62	61	58	62
Exposure to new subject matters	75	75	77	76	76
Exposure to new teaching methods/didactic concepts in general	69	68	71	71	70
Improvement of ICT competence (Information and Communication Technology)	65	68	70	63	67
Improvement of knowledge in teachers own area of work	64	61	62	60	62
Increase of teachers emphasis on own cultural heritage in teaching	65	64	60	54	61
Improved abilities in educating pupils with special educational needs	30	26	23	22	25
Count (n)	(1878)	(2009)	(2315)	(1103)	(7305)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by size of schools (Percentages*)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Strengthening of a European dimension to teaching and learning	81	80	79	78	80
Establishment of partnerships/cooperation with schools from other countries	69	72	72	74	72
Improvement of cooperation between teachers from your school	62	62	65	62	63
Improvement of cooperation between teachers and school management	58	60	63	57	60
Improvement of contacts/respect between pupils and teachers	50	59	65	65	59
Strengthening of interdisciplinary approaches in the curriculum	65	65	65	64	65
Use of new teaching materials/curricular content developed in the project	67	63	62	55	62
Introduction of new teaching and learning methods	52	50	51	49	51
Introduction of new school management strategies/ideas/practices	45	44	45	42	44
Increase of training of teachers in Information and Communication Technologies	55	55	57	50	55
Increase of training of teachers in English	40	43	43	36	41
Increase of training of teachers in new teaching and learning methods	40	41	42	39	41
Increase of training of teachers in foreign languages other than English	17	20	24	21	21
Commitment and engagement of parents towards school activities	52	49	49	43	49
Cooperation with local authorities	50	48	46	39	47
Collaboration with local companies	28	28	28	30	28
Common activities with neighbouring schools	22	16	18	16	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	28	35	44	51	39
Increase of the individual mobility of pupils	24	33	41	50	36
Increase of class outings to other countries	22	28	32	33	28
Count (n)	(1876)	(2004)	(2310)	(1103)	(7293)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by size of schools (Percentages, multiple replies possible)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
No contacts at all	8	6	6	5	6
Private contacts between teachers	88	90	88	88	89
Private contacts between pupils	38	52	59	61	52
Exchange of pupils with former partner schools	11	16	24	31	20
Continuation of project activities without Comenius support	24	25	24	25	24
Establishment of official/permanent school partnership(s)	10	10	15	23	14
Development of a joint proposal for a new Comenius project	28	32	35	40	33
Development of a joint proposals for a project funded from other sources than Comenius	6	8	9	13	9
Other	9	10	11	10	10
Total	222	249	271	295	256
Count (n)	(986)	(1000)	(1234)	(596)	(3816)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by size of schools (Percentages)

	Overall number of pupils				Total
	Up to 250	251 - 500	501 - 1000	More than 1000	
Very satisfied	58	54	55	50	55
Satisfied	32	35	33	37	34
Partly	7	8	9	9	8
Dissatisfied	2	2	2	3	2
Very dissatisfied	1	1	1	1	1
Total	100	100	100	100	100
Count (n)	(1854)	(1968)	(2293)	(1093)	(7208)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?

Breakdown of responses by

**Time elapsed since the end of the Comenius
partnerships**

Table 1.1
Country in which the school is located - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
AT	4	5	8	11	11	6
BE	3	2	1	2	1	2
BG	0	0	0	0	0	0
CZ	3	2	2	2	2	2
DE	17	19	21	24	28	19
DK	2	2	2	3	4	2
EE	2	1	0	1	1	1
ES	13	15	15	12	10	13
FI	3	3	5	4	6	3
FR	5	5	5	5	3	5
GB	7	6	4	5	6	6
GR	2	2	2	2	4	2
HU	2	2	2	3	1	2
IE	1	1	1	1	1	1
IS	1	0	0	0	0	0
IT	11	11	12	12	10	11
LI	0	0	0	0	0	0
LT	0	0	0	0	0	0
LU	0	0	0	0	0	0
LV	0	0	0	0	1	0
MT	0	0	0	0	0	0
NL	2	3	3	2	1	2
NO	2	2	2	1	2	2
PL	10	7	4	3	1	7
PT	2	2	3	2	3	2
RO	2	3	3	2	1	2
SE	2	2	2	2	2	2
SI	1	1	1	1	1	1
SK	1	1	1	0	0	1
TR	3	1	1	0	0	2
Total	100	100	100	100	100	100
Anzahl (n)	(3588)	(1736)	(986)	(624)	(745)	(7679)

Source: Comenius-Database of the European Commission

Table 1.1
Area in which the school is located - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Rural	28	25	29	28	27	27
Sub-urban	25	26	27	29	31	26
Urban	48	49	45	43	42	47
Total	100	100	100	100	100	100
Anzahl (n)	(3564)	(1728)	(980)	(618)	(744)	(7634)

Question 1.1: Please state the area in which your school is located:

Table 1.2-a
Level of education provided - by time elapsed since the end of the Comenius partnerships (Percentages, multiple replies possible)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Pre-school	18	14	16	12	13	16
Primary	45	38	38	37	36	41
Lower secondary	47	46	52	49	49	48
Upper secondary	43	52	50	49	50	47
Total	152	150	156	147	148	151
Anzahl (n)	(3550)	(1718)	(979)	(617)	(738)	(7602)

Question 1.2: Which level of education does your school provide?

Table 1.2-b
Level of education provided - by time elapsed since the end of the Comenius partnerships (Percentages, multiple replies possible)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Pre-school/Primary	32	24	23	25	24	28
Up to lower secondary	25	24	27	25	26	25
Up to upper secondary	43	52	50	49	50	47
Total	100	100	100	100	100	100
Anzahl (n)	(3550)	(1718)	(979)	(617)	(738)	(7602)

Question 1.2: Which level of education does your school provide?

Table 1.3
Kind of education primarily provided - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
General education	82	75	81	76	79	80
Technical education	5	6	5	4	4	5
Vocational education	9	13	11	13	12	11
Special needs education	5	6	4	6	5	5
Total	100	100	100	100	100	100
Anzahl (n)	(3554)	(1726)	(979)	(618)	(740)	(7617)

Question 1.3: Which kind of education is primarily provided at your school?

Table 1.4
Overall number of pupils - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Up to 250	26	25	24	29	27	26
251 - 500	29	28	28	24	24	28
501 - 1000	31	32	33	32	32	32
More than 1000	14	16	15	15	17	15
Total	100	100	100	100	100	100
Anzahl (n)	(3396)	(1646)	(940)	(593)	(701)	(7276)

Question 1.4: Please state the total number of teachers and pupils at your school:

Table 2.1
Type of Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
School project	81	67	68	71	78	75
Language project	2	15	15	18	15	9
School Development project	18	18	17	12	7	16
Total	100	100	100	100	100	100
Anzahl (n)	(3588)	(1736)	(986)	(624)	(745)	(7679)

Question 2.1: Please state the type of your Comenius project:

Table 2.2-1
Year of start of the Comenius Project - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
1998-2000	2	2	3	9	69	9
2001-2002	1	3	57	67	30	17
2003	1	58	20	23	1	18
2004	41	17	19	1	0	26
2005	47	20	1	0	0	27
2006	8	0	0	0	0	4
Total	100	100	100	100	100	100
Anzahl (n)	(3577)	(1735)	(986)	(624)	(739)	(7661)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.2-2
Duration of the Comenius Project at the time of the survey - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
One year	8	21	22	26	26	16
Two years	47	16	18	19	22	32
Three and more years	45	63	60	55	52	52
Total	100	100	100	100	100	100
Anzahl (n)	(3577)	(1735)	(986)	(624)	(739)	(7661)

Question 2.2: In which year has your Comenius project been started and in which year was it/will it be finished?

Table 2.3
Number of schools participating in the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Two schools	2	15	15	18	15	9
Three schools	15	14	16	16	20	15
Four schools	25	25	24	29	29	26
Five schools	25	22	23	19	18	23
Six and more	33	24	21	18	18	27
Total	100	100	100	100	100	100
Anzahl (n)	(3569)	(1720)	(978)	(616)	(734)	(7617)

Question 2.3: Beside your own school, how many partner schools are/were participating in the project?

Table 2.4-1**Number of countries involved in the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages)**

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Two	2	15	15	17	15	9
Three	19	20	23	23	29	21
Four	30	29	29	32	31	30
Five	25	21	20	16	16	22
Six and more	24	15	13	11	10	18
Total	100	100	100	100	100	100
Anzahl (n)	(3586)	(1732)	(986)	(623)	(741)	(7668)

Question 2.4: In which countries are the partner schools located?

Table 2.4-2**Country configuration of the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages)**

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Only EU-15/EFTA	19	34	38	45	49	30
EU-15/EFTA and new EU-25	49	43	38	39	38	44
EU-15/EFTA, new EU-27 (BG, RO) and Turkey	11	12	13	11	9	11
All regions	21	11	11	5	4	14
Total	100	100	100	100	100	100
Anzahl (n)	(3556)	(1720)	(978)	(623)	(740)	(7617)

Question 2.4: In which countries are the partner schools located?

Table 2.5
Proportion of languages used for communication with partner schools - by time elapsed since the end of the Comenius partnerships (Mean)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
German	7,5	8,8	12,6	13,4	12,8	9,4
English	81,6	75,9	71,0	69,4	69,4	76,8
Spanish	1,9	2,9	3,8	3,4	3,2	2,6
French	6,4	8,2	8,3	9,5	9,9	7,6
Italian	1,4	1,9	2,3	2,7	2,7	1,9
Other language	1,2	2,3	2,1	1,5	2,1	1,7
Total	100,0	100,0	100,0	100,0	100,0	100,0
Count (n)	(3543)	(1709)	(970)	(611)	(717)	(7550)

Question 2.5: What is/was the working language for communicating with partner schools, for the production of jointly, used materials etc.? If more than one working language is/was used, please estimate percentages of use for each language.

Table 3.1
Role of the schools in the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Coordinator	28	33	35	34	35	31
Partner	72	67	65	66	65	69
Total	100	100	100	100	100	100
Count (n)	(3560)	(1727)	(981)	(620)	(738)	(7626)

Question 3.1: What is/was the role of your school in the Comenius project?

Table 3.2
School units participating in the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
One class	5	7	9	10	12	7
Two or more classes (separate)	28	26	26	31	29	28
Inter-class group	28	33	33	32	31	30
The whole school	31	25	23	23	24	27
Other	8	9	9	4	5	8
Total	100	100	100	100	100	100
Count (n)	(3558)	(1725)	(979)	(619)	(739)	(7620)

Question 3.2: What are the school units in your school that participate(d) in the Comenius project?

Table 3.3-1
Number of pupils and teachers taking part in the Comenius project - by time elapsed since the end of the Comenius partnerships (Median)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Local activities - pupils	100	80	70	65	70	82
Transnational activities/mobility - pupils	4	7	8	8	4	6
Local activities - teacher	10	10	9	8	8	10
Transnational activities/mobility - teacher	4	4	4	4	3	4
Count (n)	(3164)	(1518)	(852)	(537)	(641)	(6712)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.3-2
Proportion of pupils and teachers from the schools taking part in the Comenius project - by time elapsed since the end of the Comenius partnerships (Mean of percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Percentages of pupils involved in local activities	39,0	34,2	31,0	31,6	31,0	35,5
Percentages of pupils taking part in transnational activities	3,5	4,1	4,5	5,7	5,0	4,1
Percentages of teachers involved in local activities	38,8	34,9	33,2	32,2	31,2	36,0
Percentages of teachers taking part in transnational activities	17,4	15,2	14,8	16,8	13,4	16,1
Count (n)	(3164)	(1518)	(852)	(537)	(641)	(6712)

Question 3.3: Please estimate the overall number of pupils and teachers who participated in the project, i.e. either contributing to local activities at your school or participating in transnational activities/mobility with/at partner schools:

Table 3.4
Proportion of pupils in different age groups - by time elapsed since the end of the Comenius partnerships (Mean of percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Up to 6 years	6,2	4,3	4,2	4,6	4,4	5,2
7 - 10 years	22,8	18,7	18,6	20,0	18,2	20,6
11 - 14 years	29,0	26,2	28,0	25,9	27,4	27,8
15 years and older	42,0	50,8	49,2	49,5	50,0	46,3
Total	100,0	100,0	100,0	100,0	100,0	100,0
Count (n)	(3429)	(1672)	(943)	(600)	(715)	(7359)

Question 3.4: To which age group(s) do the participating pupils belong?

Table 3.5
Way of integration of the Comenius project in the school activities - by time elapsed since the end of the Comenius partnerships (Percentages, multiple replies possible)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Integrated in specific school subjects	64	63	59	65	60	63
An extra-curricular activity	40	40	37	35	34	39
A cross-curricular / interdisciplinary activity	56	56	59	57	53	56
Other	9	9	9	7	7	9
Total	169	168	164	164	155	167
Count (n)	(3546)	(1724)	(974)	(615)	(734)	(7593)

Question 3.5: How is/was the project integrated in the school activities?

Table 3.6
Arrangements to facilitate the participation of the school in the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages, multiple replies possible)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Language training of teachers	28	26	24	25	22	26
Additional language training of pupils	27	34	34	31	33	31
Modification of class composition	17	17	13	15	14	16
Provision of equipment for pupils with special needs	13	13	15	16	15	14
Use of volunteers	34	31	33	35	31	33
Modification of school time organisation	35	40	41	42	37	38
Purchase of documentation/materials/equipment	87	86	88	87	86	87
Other	13	13	13	13	9	13
Total	255	261	261	263	246	257
Count (n)	(3408)	(1660)	(940)	(597)	(704)	(7309)

Question 3.6: What, if any, arrangements were implemented to facilitate the participation of the school in the project?

Table 3.7
Considerable involvement of pupils in project activities - by time elapsed since the end of the Comenius partnerships (Percentages*)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Preparation of the project	26	27	27	28	27	27
Planning and organisation of project activities	43	44	42	45	45	43
Production of materials	86	83	83	85	84	85
Contacts with pupils at partner schools	63	65	66	62	65	64
Presentation of project results	75	74	74	76	75	74
Dissemination of project results	52	50	47	50	42	49
Evaluation of the project	46	44	41	38	34	43
Count (n)	(3549)	(1727)	(973)	(617)	(739)	(7605)

Question 3.7: To what extent are/were pupils involved in the following project activities?

* Points 1 and 2 on a scale from 1 = "to a large extent" to 5 = "not at all".

Table 3.8
Frequent activities within the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages*)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Teamwork among pupils from your own school	79	79	76	78	80	78
Teamwork between pupils from your own and from partner schools	28	35	33	38	35	32
Distribution of project activities to individual pupils	52	52	51	52	46	51
Correspondence between pupils by E-Mail	49	53	56	55	51	52
Correspondence between pupils by eTWINNING	9	8	6	5	6	8
Correspondence between pupils by other media, e.g. telephone, postal mail etc.	42	41	41	41	43	42
Teamwork among teachers from your own school	84	83	78	83	79	82
Teamwork between teachers from your own and from partner schools	73	75	73	74	73	74
Count (n)	(3556)	(1728)	(975)	(618)	(738)	(7615)

Question 3.8: How frequent are/were the following activities within the Comenius project?

* Points 1 and 2 on a scale from 1 = "very frequent" to 5 = "not frequent at all".

Table 3.9
Significant difficulties encountered during the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages*)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Lack of interest/commitment of the head teacher to the project	4	6	5	6	7	5
Lack of interest of teachers/colleagues to take part in the project	11	12	15	14	15	12
Lack of acceptance of the project by teachers/colleagues not directly involved	16	18	20	18	23	18
Lack of interest/active participation of pupils	3	4	4	4	4	3
Lack of foreign language proficiency of teachers/colleagues	21	18	19	17	17	19
Lack of interest/active participation of parents	12	12	10	10	13	12
Lack of interest/active participation of local authorities	14	14	16	14	14	14
Opposition of parents against the project activities	3	3	3	4	2	3
Insufficient/outdated computer equipment	14	13	12	15	19	14
Vast amount of administrative burden arising from the Comenius project	30	34	38	40	43	34
Count (n)	(3551)	(1729)	(976)	(618)	(737)	(7611)

Question 3.9: To what extent do/did you encounter the following difficulties at your own school?

* Points 4 and 5 on a scale from 1 = "no difficulties at all" to 5 = "significant difficulties".

Table 3.10
Satisfaction with various aspects of administration and implementation of the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages*)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Cooperation with the national Comenius agency	89	88	84	84	83	87
Procedures for project application	70	68	61	60	57	66
Amount of financial support from Comenius	63	63	61	65	64	63
Timeliness of provision of grant by the national Comenius agency	76	77	77	78	71	76
Administrative procedures for accounting of the project	58	59	54	56	53	57
Dissemination of information between the partner schools	80	78	76	77	72	78
Division of tasks between partner schools	85	81	81	80	76	83
Degree of fulfilment of tasks by partner schools	80	75	76	73	71	77
Cooperation with partner schools in general	89	86	86	86	82	87
Count (n)	(3559)	(1728)	(978)	(618)	(738)	(7621)

Question 3.10: Overall, how satisfied are you with the following aspects of the administration and implementation of the Comenius project?

* Points 1 and 2 on a scale from 1 = "very satisfied" to 5 = "very dissatisfied".

Table 4.1
Products/Outcomes of the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages, multiple replies possible)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Project reader / brochure about the project activities (on Paper, CD-ROM, Video, etc.)	83	80	81	83	76	81
Presentation (Powerpoint, etc.) / exhibition (Posters, etc.)	90	86	85	82	78	86
Website especially devoted to the project	66	55	53	44	40	58
Performances (theatre, music, sports)	45	41	40	40	36	42
Teaching material / Learning material	50	49	51	50	50	50
Strategic plan for the development of the school	20	19	18	15	13	19
Other	18	20	19	17	18	18
Total	372	350	346	332	311	355
Count (n)	(3574)	(1730)	(978)	(620)	(740)	(7642)

Question 4.1: Which of the following products were/will be the direct outcomes of the Comenius project?

Table 4.2
Target groups for the dissemination of results of the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages, multiple replies possible)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Only to pupils and teachers involved in the project in your school	1	1	1	1	1	1
Only to pupils and teachers involved in the project in partner schools	3	5	4	6	5	4
To your whole school	84	80	80	80	78	82
To other schools in your community / region	32	31	31	31	25	31
To other actors (parents, local authorities, etc.)	69	65	64	67	59	66
To local media (press, radio, TV)	66	61	67	67	63	65
Other	13	15	14	14	11	13
Total	267	258	261	267	242	262
Count (n)	(3561)	(1726)	(977)	(618)	(738)	(7620)

Question 4.2: To whom were these products/outputs disseminated?

Table 4.3
Substantial impacts of the Comenius project on participating pupils from the own school - by time elapsed since the end of the Comenius partnerships (Percentages*)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Increase of interest in other countries and cultures	91	89	90	90	86	90
Improvement of knowledge about living and school life in partner countries	87	85	86	85	85	86
More tolerance of pupils towards other cultures, foreigners etc.	83	80	79	77	73	80
Enhancement of pupils knowledge about their own cultural heritage	74	72	71	69	69	72
Improvement of knowledge about the European Union	72	68	68	64	61	69
Enhancement of interest of pupils in foreign languages	77	78	75	71	69	76
Improvement of language proficiency in English	66	64	60	53	50	62
Establishment of lasting personal contacts with pupils from partner schools	59	52	51	48	42	54
Improvement of language proficiency in a language other than English	21	24	26	26	23	23
Improvement of social skills and abilities	78	78	77	77	75	77
Improved abilities of pupils to work in teams	75	75	73	74	72	75
Gaining specialist knowledge that would have not been obtained without the Comenius project	73	71	69	71	68	72
Improvement of ICT competence (Information and Communication Technology)	69	67	64	64	60	67
Rise of self-confidence	75	76	76	72	70	75
Enhanced motivation towards learning and knowledge acquisition in general	72	70	68	67	67	70
Improved abilities of pupils to work autonomously	64	63	62	63	60	63
Improved abilities of pupils to present their own position	64	66	61	61	58	63
Improved abilities of pupils in self-organised learning	52	51	50	50	46	51
Count (n)	(3543)	(1711)	(963)	(617)	(740)	(7574)

Question 4.3: How would you assess the impact of the Comenius project on the participating pupils from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.4
Involvement of pupils with migration background or special educational needs - by time elapsed since the end of the Comenius partnerships (Percentages, multiple replies possible)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
No	50	52	53	56	59	52
Yes, pupils with migration background	33	34	34	32	29	33
Yes, pupils with special educational needs	34	32	30	26	24	31
Total	117	117	117	114	112	116
Count (n)	(3480)	(1688)	(940)	(601)	(723)	(7432)

Question 4.4: Are/were students with migration background or special educational needs involved in the project activities?

Table 4.5-a
Substantial impacts of the Comenius project on pupils with migration background - by time elapsed since the end of the Comenius partnerships (Percentages*)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Better integration into their school class(es)	67	67	66	61	54	65
Rise of self-confidence	74	74	71	72	65	72
Count (n)	(1182)	(595)	(323)	(196)	(217)	(2513)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.5-b
Substantial impacts of the Comenius project on pupils with special educational needs - by time elapsed since the end of the Comenius partnerships (Percentages*)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Better integration into their school class(es)	66	65	62	62	59	65
Rise of self-confidence	74	74	72	70	67	73
Count (n)	(1238)	(554)	(300)	(162)	(175)	(2429)

Question 4.5: How would you assess the impact of the Comenius project on pupils with migration background or special educational needs with regard to the following aspects?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.6
Substantial impacts of the Comenius project on the participating teachers from own school - by time elapsed since the end of the Comenius partnerships (Percentages*)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Improvement of knowledge and understanding of the school system and education in the partner countries	91	90	90	91	87	90
Establishment of lasting personal contacts with teachers from partner schools	87	81	78	76	69	82
Improvement of language proficiency in English	70	68	63	60	58	66
Improvement of language proficiency in a language other than English	28	30	33	31	31	29
Ability/readiness of teachers to work in (interdisciplinary) teams	77	76	73	74	67	75
Improvement of motivation towards the work of a teacher in general	78	75	73	69	61	74
Rise of identification of teachers with their own school	63	61	62	58	56	61
Exposure to new subject matters	77	77	77	73	70	76
Exposure to new teaching methods/didactic concepts in general	70	70	71	69	65	70
Improvement of ICT competence (Information and Communication Technology)	70	67	65	64	58	67
Improvement of knowledge in teachers own area of work	63	64	60	57	58	62
Increase of teachers emphasis on own cultural heritage in teaching	64	61	60	58	54	61
Improved abilities in educating pupils with special educational needs	28	25	26	22	19	25
Count (n)	(3514)	(1713)	(971)	(611)	(726)	(7535)

Question 4.6: How would you assess the impact of the Comenius project on the participating teachers from your school?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.7
Substantial impacts of the Comenius project on teaching, learning and staff development at the school as a whole - by time elapsed since the end of the Comenius partnerships (Percentages*)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Strengthening of a European dimension to teaching and learning	83	79	77	75	71	79
Establishment of partnerships/cooperation with schools from other countries	78	70	66	63	63	72
Improvement of cooperation between teachers from your school	69	63	58	57	50	63
Improvement of cooperation between teachers and school management	65	58	55	56	50	60
Improvement of contacts/respect between pupils and teachers	63	60	56	54	48	59
Strengthening of interdisciplinary approaches in the curriculum	68	66	61	59	56	65
Use of new teaching materials/curricular content developed in the project	66	62	59	57	55	62
Introduction of new teaching and learning methods	53	52	49	44	44	51
Introduction of new school management strategies/ideas/practices	47	46	43	39	36	44
Increase of training of teachers in Information and Communication Technologies	59	54	52	47	46	55
Increase of training of teachers in English	46	41	37	33	28	41
Increase of training of teachers in new teaching and learning methods	43	40	40	37	34	41
Increase of training of teachers in foreign languages other than English	20	20	23	20	17	20
Commitment and engagement of parents towards school activities	51	50	47	48	40	49
Cooperation with local authorities	48	46	45	44	42	46
Collaboration with local companies	27	28	30	30	27	28
Common activities with neighbouring schools	19	20	19	18	16	19
Exchange of pupils with Comenius partner schools beyond the duration of the project	40	37	38	39	34	39
Increase of the individual mobility of pupils	38	36	35	33	29	36
Increase of class outings to other countries	30	28	29	28	24	28
Count (n)	(3501)	(1714)	(967)	(613)	(728)	(7523)

Question 4.7: How would you assess the impact of the Comenius project on your school as a whole?

* Points 1 and 2 on a scale from 1 = "very substantial impact" to 5 = "no impact at all".

Table 4.8
Kind of contacts with partner schools after the end of the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages, multiple replies possible)

	Time elapsed since project end				Total
	Just finished	One year	Two years	Three or more years	
No contacts at all	2	4	9	16	6
Private contacts between teachers	91	90	87	81	89
Private contacts between pupils	57	52	49	40	52
Exchange of pupils with former partner schools	18	20	20	21	19
Continuation of project activities without Comenius support	29	23	21	19	24
Establishment of official/permanent school partnership(s)	14	14	12	15	14
Development of a joint proposal for a new Comenius project	41	33	27	20	33
Development of a joint proposals for a project funded from other sources than Comenius	10	8	10	7	9
Other	11	10	9	10	10
Total	273	254	244	228	256
Count (n)	(1700)	(968)	(613)	(734)	(4015)

Question 4.8: If your Comenius project already has been finished, which kind of contacts currently exists with the former partner schools?

Table 4.9
Overall satisfaction with the outcomes and impacts of the Comenius project - by time elapsed since the end of the Comenius partnerships (Percentages)

	Time elapsed since project end					Total
	Project not finished	Just finished	One year	Two years	Three or more years	
Very satisfied	59	56	51	46	45	55
Satisfied	33	33	35	38	36	34
Partly	6	8	10	9	12	8
Dissatisfied	1	2	3	4	5	2
Very dissatisfied	1	1	1	2	2	1
Total	100	100	100	100	100	100
Count (n)	(3403)	(1713)	(970)	(614)	(732)	(7432)

Question 4.9: Overall, how satisfied are you with the outcomes and impacts of the Comenius project?