

Innovation Laboratories in the development
of competences of special pedagogy teachers
and people with special educational needs

Project implement in “Erasmus +” program
Action KA2 – Cooperation for Innovation and the exchange of good practices
Strategic Partnership for vocational and education training
Project No.: 2014-1-PL01-KA202-003428

ORGANIZATIONAL AND EDUCATIONAL NEEDS OF TEACHERS OF PEOPLE WITH DISABILITIES

Study Report

This project is funded with support from the European Commission.
This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Research carried out in the project „Innovation Laboratories in the development of competences of special pedagogy teachers and people with special educational needs” financed by the Erasmus+ Program, agreement no. 2014-1-PL01-KA202-003428.

Project group:

The Maria Grzegorzewska University, Poland – Leader of the project
CEIPES – International Centre for the Promotion of Education and Development, Italy
CJD Maximiliansau, Germany
Palacký University Olomouc, Czech Republic
The Institute for Sustainable Technologies – National Research Institute, Poland

Author of report: mgr Mariusz Fila - The Maria Grzegorzewska University

The team preparing a questionnaire:

dr hab., prof. APS Barbara Marcinkowska, – leader - The Maria Grzegorzewska University
dr Patrycja Jurkiewicz - The Maria Grzegorzewska University
dr Marta Pągowska - The Maria Grzegorzewska University
dr Błażej Przybylski - The Maria Grzegorzewska University
dr Katarzyna Smolińska - The Maria Grzegorzewska University

Content

Methodology of the Study	4
Aim of the Study.....	4
Method.....	4
Place and time of the Study	5
Respondents.....	5
Results	8
Diagnosis of teacher's experience to date in teacher development (teacher's training).....	8
Assessment of available in-school teacher development system	8
Overall assessment of in-school teacher development	9
Frequency of participating in various forms of teacher development	9
Preferred forms of teacher development (teacher's training)	14
Teachers' needs – organizational aspects.....	15
Preferred methods and forms of teacher development.....	22
Assessment of usefulness of given thematic areas.....	23
Motivation to improve skills and qualifications	55

Methodology of the Study

Aim of the Study

The main objective of the study was to diagnose training needs of special education teachers from the organizational and educational perspective.

The practical aspect of the study refers to further stages of the project when study results will be used in training organization and design as well as demonstration sessions provided for teachers.

Method

Diagnostic survey method and questionnaire technique were applied in the study.

The questionnaire constructed for the purpose of the study consisted of questions embodied in the following areas:

- ❖ Diagnosis of teacher's experience to date in teacher development (teacher's training)
 - Assessment of available training system
 - Frequency of participating in various forms of teacher development
 - Preferred forms of teacher development (teacher's training)
 - Sources of finance
 - Main sources of information about available trainings
- ❖ Recognition of teachers' needs
 - Organizational aspects
 - Active or passive forms of teacher development
 - Preferred forms of trainings (distance, face-to-face, mixed)
 - Preferred time of trainings
 - Preferred size of training groups
 - Attitude towards principals, coworkers, and supervisors' participation in trainings
 - Factors influencing the choice of trainings
 - Educational aspects:
 - Preferred methods and forms of teacher development
 - Assessment of usefulness of given thematic areas
 - Work planning with a student
 - Organization of the didactic process
 - Outcomes of working with a student
 - Using innovative methods of teaching and learning
 - New technologies in teaching/learning
 - Teamwork
 - Teacher's effectiveness
 - Education law
 - School/institution development
 - Motivation for upgrading qualifications

Place and time of the Study

The study was carried out in the period April - June 2015 in four countries (Poland, the Czech Republic, Germany, and Italy) by the staff of the partners involved in the project.

Respondents

All respondents were teachers of special education selected from the population of potential participants of both trainings and demonstration sessions planned in the next stages of the project and Lab3. In Poland (Warsaw), they were teachers of special education institutions cooperating with the University of Special Education on school employees' skills and a practical preparation of students. Similarly, the Palacky University in Olomouc analysed special education teachers from external institutions in the Czech Republic. Partners from Germany (CJD Maximiliansau) and Italy (Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo) who are focused on education of people with special needs conducted a survey among their employees.

Questionnaires were filled in by 480 people, in particularly: 319 from Poland, 55 from the Czech Republic, 80 from Italy, and 26 from Germany. Although not all questionnaires were fully completed they were all included in the analysis. Therefore the results will contain various number of respondents depending on a question.

Most of the respondents were women - 81.8% in Poland, 70.9% in the Czech Republic, and 60% in Italy. Only in Germany women accounted for 38.5% while men 53.8% of all German respondents (Table 1).

Distributions of respondents by age is presented in Table 2.

Table 1. Gender of respondents

Country	Gender	Frequency	%
Poland	Male	47	14.7
	Female	261	81.8
	Missing	11	3.4
	Total	319	100
Czech Republic	Male	5	9.1
	Female	39	70.9
	Missing	11	20.0
	Total	55	100
Italy	Male	32	40.0
	Female	48	60.0
	Total	80	100
Germany	Male	14	53.8
	Female	10	38.5
	Missing	2	7.7
	Total	26	100

Figure 1. Gender of respondents

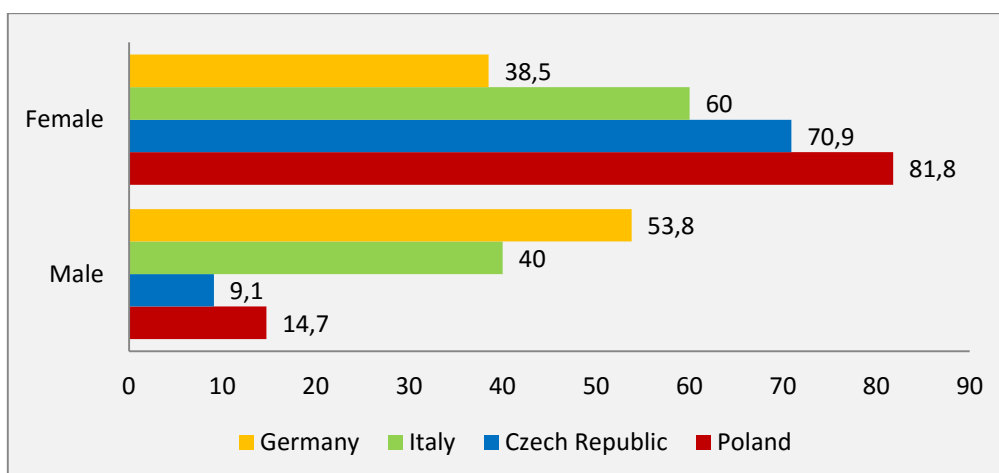


Table 2. Age of respondents

Country	Age								Total
	below 30 years old		30 – 39 years old		40 – 50 years old		Above 50 years old		
	N	%	N	%	N	%	N	%	
Poland	51	16.3	123	39.4	85	27.2	53	17.0	312
Czech Republic	4	9.1	10	22.7	15	34.1	15	34.1	44
Italy	13	16.3	12	15.0	19	23.8	36	45.0	80
Germany	2	8.3	5	20.8	7	29.2	10	41.7	24
Ogółem	70	15.2	150	32.6	126	27.4	114	24.8	460

Figure 2. Age of respondents

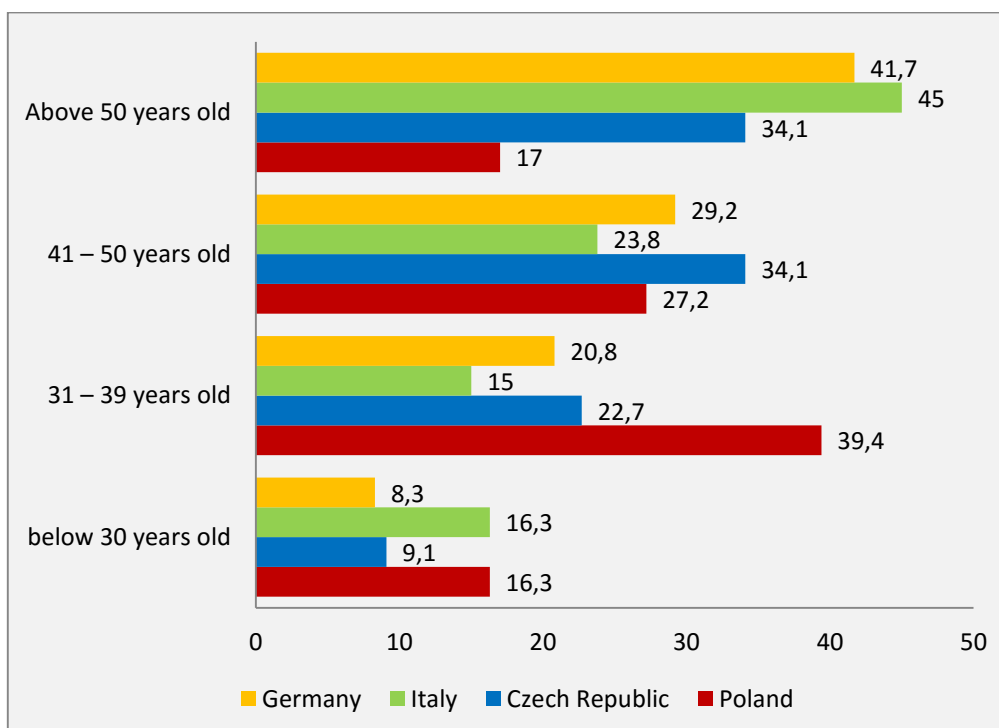
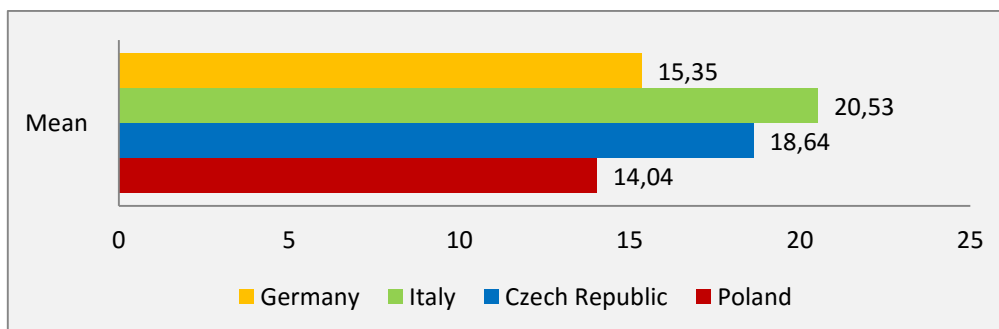


Table 3. Period of work experience as a Teacher

Country	N	Mean	Median	Standard deviation	Minimum	Maximum
Poland	298	14.04	12	9.69	1	45
Czech Republic	44	18.64	16	11.09	2	42
Italy	80	20.53	24	9.83	1	40
Germany	23	15.35	15	8.64	3	37

Figure 3. Period of work experience as a Teacher



Results

Diagnosis of teacher's experience to date in teacher development (teacher's training)

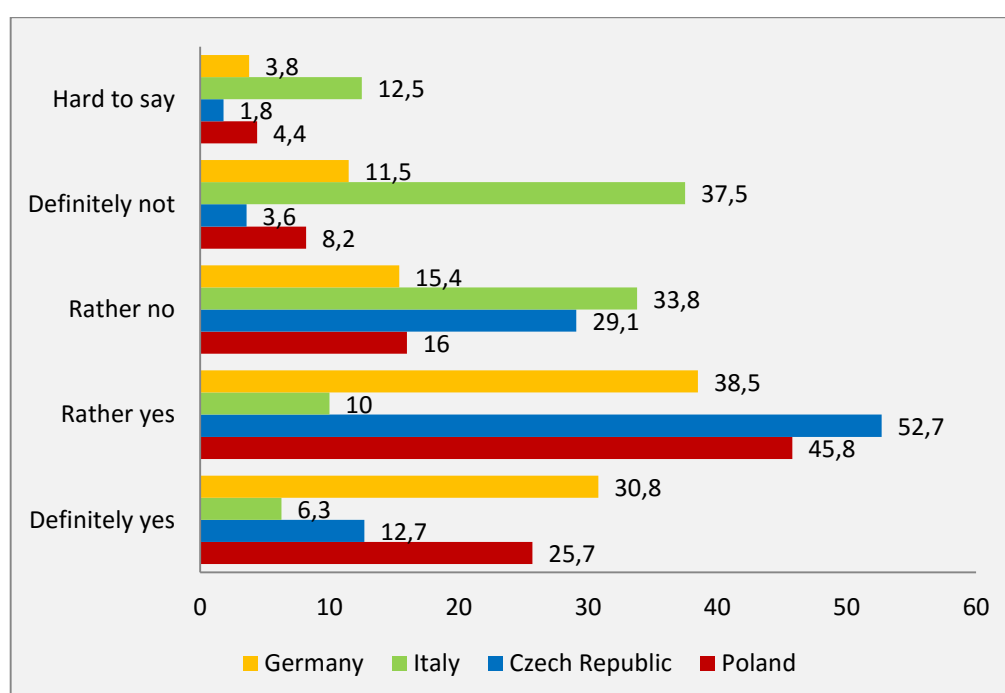
Assessment of available in-school teacher development system

A majority of Polish, Germans, and Czechs (respectively 71.5%, 69.3%, 65.4%) considered that available in-school teacher development forms of trainings were sufficient for their needs (the sum of answers "definitely yes" and "rather yes"). Quite the opposite was true of Italians - 71.3% of respondents were not satisfied with currently available forms of trainings (sum of answers "definitely not" and "probably not").

Table 4. Assessment of available in-school teacher development system

Country	Are the forms of the in-school teacher development (teacher's training) organized at your workplace sufficient?										Total
	Definitely yes		Rather yes		Rather no		Definitely not		Hard to say		
	N	%	N	%	N	%	N	%	N	%	
Poland	82	25.7	146	45.8	51	16.0	26	8.2	14	4.4	319
Czech Republic	7	12.7	29	52.7	16	29.1	2	3.6	1	1.8	55
Italy	5	6.3	8	10.0	27	33.8	30	37.5	10	12.5	80
Germany	8	30.8	10	38.5	4	15.4	3	11.5	1	3.8	26
Total	102	21.3	193	40.2	98	20.4	61	12.7	26	5.4	480

Figure 4. Assessment of available in-school teacher development system. Are the forms of the in-school teacher development (teacher's training) organized at your workplace sufficient?



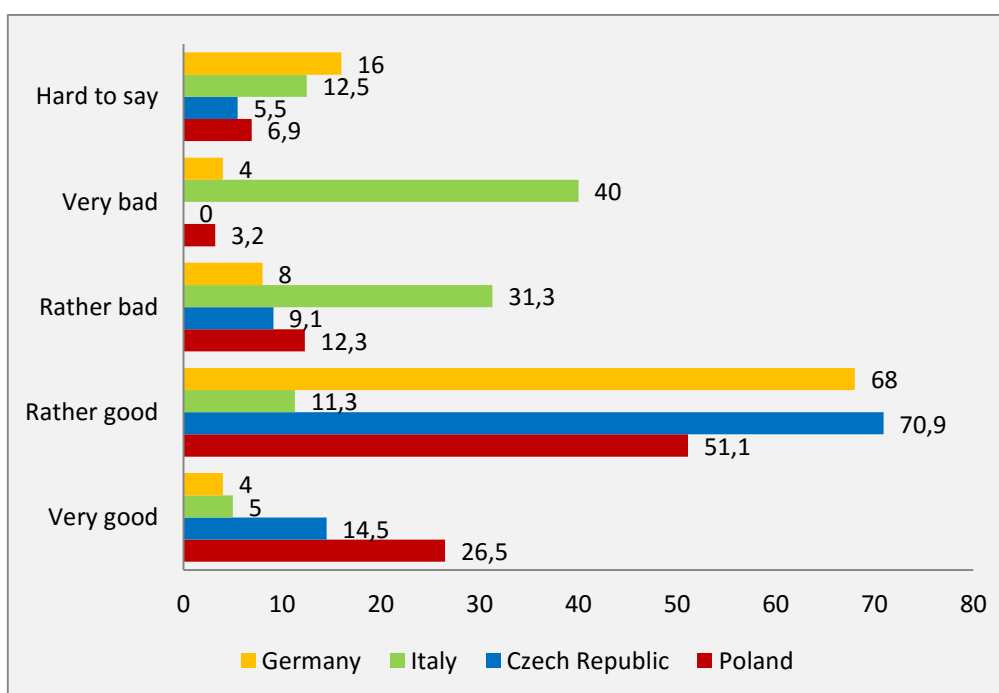
Overall assessment of in-school teacher development

The above mentioned results are similar to the overall assessment of the in-school teacher development. A vast majority of Czechs is definitely satisfied with it (85.4%) as well as Poles (77%), and Germans (72%). However, 71.3% of Italians assessed it negatively (71.3%).

Table 5. Overall assessment of in-school teacher development

Country	What is your overall assessment of the in-school teacher development organized at your workplace?										Total
	Very good		Rather good		Rather bad		Very bad		Hard to say		
	N	%	N	%	N	%	N	%	N	%	
Poland	84	26.5	162	51.1	39	12.3	10	3.2	22	6.9	317
Czech Republic	8	14.5	39	70.9	5	9.1	0	0.0	3	5.5	55
Italy	4	5.0	9	11.3	25	31.3	32	40.0	10	12.5	80
Germany	1	4.0	17	68.0	2	8.0	1	4.0	4	16.0	25
Total	97	20.3	227	47.6	71	14.9	43	9.0	39	8.2	477

Figure 5. Overall assessment of in-school teacher development. What is your overall assessment of the in-school teacher development organized at your workplace?



Frequency of participating in various forms of teacher development

The respondents estimated how often they had participated in various forms of teacher development during the last year, for instance: trainings organized in their institutions as a part of the in-school teacher development, trainings organized by teacher training centres, online courses, trainings organized by universities (e.g. scientific conferences).

Trainings organized in institutions – in-school teacher development

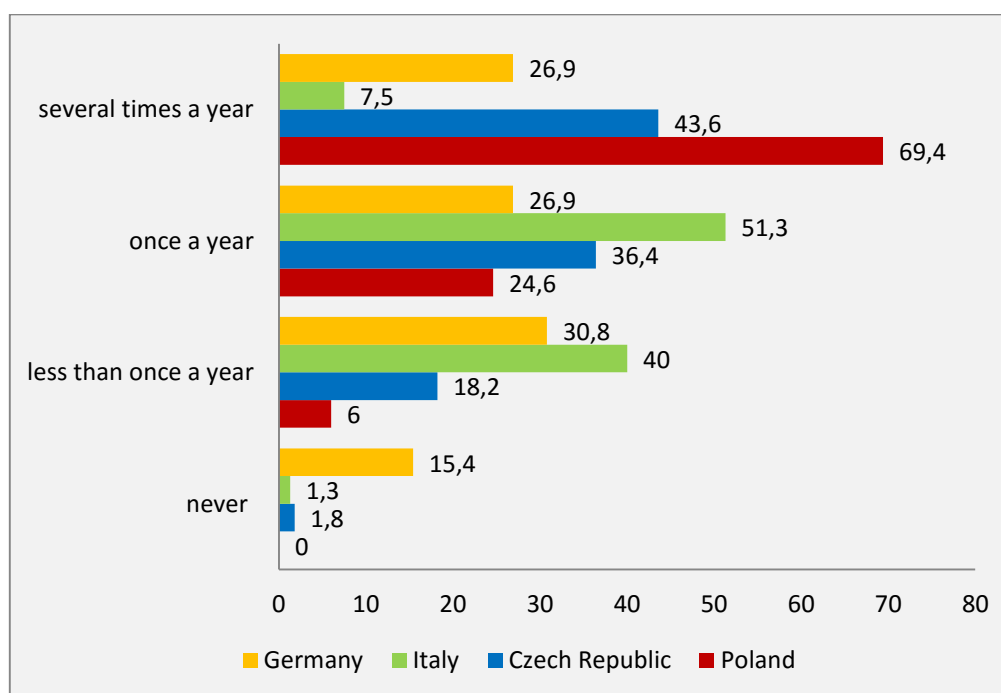
In-school teacher development is one of the most popular forms of trainings in Poland where a vast majority of respondents (94%) confirm participating in it at least once a year whereas only 80% of Czechs

declare it. The greatest diversity may be noticed among Germans. Every third German respondent (30.85%) participates in them less than once a year, every fourth (26.9%) takes part in them once a year, and every fourth (26.9%) - several times a year. There are some respondents (15.4%) who are not familiar with this form of learning. Considering Italians, half of them (51.3%) take part in teacher development trainings once a year and 40% of them - even rarer.

Table 6. Frequency of participating in Trainings organized in institutions – in-school teacher development

Country	Trainings organized at schools as a part of the in-school teacher development								Total
	never		less than once a year		once a year		several times a year		
	N	%	N	%	N	%	N	%	N
Poland	0	0.0	19	6.0	78	24.6	220	69.4	317
Czech Republic	1	1.8	10	18.2	20	36.4	24	43.6	55
Italy	1	1.3	32	40.0	41	51.3	6	7.5	80
Germany	4	15.4	8	30.8	7	26.9	7	26.9	26
Total	6	1.3	69	14.4	146	30.5	257	53.8	478

Figure 6. . Frequency of participating in Trainings organized in institutions – in-school teacher development



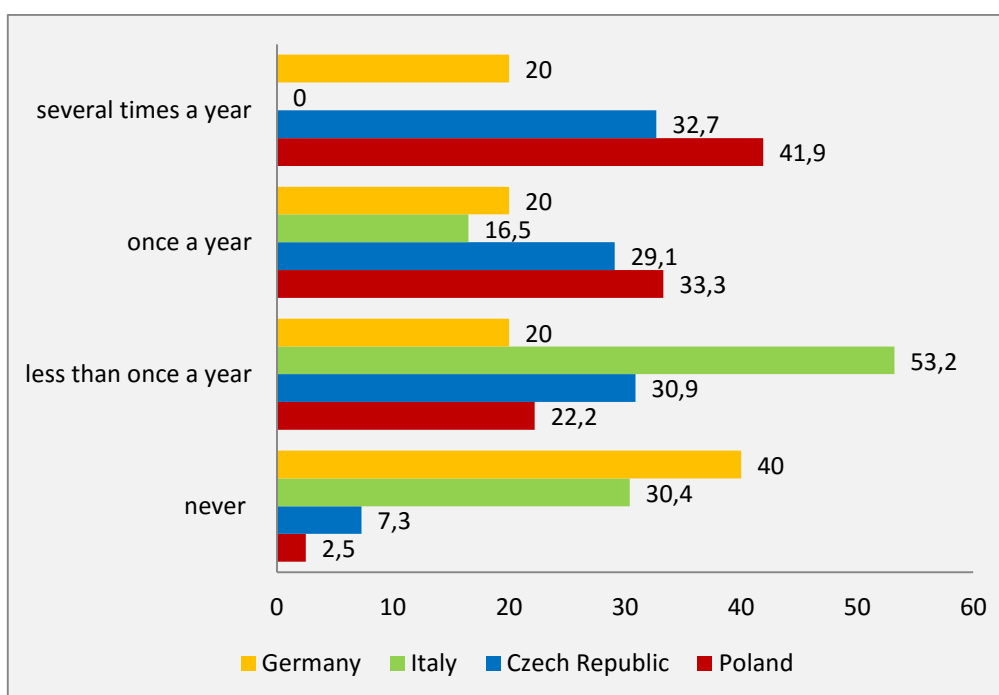
Teacher Training Centres

Trainings organized by the teacher training centres are very popular in Poland (three quarters of teachers take part in them at least once a year) and in the Czech Republic (61.8%). Italians attend that kind of trainings rarely. A vast majority of them (83.6%) have never participated in them or have attended them less than once a year. German respondents are more diverse in this respect - every fifth German teacher has attended that kind of trainings several times a year, every fifth - only once a year, every fifth – less than once a year, and 40% - never.

Table 7. Frequency of participating in Trainings organized by teacher training centres

Country	Trainings organized by teacher training centres								Total
	Never		less than once a year		once a year		several times a year		
	N	%	N	%	N	%	N	%	
Poland	8	2.5	70	22.2	105	33.3	132	41.9	315
Czech Republic	4	7.3	17	30.9	16	29.1	18	32.7	55
Italy	24	30.4	42	53.2	13	16.5	0	0.0	79
Germany	8	40.0	4	20.0	4	20.0	4	20.0	20
Total	44	9.4	133	28.4	138	29.4	154	32.8	469

Figure 7. Frequency of participating in Trainings organized by teacher training centres



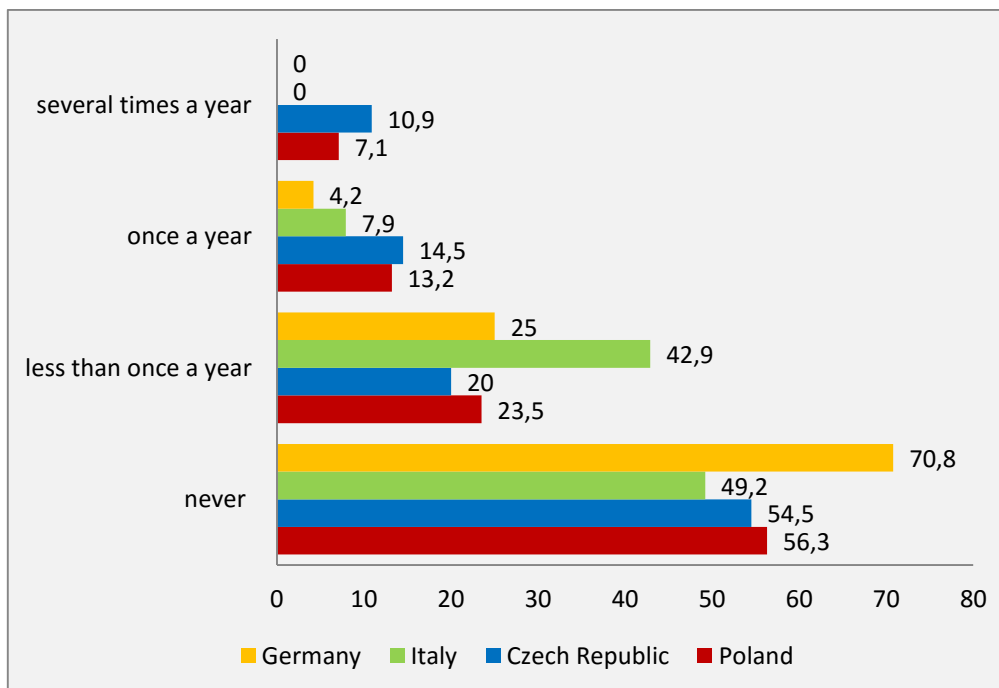
Online courses

Online courses are generally not popular in all the partner countries - in Poland (54.5%), in the Czech Republic (56.3%), and in Italy (49.2%) every second respondent has never participated in such a training, and among Germans – two thirds (70.8%). Online courses are the most popular among the Czech people and Poles - every fourth Czech educator and every fifth Polish attended this form of training at least once a year.

Table 8. Frequency of participating in Online courses

Country	Online courses								Total
	never		less than once a year		once a year		several times a year		
	N	%	N	%	N	%	N	%	N
Poland	175	56.3	73	23.5	41	13.2	22	7.1	311
Czech Republic	30	54.5	11	20.0	8	14.5	6	10.9	55
Italy	31	49.2	27	42.9	5	7.9	0	0.0	63
Germany	17	70.8	6	25.0	1	4.2	0	0.0	24
Total	253	55.8	117	25.8	55	12.1	28	6.2	453

Figure 8. Frequency of participating in Online courses



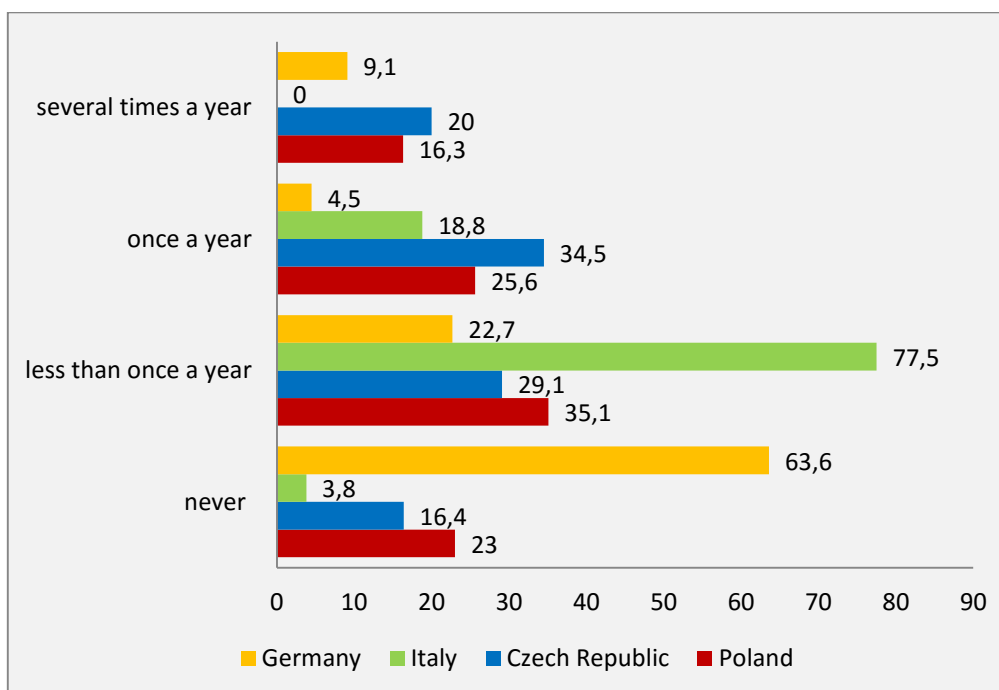
Trainings organized by universities

Teacher development organized by universities, for example scientific conferences, is not known among 86.4% of Germans and 81.2% of Italians. The Czech people (54.5%) and Poles (41.9%) take part in that kind of professional development at least once a year.

Table 9. Frequency of participating in Trainings organized by universities

Country	Trainings organized by universities including scientific conferences								Total
	never		less than once a year		once a year		several times a year		
	N	%	N	%	N	%	N	%	
Poland	72	23.0	110	35.1	80	25.6	51	16.3	313
Czech Republic	9	16.4	16	29.1	19	34.5	11	20.0	55
Italy	3	3.8	62	77.5	15	18.8	0	0.0	80
Germany	14	63.6	5	22.7	1	4.5	2	9.1	22
Total	98	20.9	193	41.1	115	24.5	64	13.6	470

Figure 9. Frequency of participating in Trainings organized by universities



Preferred forms of teacher development (teacher's training)

The respondents had a possibility to choose up to three of the most preferred forms of professional training, such as: development courses, trainings, workshops, conferences, seminars, postgraduate studies, individual consultations (eg. with methodologists, experts).

Workshops (64.8%), development courses (58.5%), and trainings (54.1%) were the most popular among the Polish teachers. The Czech teachers preferred seminars (64.8%), workshops (48.1%), and development courses (46.3%). The Italians were interested in development courses (77.5%) as well as individual consultations (65%) most, whereas respondents from Germany preferred development courses (88.5%), trainings (57.7%), and workshops (57.7%).

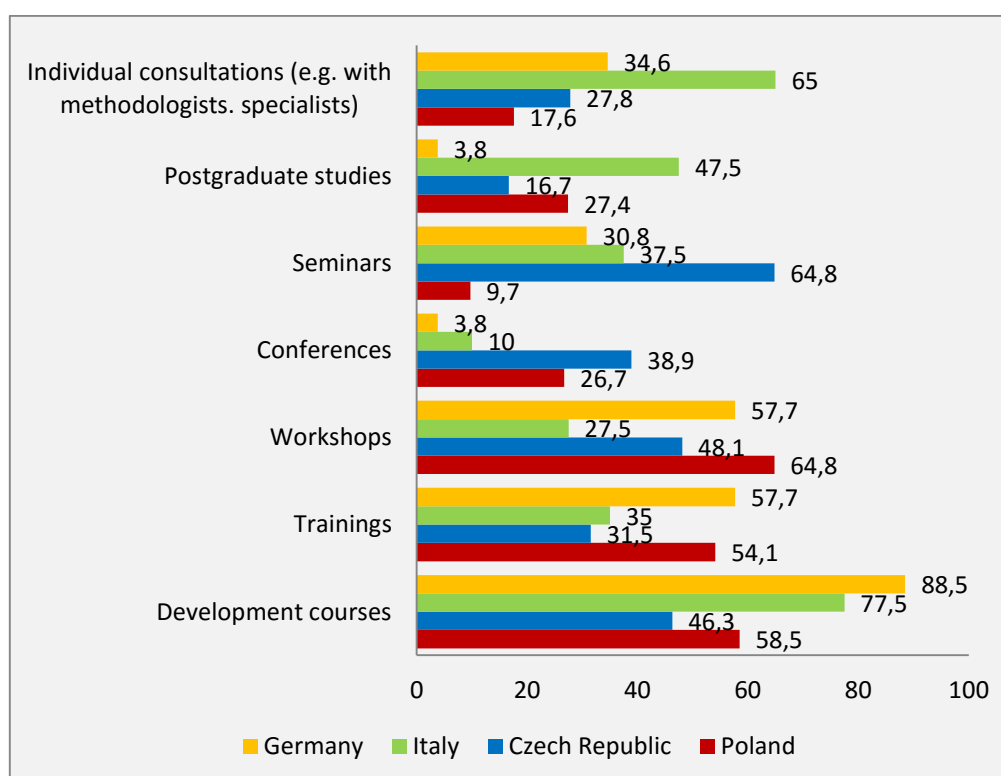
Generally, the most preferred forms of teacher development were development courses, workshops, and trainings.

Table 10. Preferred forms of teacher development (teacher's training)

Country	Preferred forms of teacher development (teacher's training)														Total
	Development courses		Trainings		Workshops		Conferences		Seminars		Postgraduate studies		Individual consultations (e.g. with methodologists. specialists)		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Poland	186	58.5	172	54.1	206	64.8	85	26.7	31	9.7	87	27.4	56	17.6	318
Czech Republic	25	46.3	17	31.5	26	48.1	21	38.9	35	64.8	9	16.7	15	27.8	54
Italy	62	77.5	28	35.0	22	27.5	8	10.0	30	37.5	38	47.5	52	65.0	80
Germany	23	88.5	15	57.7	15	57.7	1	3.8	8	30.8	1	3.8	9	34.6	26

Percentage and overall numbers are based on observation.

Figure 10. Preferred forms of teacher development (teacher's training)



Teachers' needs – organizational aspects

The respondents assessed various organizational aspects which had influence on a decision concerning taking part in a training. These were: active or passive forms of participation; types of contact with leader (face-to-face, distance, mixed); time and date of meetings; size of the group; attitude towards principals, coworkers, and supervisors' participation in trainings.

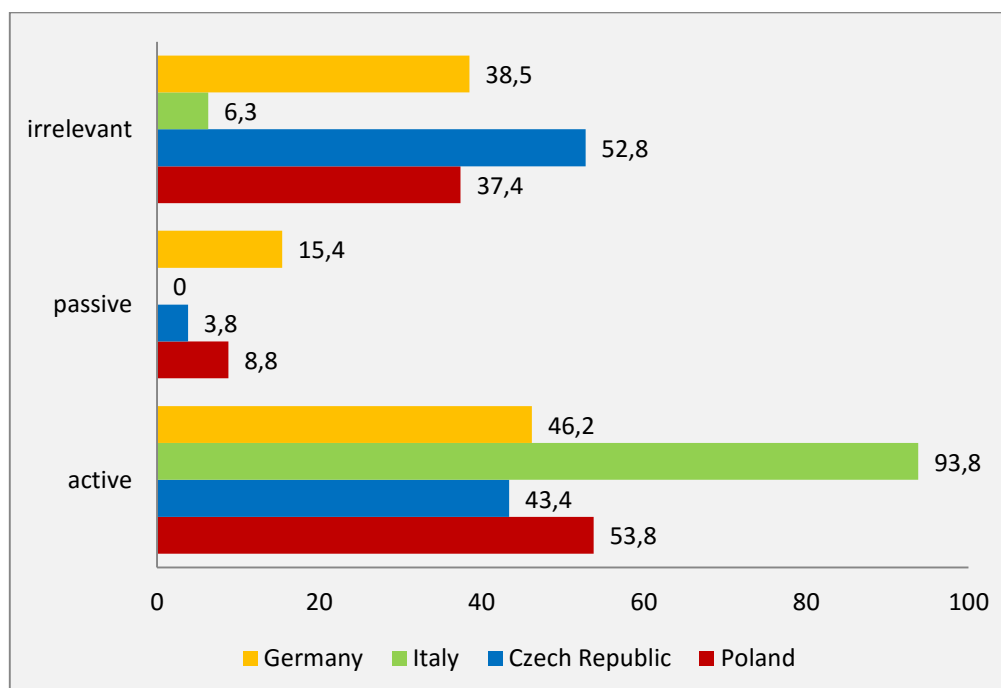
Preferred forms of training: active or passive perspective

Active forms of participation in trainings are preferred by almost all Italian teachers (93.8%) and almost half of the teachers from other countries (from 43.4 to 53.8%). The rest of respondents are indifferent about being active or passive during a training. Only every seventh German teacher chose a passive form.

Table 11. Preferred forms of training: active or passive perspective

Country	Preferred training based on participation:						Total
	active		passive		irrelevant		
	N	%	N	%	N	%	N
Poland	171	53.8	28	8.8	119	37.4	318
Czech Republic	23	43.4	2	3.8	28	52.8	53
Italy	75	93.8	0	0.0	5	6.3	80
Germany	12	46.2	4	15.4	10	38.5	26
Total	281	58.9	34	7.1	162	34.0	477

Figure 11. . Preferred forms of training: active or passive perspective



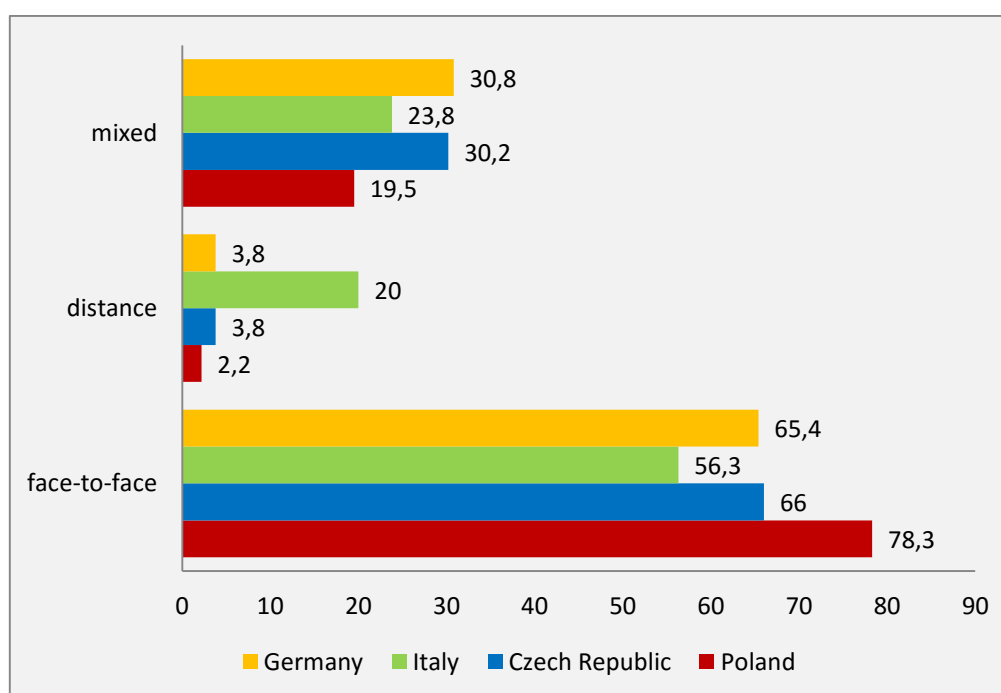
Preferred forms of participation due to the type of contact with the leader (face-to-face, distance, mixed)

The majority of respondents (from 56.3 to 78.3%) chose a face-to-face forms of professional development, in particularly Poles (over three quarters of them - 78.3%). Every fifth Italian respondent would choose a distance training whereas the rest – a mixed training (partly face-to-face and partly mixed).

Table 12. Preferred forms of participation due to the type of contact with the leader (face-to-face, distance, mixed)

Country	Preferred forms of trainings:						Total
	face-to-face		distance		mixed		
	N	%	N	%	N	%	N
Poland	249	78.3	7	2.2	62	19.5	318
Czech Republic	35	66.0	2	3.8	16	30.2	53
Italy	45	56.3	16	20.0	19	23.8	80
Germany	17	65.4	1	3.8	8	30.8	26
Total	346	72.5	26	5.5	105	22.0	477

Figure 12. Preferred forms of participation due to the type of contact with the leader (face-to-face, distance, mixed)



Preferred time of trainings

Teachers from different countries possess various preferences regarding the time and date of a training.

The Italians prefer trainings during their working hours (87.5%). Every eight Italian respondent considers participation in multiple days trainings (12.5%) whereas none of them would take part in such trainings in their free time - either in the evenings or weekends.

Less than half of the Polish teachers (48.1%) would participate in trainings during the working day, one third of them (31.1%) - in the weekend, every seventh respondent (14.8%) - in the evening after work, and only few of them would take part in multiple days trainings (5.7%).

Half of the Germans would participate in trainings during working hours but they prefer taking part in multiple days trainings more frequently than other respondents from analyzed countries (42.3%).

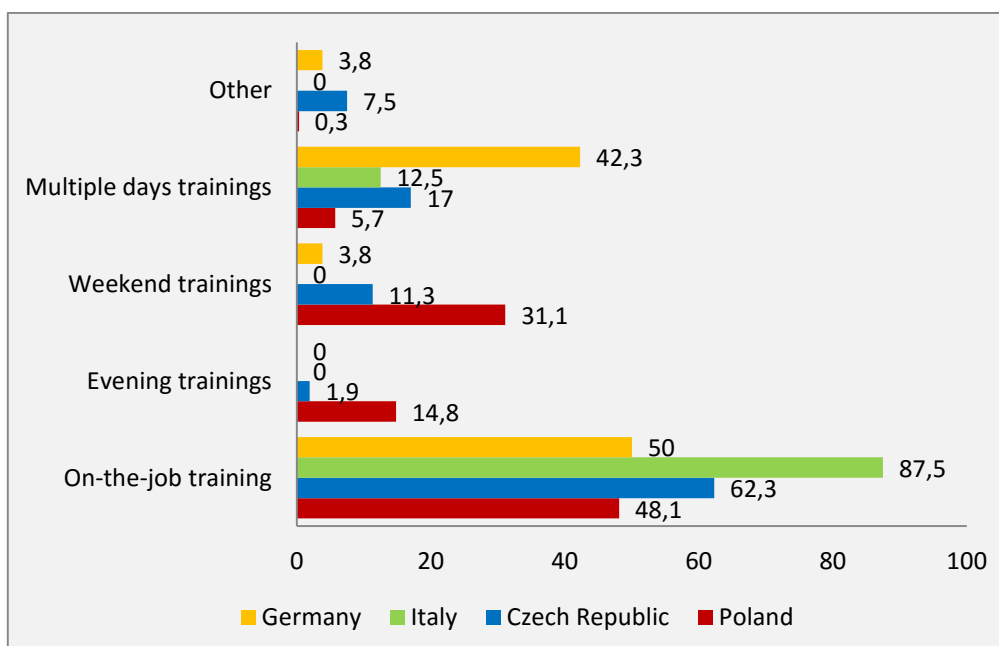
Less than two thirds (62.3%) of Czech people selected trainings during the working day while almost the rest preferred weekend trainings (11.3%) or multiple days trainings (17%).

To sum up - at least half of all respondents choose trainings during the working day while almost all Italians do it. Only Poles prefer evening (14.8%) and weekend (31.1%) trainings while Germans are interested in trainings lasting several days (42.3%).

Table 13. Preferred time and date of trainings

Country	What kind of trainings do you prefer most?										Total
	On-the-job training		Evening trainings		Weekend trainings		Multiple days trainings		Other		
	N	%	N	%	N	%	N	%	N	%	N
Poland	153	48.1	47	14.8	99	31.1	18	5.7	1	0.3	318
Czech Republic	33	62.3	1	1.9	6	11.3	9	17.0	4	7.5	53
Italy	70	87.5	0	0.0	0	0.0	10	12.5	0	0.0	80
Germany	13	50.0	0	0.0	1	3.8	11	42.3	1	3.8	26
Total	269	56.4	48	10.1	106	22.2	48	10.1	6	1.3	477

Figure 13. . Preferred time and date of trainings



Preferred size of a training group

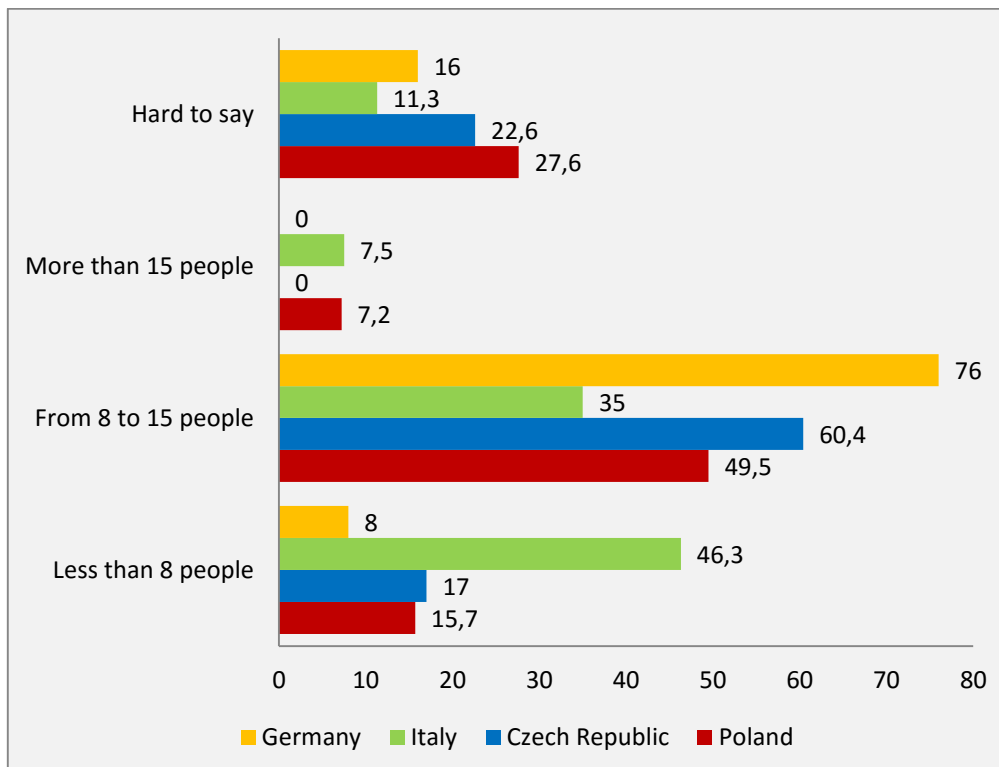
The Polish and Czech people have similar preferences in terms of a size of a training group - a medium-sized group (8 to 15 participants) was chosen by about half of the respondents (respectively 49.5% and 60.4%). One quarter of them (27.6% and 22.6%) was indifferent when the size of a group was considered whereas the rest preferred meeting in smaller groups (15.7% and 17%). Italians were the only nation which preferred small groups (46.3%) while only one third of them chose larger groups (35%). Three-quarters of Germans would like to be trained in medium sized groups whereas none of them would take part in a training with more than 15 participants (similar to the Czech respondents).

To conclude, the average size groups are most often selected by the representatives of three countries - Germany, the Czech Republic and Poland, small groups are preferred by Italians, almost nobody was interested in trainings in large groups (especially Czechs and Germans). Almost 11.3% to 27.6% of the respondents did not take into account this factor while choosing a training.

Table 14. Preferred size of a training group

Country	How many people would you like to have in your training group?								Total
	Less than 8 people		From 8 to 15 people		More than 15 people		Hard to say		
	N	%	N	%	N	%	N	%	N
Poland	50	15.7	158	49.5	23	7.2	88	27.6	319
Czech Republic	9	17.0	32	60.4	0	0.0	12	22.6	53
Italy	37	46.3	28	35.0	6	7.5	9	11.3	80
Germany	2	8.0	19	76.0	0	0.0	4	16.0	25
Total	98	20.5	237	49.7	29	6.1	113	23.7	477

Figure 14. Preferred size of a training group



Attitude towards principals and co-workers participation in training

A vast majority of respondents (from 52.7 to 76.3% in different countries) positively assessed a participation in a training with co-workers. The rest of teachers did not take it into account or it was hard for them to express their opinion. Only few people would feel uncomfortable if they had to participate in a training with friends from work. However, there were no such respondents among Czech teacher. Less respondents positively perceived the principal's participation in a training (only 13.8% of Italians, 15.4% of Germans, and 21.4% of Poles). Half of Czechs (50.9%) perceived it in a positive way. A large group of respondents declared that it did not matter and only few people admitted that it had negative meaning for them (3.8% to 11.9%).

Table 15. Attitude towards co-workers participation in training

Country	What is your attitude towards your workmates' participation in the training with you?								Total
	It has a positive meaning		It has a negative meaning		It does not matter		Hard to say		
	N	%	N	%	N	%	N	%	N
Poland	166	52.7	3	1.0	110	34.9	36	11.4	315
Czech Republic	35	66.0	0	0.0	13	24.5	5	9.4	53
Italy	61	76.3	1	1.3	9	11.3	9	11.3	80
Germany	17	65.4	1	3.8	8	30.8	0	0.0	26
Total	279	58.9	5	1.1	140	29.5	50	10.5	474

Figure 15. Attitude towards co-workers participation in training

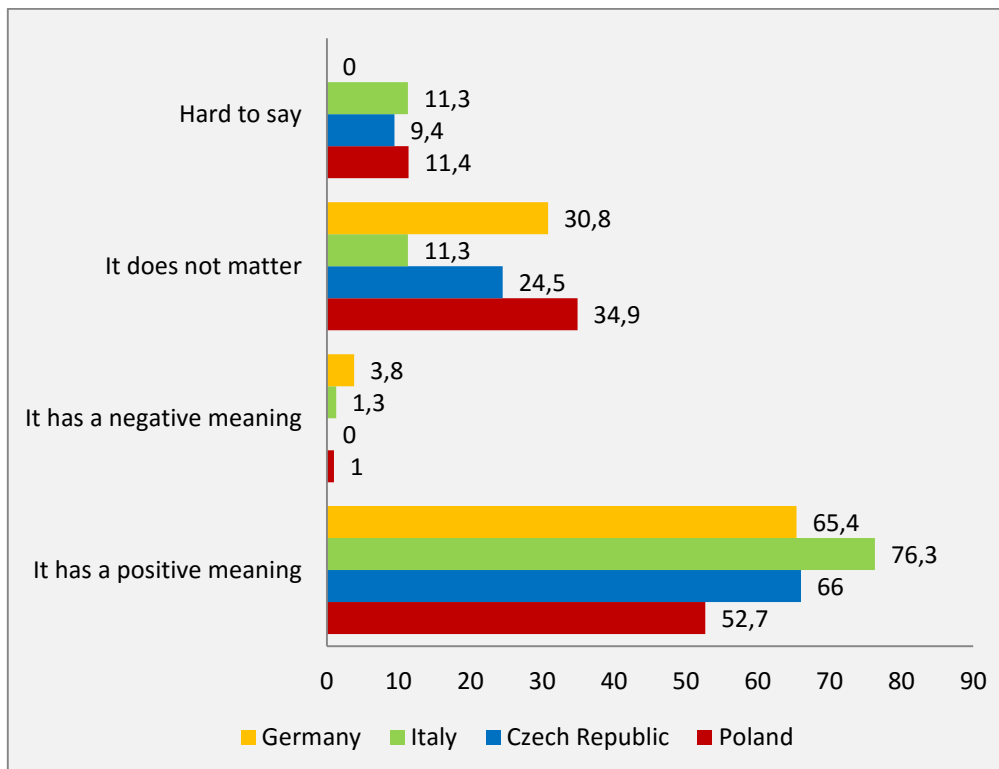
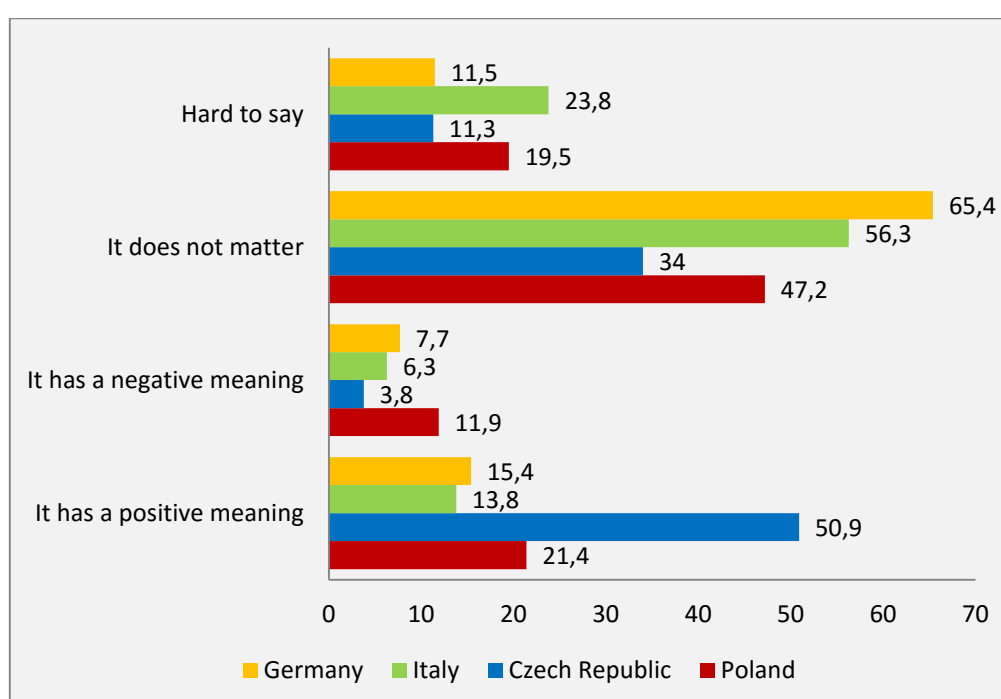


Table 16. Attitude towards principals participation in training

Country	What is your attitude towards your principal's participation in the training with you?								Total
	It has a positive meaning		It has a negative meaning		It does not matter		Hard to say		
	N	%		N	%		N	%	
Poland	68	21.4	38	11.9	150	47.2	62	19.5	318
Czech Republic	27	50.9	2	3.8	18	34.0	6	11.3	53
Italy	11	13.8	5	6.3	45	56.3	19	23.8	80
Germany	4	15.4	2	7.7	17	65.4	3	11.5	26
Ogółem	110	23.1	47	9.9	230	48.2	90	18.9	477

Figure 16. Attitude towards principals participation in training



Factors influencing the choice of trainings

The below mentioned list refers to factors which are important for teachers from analyzed countries when choosing methods and forms of teacher development.

For the Polish teachers the most important factors were: topic, price, number of hours, location, schedule, innovative forms of teaching, source of finance, organizer, and room equipment.

For the Czech people the most important factors were: subject, price, and then equally important were organizer, location, schedule, source of finance, and innovative forms of training, next: number of hours, and room equipment.

Italians take into account the following factors: subject, equipment room and price, then innovative forms of training, then organizer, schedule, number of hours, location, and sources of finance.

For the Germans, the most important were: schedule, then location and equipment room, then subject and number of hours, innovative forms of training, then sources of finance, price, and organizer.

Table 17. Factors influencing the choice of trainings

Factors	Country	How important are the below listed elements when you choose a training?						Total
		Unimportant		Important		Hard to say		
		N	%	N	%	N	%	
Subject	Poland	3	0.9	313	98.4	2	0.6	318
	Czech Republic	1	1.9	51	96.2	1	1.9	53
	Italy	0	0.0	80	100.0	0	0.0	80
	Germany	5	19.2	20	76.9	1	3.8	26
Organizer	Poland	83	26.4	217	69.1	14	4.5	314
	Czech Republic	8	15.1	40	75.5	5	9.4	53
	Italy	5	6.3	75	93.8	0	0.0	80
	Germany	14	58.3	9	37.5	1	4.2	24
Location	Poland	32	10.1	282	88.7	4	1.3	318
	Czech Republic	12	22.6	40	75.5	1	1.9	53
	Italy	42	52.5	38	47.5	0	0.0	80
	Germany	5	19.2	21	80.8	0	0.0	26
Schedule	Poland	30	9.6	277	88.2	7	2.2	314
	Czech Republic	12	22.6	40	75.5	1	1.9	53
	Italy	19	23.8	61	76.3	0	0.0	80
	Germany	2	7.7	24	92.3	0	0.0	26
Room equipment	Poland	115	36.6	190	60.5	9	2.9	314
	Czech Republic	30	56.6	20	37.7	3	5.7	53
	Italy	0	0.0	80	100.0	0	0.0	80
	Germany	5	19.2	21	80.8	0	0.0	26
Price	Poland	16	5.0	296	93.4	5	1.6	317
	Czech Republic	5	9.4	45	84.9	3	5.7	53
	Italy	0	0.0	80	100.0	0	0.0	80
	Germany	9	34.6	14	53.8	3	11.5	26
Source of finance	Poland	47	14.9	252	80.0	16	5.1	315
	Czech Republic	11	20.8	40	75.5	2	3.8	53
	Italy	67	83.8	13	16.3	0	0.0	80
	Germany	6	24.0	16	64.0	3	12.0	25
Nuner of hours	Poland	22	7.0	287	91.1	6	1.9	315
	Czech Republic	15	28.3	37	69.8	1	1.9	53
	Italy	28	35.0	52	65.0	0	0.0	80
	Germany	5	19.2	20	76.9	1	3.8	26
Innovative forms of offered training	Poland	36	11.5	260	82.8	18	5.7	314
	Czech Republic	9	17.0	40	75.5	4	7.5	53
	Italy	4	5.0	76	95.0	0	0.0	80
	Germany	4	15.4	19	73.1	3	11.5	26

Preferred methods and forms of teacher development

Among various methods and forms of professional development a debate/discussion, project method, individual work, group work, computer presentation, brainstorming, free conversation, and lecture were included.

In Poland, there was a large variation in development methods' preferences. The form which received the highest average rate was group work while the lowest – individual work and project method.

Most Czech teachers preferred a focused debate/discussion as well as group and individual work. The least popular were computer presentation and lecture.

For Italians the most popular were project method, debate, and brainstorm while the rarest was computer presentation.

German educators have chosen free conversation and lecture whereas the least popular was individual work.

Table 18. Preferred methods and forms of teacher development

Method/form	Country	N	Mean	Median	Mode
Debate/focused discussion	Poland	316	3.39	4	4
	Czech Republic	53	4.28	5	5
	Italy	80	4.83	5	5
	Germany	26	3.54	4	4
Project method	Poland	308	3.37	3	3
	Czech Republic	53	3.49	4	3
	Italy	80	5.00	5	5
	Germany	24	3.42	3	3
Individual work	Poland	314	3.11	3	3
	Czech Republic	53	3.60	4	4
	Italy	80	3.51	4	5
	Germany	26	2.92	3	2 ^a
Group work	Poland	318	3.88	4	4
	Czech Republic	53	3.72	4	4
	Italy	80	3.44	4	2
	Germany	26	3.58	4	4
Computer presentation	Poland	318	3.73	4	4
	Czech Republic	53	3.23	3	3
	Italy	80	2.96	3	3
	Germany	26	3.04	3	3
Brainstorm	Poland	314	3.80	4	4
	Czech Republic	53	3.43	4	4
	Italy	80	4.55	5	5
	Germany	26	3.62	4	4
Free conversation	Poland	317	3.86	4	4
	Czech Republic	53	3.53	4	3
	Italy	80	3.31	4	4
	Germany	26	3.92	4	4
Lecture	Poland	315	3.58	4	4
	Czech Republic	53	3.28	3	4
	Italy	80	3.29	3	3
	Germany	26	3.62	4	3 ^a

Assessment of usefulness of given thematic areas

Respondents assessed the usefulness of the following thematic areas:

Work planning with a student; Organization of a didactic process; Outcomes of working with a student; Using innovative methods of teaching and learning; New technologies in teaching/learning; Teamwork; Teacher's effectiveness; Education law.

Work planning with a student

In the area of work planning with a students the following elements were assessed: choice of a teaching program and school books, diagnosis/assessment of students' skills and knowledge, individualization of teaching process/adaptation of educational requirements, development of individualized educational and therapeutic programs.

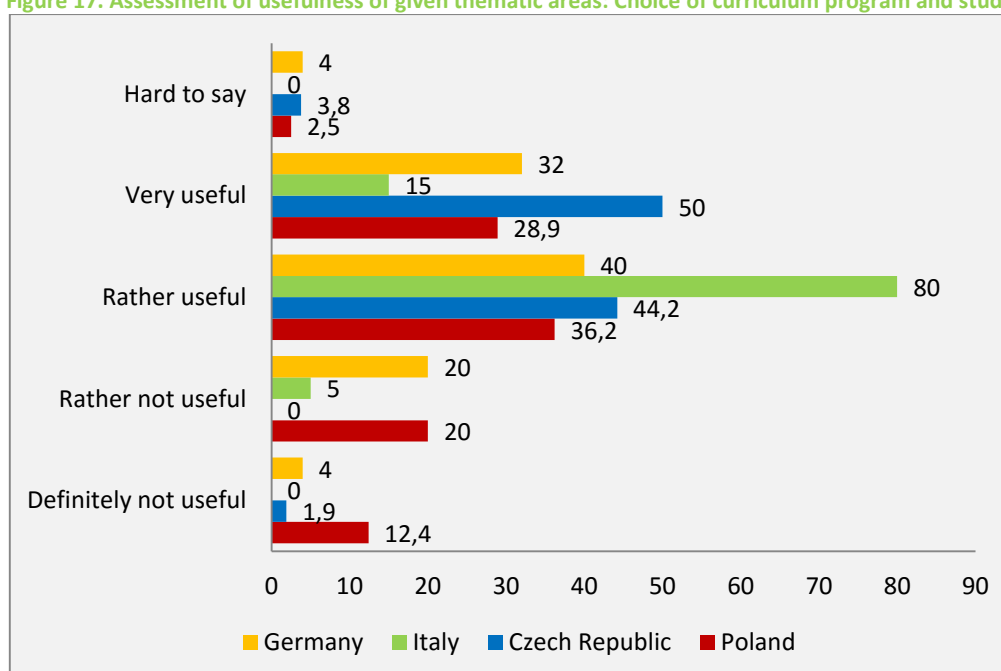
Choice of a teaching program and school books

A vast majority of respondents assessed the choice of a teaching program and school books as important (73.7%). Every fourth teacher was not interested in this problem. In the Czech Republic and Italy almost all respondents (95%) perceived the usefulness of the above mentioned subject whereas in Poland and Germany a little bit less respondents did so (respectively 65.1% and 72%).

Table 19. Assessment of usefulness of given thematic areas: Choice of curriculum program and student books

Country	Choice of curriculum program and student books										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	%	N	%	N	%	
Poland	39	12.4	63	20.0	114	36.2	91	28.9	8	2.5	315
Czech Republic	1	1.9	0	0.0	23	44.2	26	50.0	2	3.8	52
Italy	0	0.0	4	5.0	64	80.0	12	15.0	0	0.0	80
Germany	1	4.0	5	20.0	10	40.0	8	32.0	1	4.0	25
Total	41	8.7	72	15.3	211	44.7	137	29.0	11	2.3	472

Figure 17. Assessment of usefulness of given thematic areas: Choice of curriculum program and student books



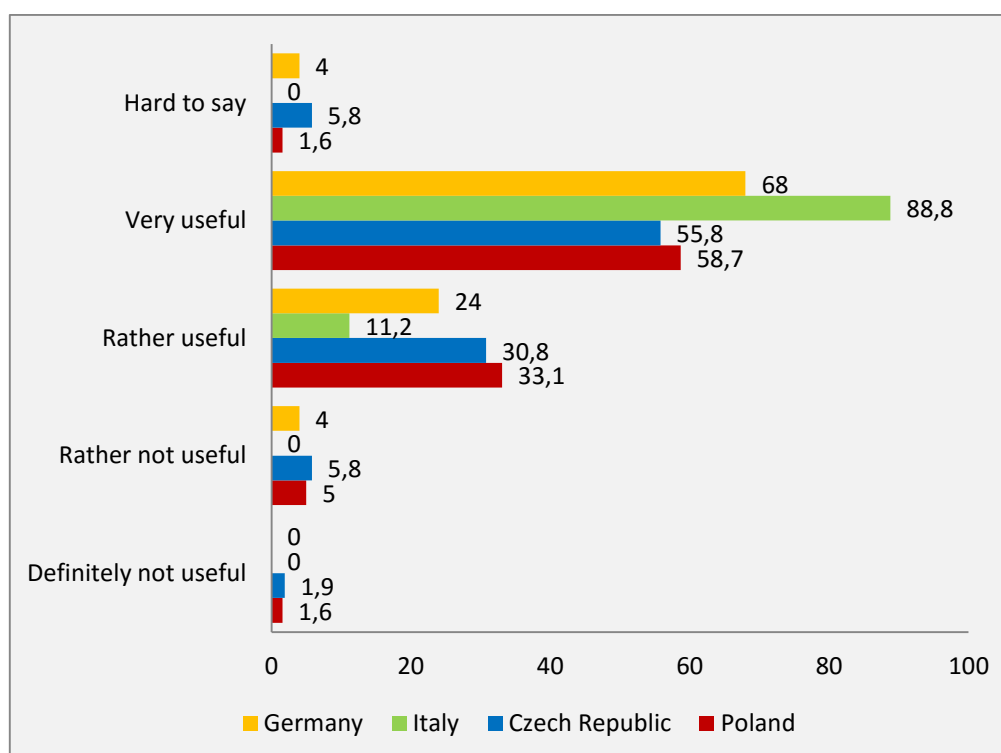
Diagnosis/assessment of students' skills and knowledge

Almost all (92.6%) respondents appreciated the importance of students' skills and knowledge diagnosis as a subject of a potential training. In Italy, 100% of respondents considered it as important.

Table 20. Assessment of usefulness of given thematic areas: Diagnosis/assessment of students' skills and knowledge

Country	Diagnosis/assessment of students' skills and knowledge										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	%	N	%	N	%	
Poland	5	1.6	16	5.0	105	33.1	186	58.7	5	1.6	317
Czech Republic	1	1.9	3	5.8	16	30.8	29	55.8	3	5.8	52
Italy	0	0.0	0	0.0	9	11.2	71	88.8	0	0.0	80
Germany	0	0.0	1	4.0	6	24.0	17	68.0	1	4.0	25
Total	6	1.3	20	4.2	136	28.7	303	63.9	9	1.9	474

Figure 18. Assessment of usefulness of given thematic areas: Diagnosis/assessment of students' skills and knowledge



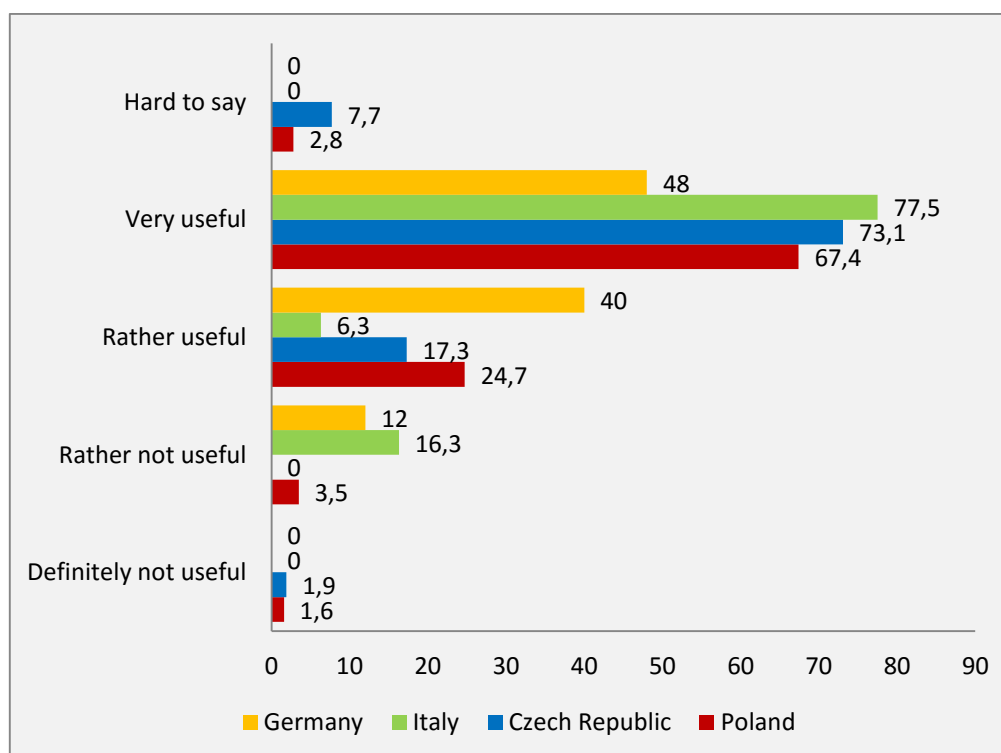
Individualization of teaching process/adaptation of educational requirements

Almost 90.3% of respondents was interested in this aspect of work planning with a student. In Poland, Italy, and the Czech Republic a high score assessment was dominating, in Germany the results were divided between "very useful" and "quite useful", whereas 16.3% of Italians and 12% of Germans perceived individualization of teaching process as a rather useless topic of training.

Table 21. Assessment of usefulness of given thematic areas: Individualization of teaching process/adaptation of educational requirements

Country	Individualization of teaching process/adaptation of educational requirements										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	5	1.6	11	3.5	78	24.7	213	67.4	9	2.8	316
Czech Republic	1	1.9	0	0.0	9	17.3	38	73.1	4	7.7	52
Italy	0	0.0	13	16.3	5	6.3	62	77.5	0	0.0	80
Germany	0	0.0	3	12.0	10	40.0	12	48.0	0	0.0	25
Total	6	1.3	27	5.7	102	21.6	325	68.7	13	2.7	473

Figure 19. Assessment of usefulness of given thematic areas: Individualization of teaching process/adaptation of educational requirements



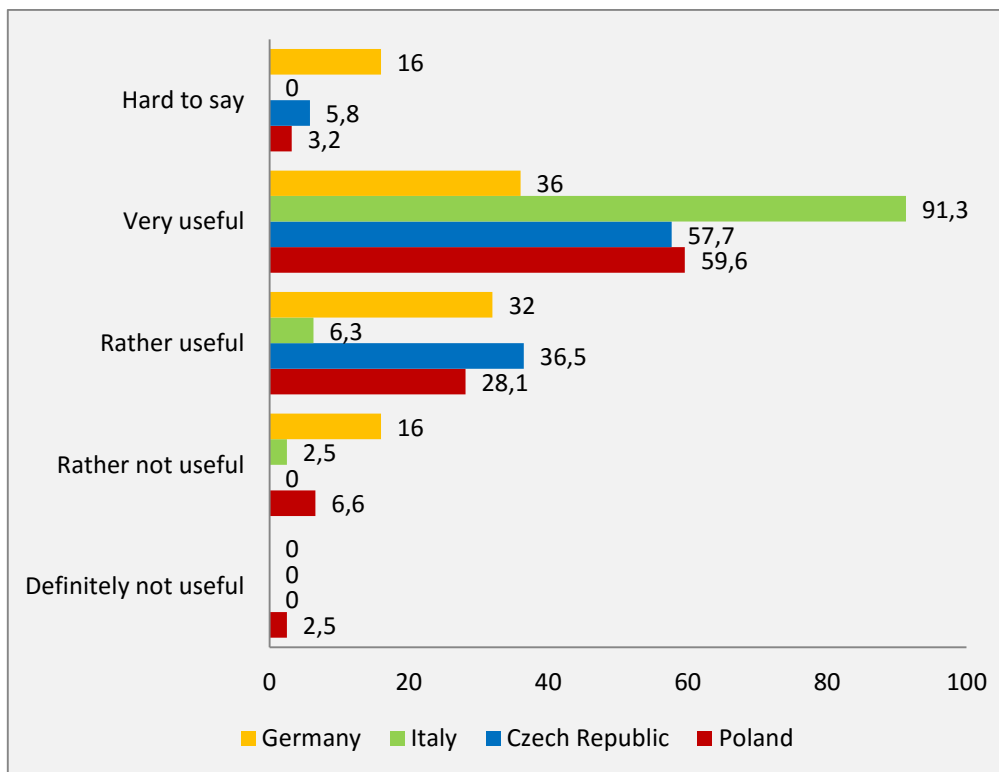
Development of individualized educational and therapeutic programs

A vast majority (85%) of respondents considered the development of individualized educational and therapeutic programs as an important topic of a potential training, in particularly Italians (91.3% of answers "very useful"). Every sixth German teacher (16%) considered it as a useless theme whereas every third as very needed (36%).

Table 22. Assessment of usefulness of given thematic areas: Development of individualized educational and therapeutic programs

Country	Development of individualized educational and therapeutic programs										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	8	2.5	21	6.6	89	28.1	189	59.6	10	3.2	317
Czech Republic	0	0.0	0	0.0	19	36.5	30	57.7	3	5.8	52
Italy	0	0.0	2	2.5	5	6.3	73	91.3	0	0.0	80
Germany	0	0.0	4	16.0	8	32.0	9	36.0	4	16.0	25
Total	8	1.7	27	5.7	121	25.5	301	63.5	17	3.6	474

Figure 20. Assessment of usefulness of given thematic areas: Development of individualized educational and therapeutic programs



The problem of work planning with a student is important for many respondents (from 73.7% to 92.6% of people). The most popular was a diagnosis/assessment of students' skills and knowledge whereas the least – a choice of a teaching program and school books.

Organization of a didactic process

In the area of organization of a didactic process the following elements were assessed: methods, forms, and teaching tools used in work with a disabled student; methods of motivating students, preparing students for external exams, educational problems solving, inappropriate behaviour problem solving/challenging behaviour.

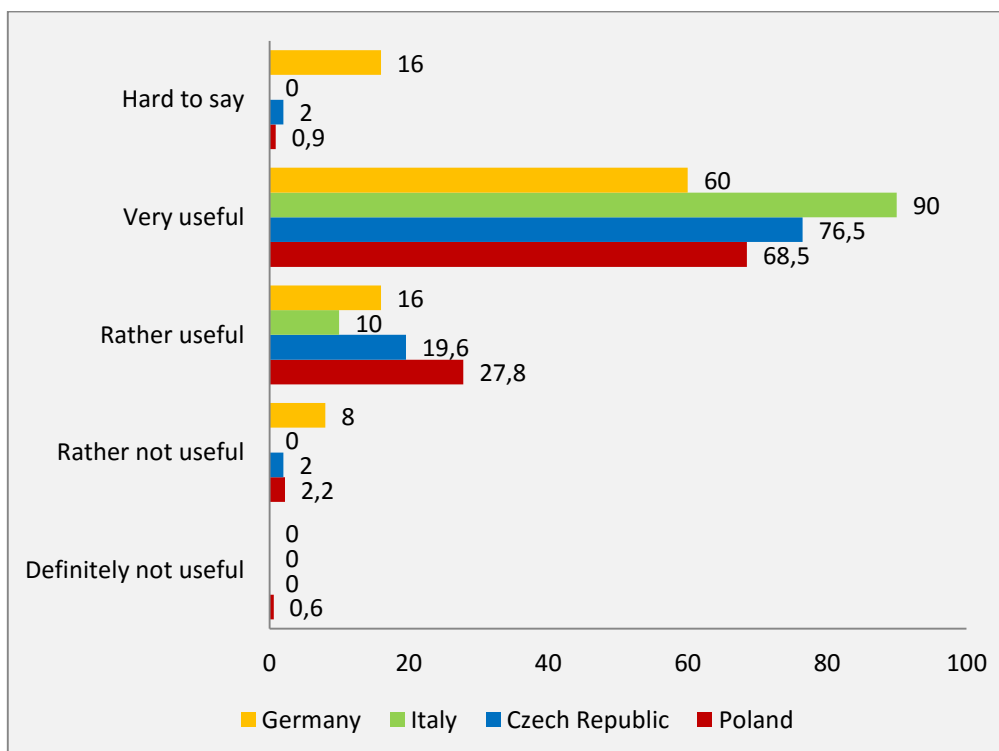
Methods, forms, and teaching tools used in work with a disabled student

Almost all (95.8%) respondents considered this issue as useful, it was particularly important for the Italian teachers because 90% of them rated it as "very useful".

Table 23. Assessment of usefulness of given thematic areas: Methods, forms, and teaching tools used in work with a disabled student

Country	Methods. forms. and teaching tools used in work with a disabled student										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	2	0.6	7	2.2	88	27.8	217	68.5	3	0.9	317
Czech Republic	0	0.0	1	2.0	10	19.6	39	76.5	1	2.0	51
Italy	0	0.0	0	0.0	8	10.0	72	90.0	0	0.0	80
Germany	0	0.0	2	8.0	4	16.0	15	60.0	4	16.0	25
Total	2	0.4	10	2.1	110	23.3	343	72.5	8	1.7	473

Figure 21. Assessment of usefulness of given thematic areas: Methods, forms, and teaching tools used in work with a disabled student



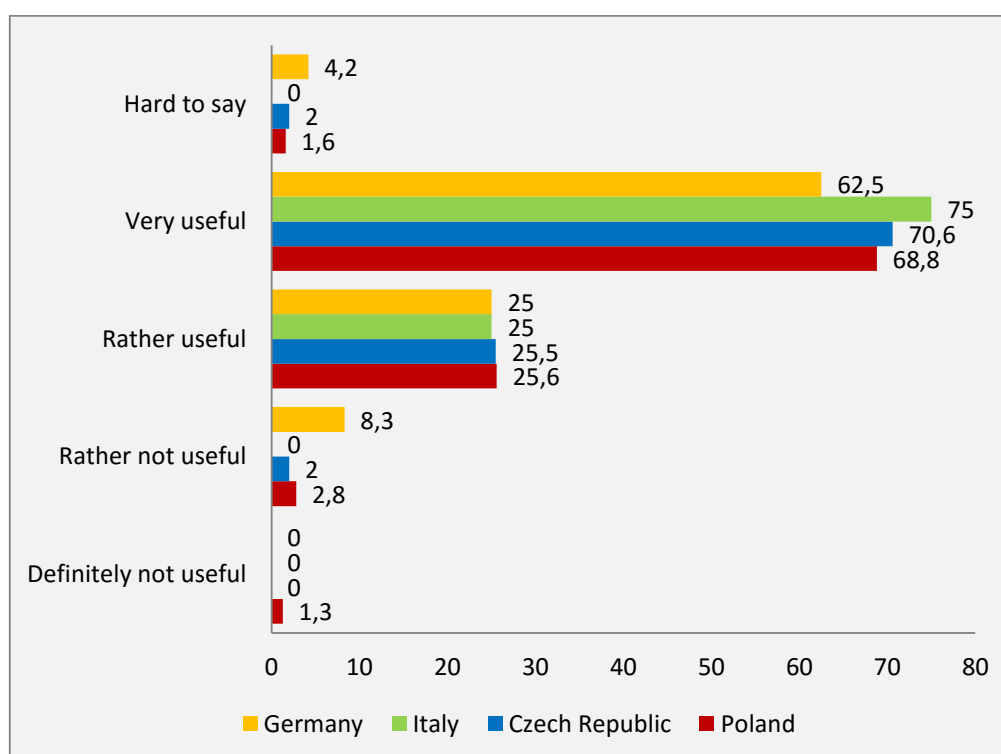
Methods of motivating students

Almost all (95.1%) teachers considered trainings on motivation as important.

Table 24. Assessment of usefulness of given thematic areas: Methods of motivating students

Country	Methods of motivating students										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	%	
Poland	4	1.3	9	2.8	81	25.6	218	68.8	5	1.6	317
Czech Republic	0	0.0	1	2.0	13	25.5	36	70.6	1	2.0	51
Italy	0	0.0	0	0.0	20	25.0	60	75.0	0	0.0	80
Germany	0	0.0	2	8.3	6	25.0	15	62.5	1	4.2	24
Total	4	0.8	12	2.5	120	25.4	329	69.7	7	1.5	472

Figure 22. Assessment of usefulness of given thematic areas: Methods of motivating students



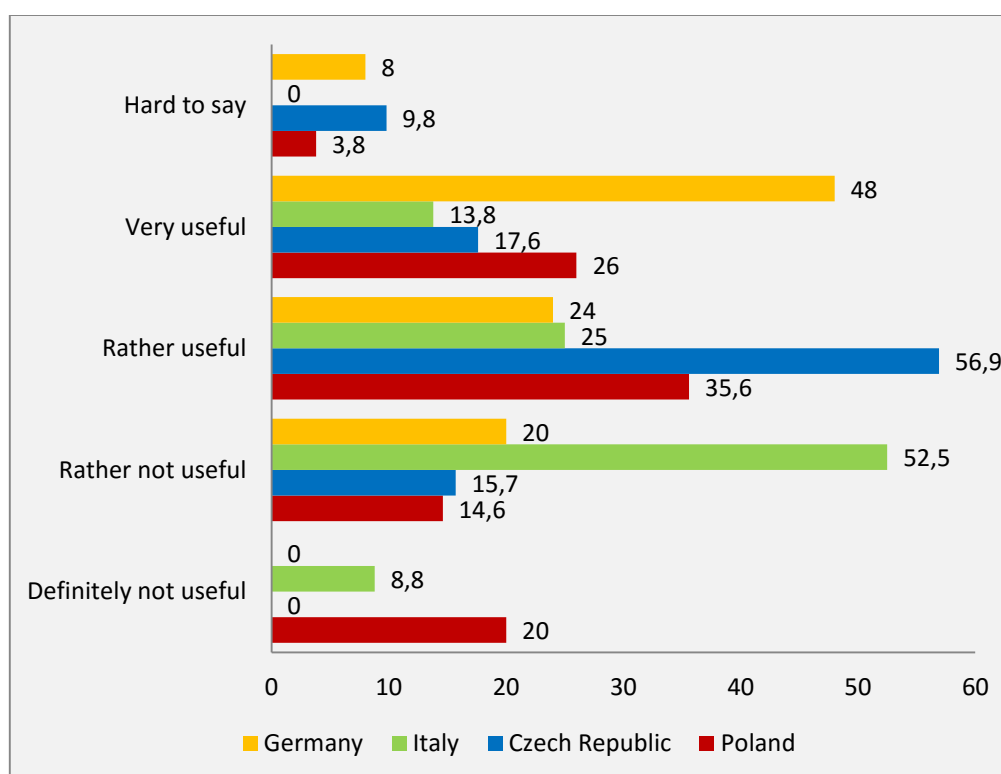
Preparing students for external exams

More than half (59.7%) of all respondents assessing training topics on organization of the didactic process considered preparing students for external exams as a useful topic. Italian teachers were the least interested in it (38.8%) whereas German teachers - the most (48%).

Table 25. Assessment of usefulness of given thematic areas: Preparing students for external exams

Country	Preparing students for external exams										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	63	20.0	46	14.6	112	35.6	82	26.0	12	3.8	315
Czech Republic	0	0.0	8	15.7	29	56.9	9	17.6	5	9.8	51
Italy	7	8.8	42	52.5	20	25.0	11	13.8	0	0.0	80
Germany	0	0.0	5	20.0	6	24.0	12	48.0	2	8.0	25
Total	70	14.9	101	21.4	167	35.5	114	24.2	19	4.0	471

Figure 23. Assessment of usefulness of given thematic areas: Preparing students for external exams



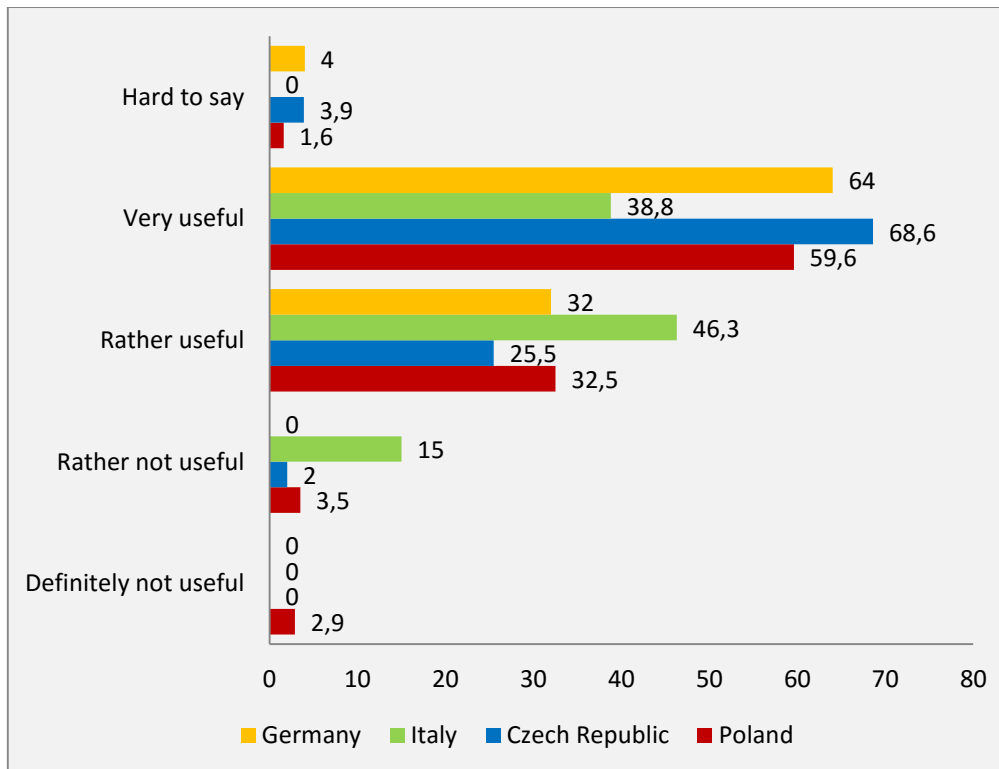
Educational problem solving

A vast majority of respondents (91.2%) considered educational problem solving as a useful topic of a training. Every seventh Italian teacher (15%) was not interested in this subject.

Table 26. Assessment of usefulness of given thematic areas: Educational problem solving

Country	Educational problem solving										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	N
Poland	9	2.9	11	3.5	102	32.5	187	59.6	5	1.6	314
Czech Republic	0	0.0	1	2.0	13	25.5	35	68.6	2	3.9	51
Italy	0	0.0	12	15.0	37	46.3	31	38.8	0	0.0	80
Germany	0	0.0	0	0.0	8	32.0	16	64.0	1	4.0	25
Total	9	1.9	24	5.1	160	34.0	269	57.2	8	1.7	470

Figure 24. Assessment of usefulness of given thematic areas: Educational problem solving



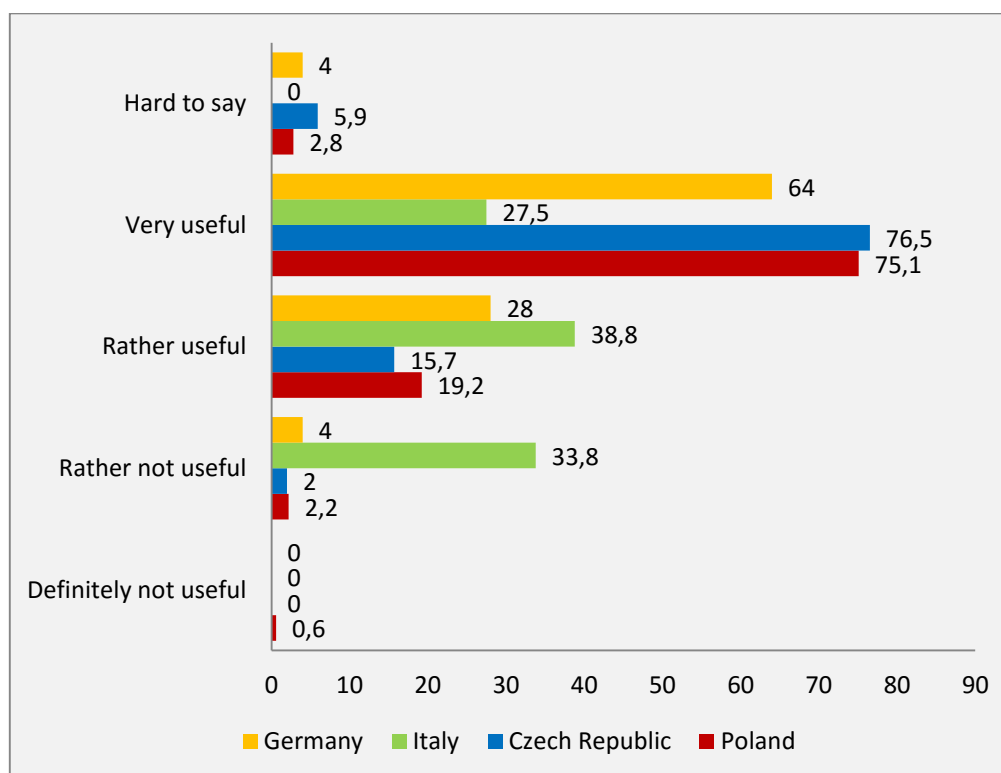
Inappropriate behaviour problem solving/challenging behaviour

A vast majority of all respondents (89.2%) assessed inappropriate behaviour problem solving as a valuable training topic. Only the Italians were less interested in the subject – for every third (33.8%) Italian it was rather useless.

Table 27. Assessment of usefulness of given thematic areas: Inappropriate behaviour problem solving/challenging behaviour

Country	Inappropriate behaviour problem solving/challenging behaviour										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	2	0.6	7	2.2	61	19.2	238	75.1	9	2.8	317
Czech Republic	0	0.0	1	2.0	8	15.7	39	76.5	3	5.9	51
Italy	0	0.0	27	33.8	31	38.8	22	27.5	0	0.0	80
Germany	0	0.0	1	4.0	7	28.0	16	64.0	1	4.0	25
Total	2	0.4	36	7.6	107	22.6	315	66.6	13	2.7	473

Figure 25. Assessment of usefulness of given thematic areas: Inappropriate behaviour problem solving/challenging behaviour



The organization of a didactic process was a valuable topic for a vast majority of questioned teachers. The theme of preparing students for external exams was interesting for a smaller group of respondents - 59.7%.

Outcomes of working with a student

In the area of outcomes of working with a student educational requirements (evaluation criteria) and analysis of external exams and tests' results were distinguished.

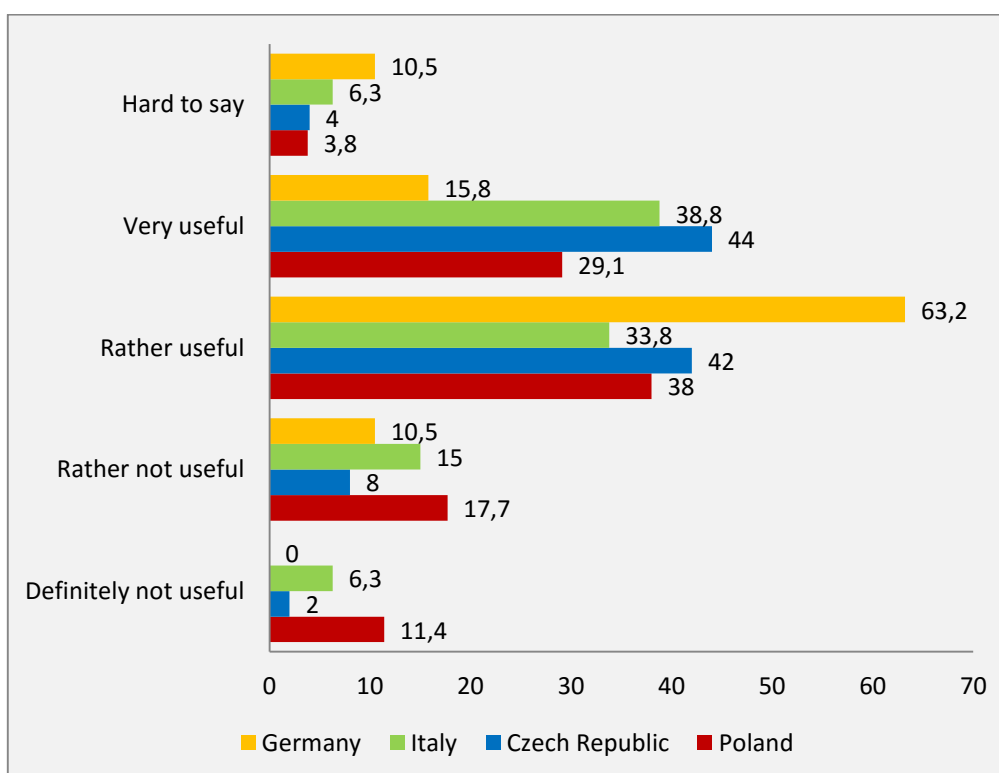
Educational requirements (evaluation criteria)

More than two thirds (70.5%) of the respondents perceived this training topic as useful and up to 86% of Czech teachers did so. Polish teachers were the least interested in it - 67.1%.

Table 28. Assessment of usefulness of given thematic areas: Educational requirements (evaluation criteria)

Country	Educational requirements (evaluation criteria)										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	36	11.4	56	17.7	120	38.0	92	29.1	12	3.8	316
Czech Republic	1	2.0	4	8.0	21	42.0	22	44.0	2	4.0	50
Italy	5	6.3	12	15.0	27	33.8	31	38.8	5	6.3	80
Germany	0	0.0	2	10.5	12	63.2	3	15.8	2	10.5	19
Total	42	9.0	74	15.9	180	38.7	148	31.8	21	4.5	465

Figure 26. Assessment of usefulness of given thematic areas: Educational requirements (evaluation criteria)



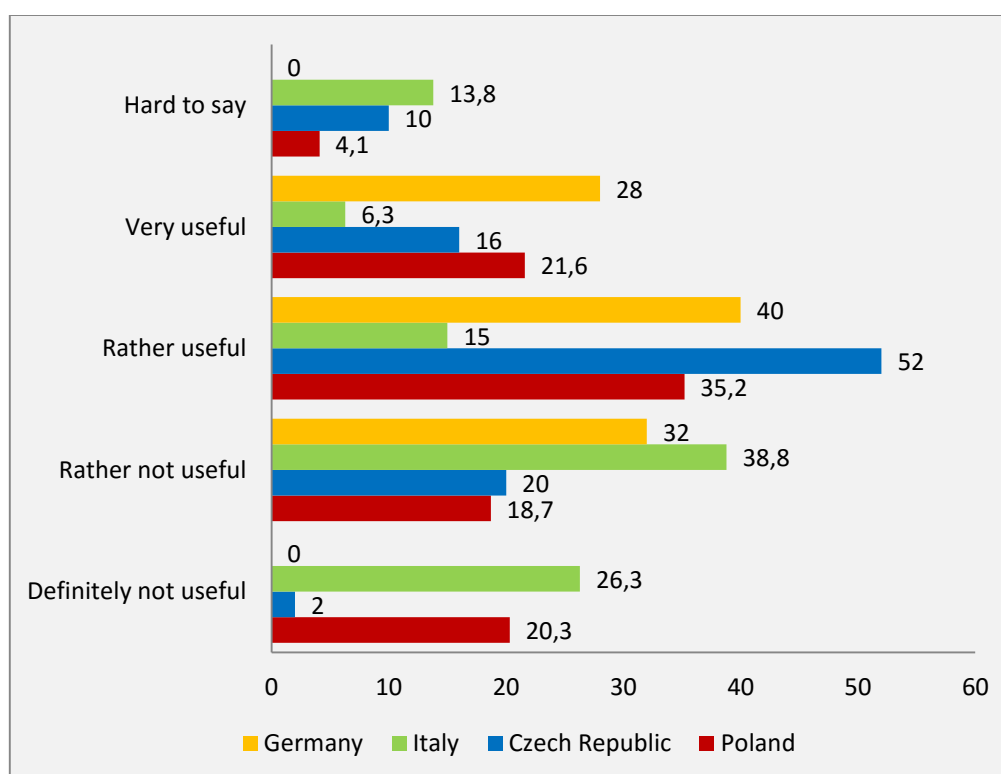
Analysis of external exams and tests' results

More than half of all respondents (52.5%) considered it was important to have trainings on the topic of analysis of external exams and tests' results. The Italian group was the least interested in it (21.3%) while Czechs and Germans the most (both 68%).

Table 29. Assessment of usefulness of given thematic areas: Analysis of external exams and tests' results

Country	Analysis of external exams and tests’ results										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	%	N
Poland	64	20.3	59	18.7	111	35.2	68	21.6	13	4.1	315
Czech Republic	1	2.0	10	20.0	26	52.0	8	16.0	5	10.0	50
Italy	21	26.3	31	38.8	12	15.0	5	6.3	11	13.8	80
Germany	0	0.0	8	32.0	10	40.0	7	28.0	0	0.0	25
Total	86	18.3	108	23.0	159	33.8	88	18.7	29	6.2	470

Figure 27. Assessment of usefulness of given thematic areas: Analysis of external exams and tests' results



Using innovative methods of teaching and learning

Trainings in the area of “Using innovative methods of teaching and learning” included using active learning, projection techniques, and project method.

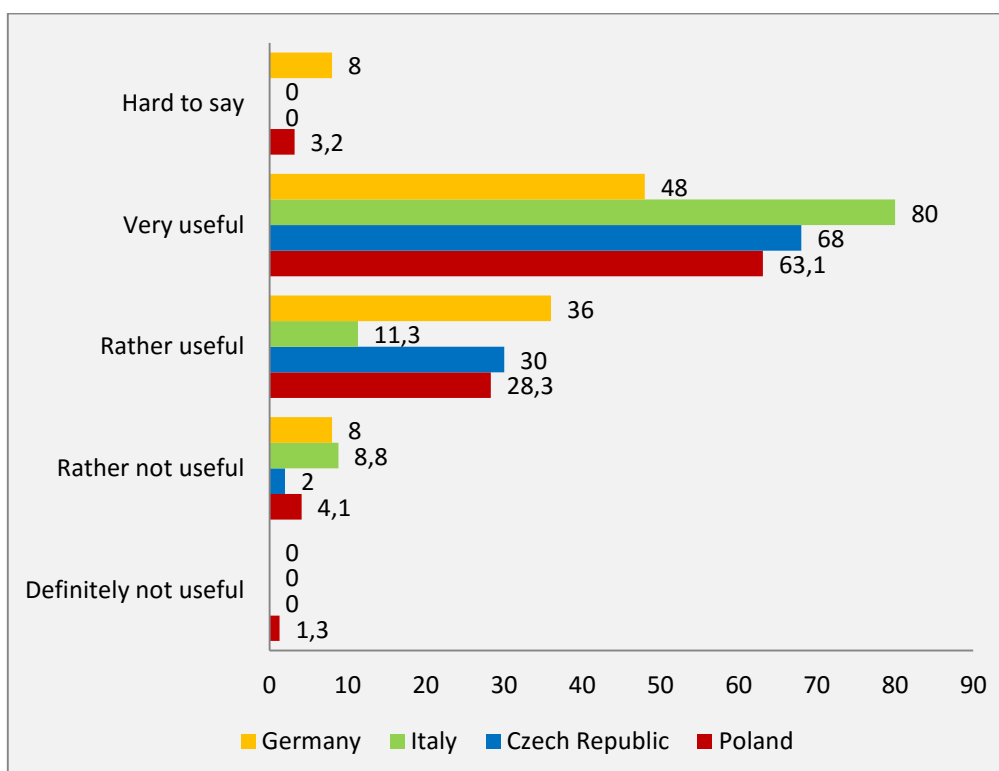
Using active learning

For almost all of the respondents “Using active learning” was a useful subject of a training in terms of innovative methods of teaching and learning.

Table 30. Assessment of usefulness of given thematic areas: Using active learning

Country	Using active learning										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	4	1.3	13	4.1	89	28.3	198	63.1	10	3.2	314
Czech Republic	0	0.0	1	2.0	15	30.0	34	68.0	0	0.0	50
Italy	0	0.0	7	8.8	9	11.3	64	80.0	0	0.0	80
Germany	0	0.0	2	8.0	9	36.0	12	48.0	2	8.0	25
Total	4	0.9	23	4.9	122	26.0	308	65.7	12	2.6	469

Figure 28. Assessment of usefulness of given thematic areas: Using active learning



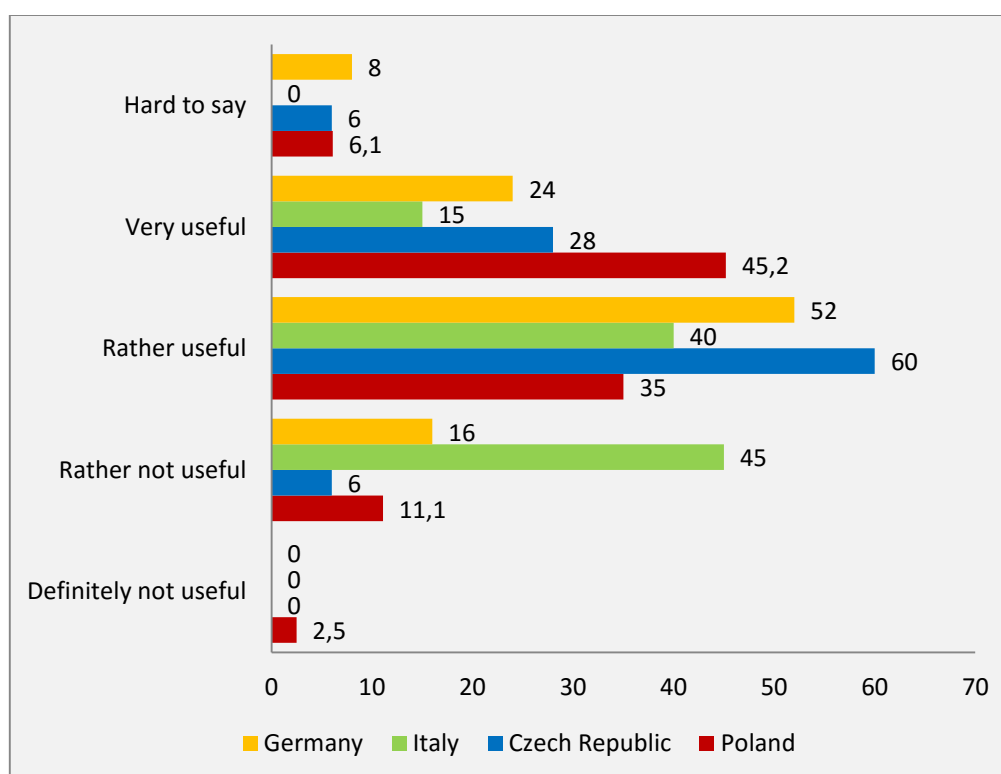
Using projection techniques

Three quarters of all respondents (76.5%) considered "Using projective techniques" as a useful topic of a training, but for almost half of Italians (45%) it was rather useless. The Czech Republic teachers were the most interested in it (88%).

Table 31. Assessment of usefulness of given thematic areas: Using projection techniques

Country	Using projective techniques										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	8	2.5	35	11.1	110	35.0	142	45.2	19	6.1	314
Czech Republic	0	0.0	3	6.0	30	60.0	14	28.0	3	6.0	50
Italy	0	0.0	36	45.0	32	40.0	12	15.0	0	0.0	80
Germany	0	0.0	4	16.0	13	52.0	6	24.0	2	8.0	25
Total	8	1.7	78	16.6	185	39.4	174	37.1	24	5.1	469

Figure 29. Assessment of usefulness of given thematic areas: Using projection techniques



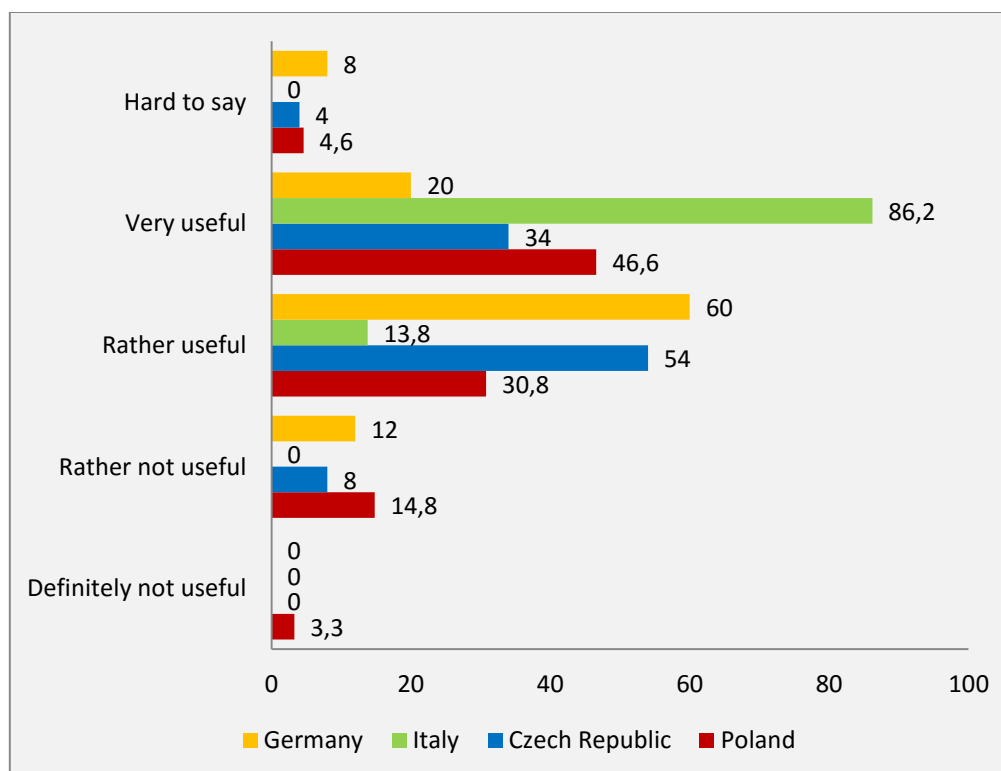
Using project method

Almost all respondents (82.7%) were interested in the method of project as a topic of a training whereas in Italy everybody was keen on it.

Table 32. Assessment of usefulness of given thematic areas: Using project method

Country	Using project method										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	10	3.3	45	14.8	94	30.8	142	46.6	14	4.6	305
Czech Republic	0	0.0	4	8.0	27	54.0	17	34.0	2	4.0	50
Italy	0	0.0	0	0.0	11	13.8	69	86.2	0	0.0	80
Germany	0	0.0	3	12.0	15	60.0	5	20.0	2	8.0	25
Total	10	2.2	52	11.3	147	32.0	233	50.7	18	3.9	460

Figure 30. Assessment of usefulness of given thematic areas: Using project method



In the area of using innovative methods of teaching and learning the greatest interest was connected with using active learning (91.7% of all respondents) and in a group of Italians - the method of projects (100%).

Using new technologies in teaching/learning

In the area of “Using new technologies in teaching/learning” the following elements were included: using interactive whiteboards, assistive technologies – hardware and software for students with disabilities, using the Internet in the educational process, creating multimedia teaching tools, e-learning, and using computer games in education.

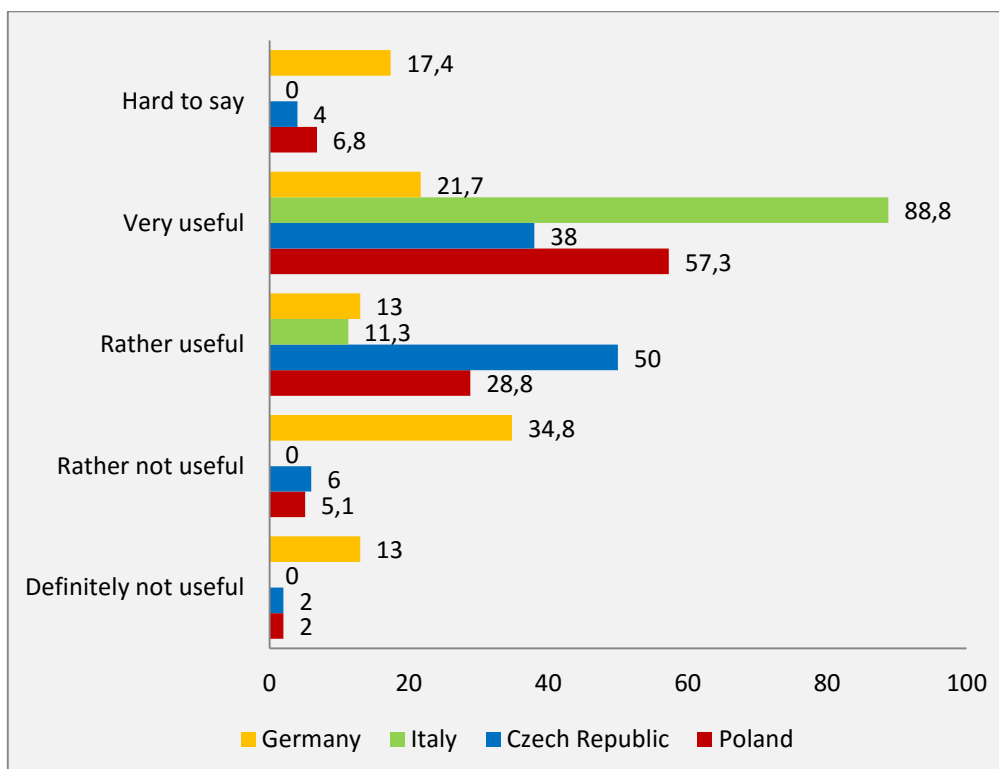
Using interactive whiteboards

This topic aroused the interest of 86.1% of all respondents, but the assessment depended on a country. Using interactive whiteboards was the most interesting for Italians – all of them considered it as useful - while Germans had rather opposing views – for 34.7% of them it was useful and for 47.8% it was not. Almost 17.4% of people had no opinion in this matter.

Table 33. Assessment of usefulness of given thematic areas: Using interactive whiteboards

Country	Using interactive whiteboards										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	
Poland	6	2.0	15	5.1	85	28.8	169	57.3	20	6.8	295
Czech Republic	1	2.0	3	6.0	25	50.0	19	38.0	2	4.0	50
Italy	0	0.0	0	0.0	9	11.3	71	88.8	0	0.0	80
Germany	3	13.0	8	34.8	3	13.0	5	21.7	4	17.4	23
Total	10	2.2	26	5.8	122	27.2	264	58.9	26	5.8	448

Figure 31. Assessment of usefulness of given thematic areas: Using interactive whiteboards





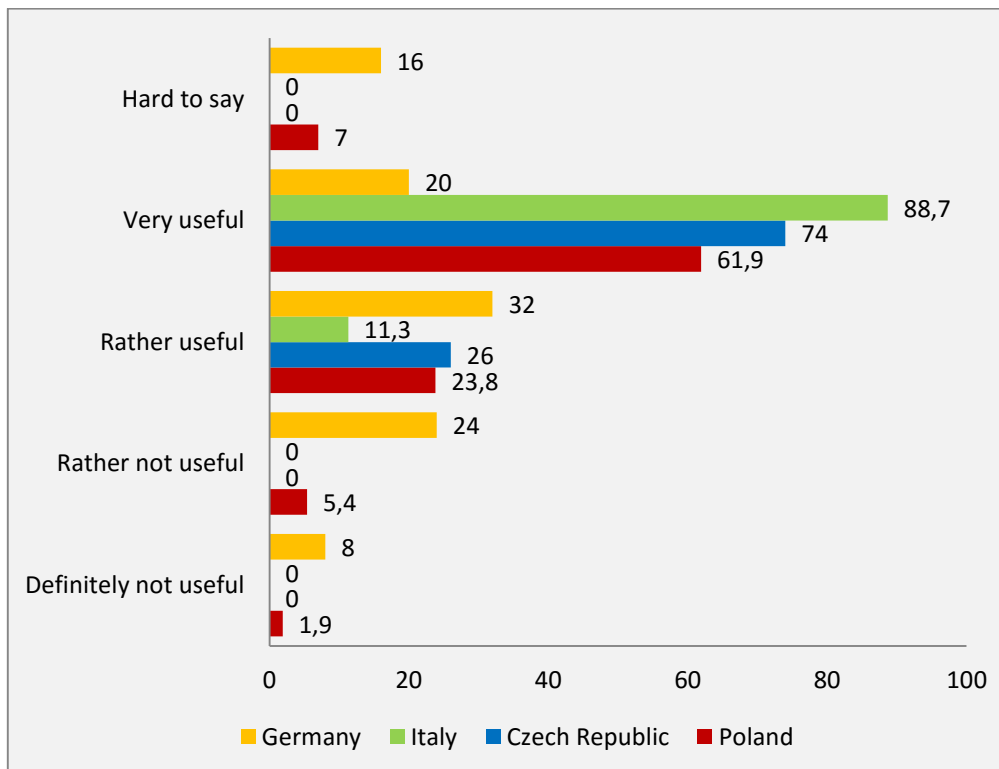
Assistive technologies – hardware and software for students with disabilities

Assistive technologies for people with disabilities were considered as an important part of the teacher development system by all respondents from the Czech Republic and Italy, a vast majority of Poles (85.7%) while in Germany only by half of people (52%).

Table 34. Assessment of usefulness of given thematic areas: Assistive technologies – hardware and software for students with disabilities

Country	Assistive technologies – hardware and software for students with disabilities										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	%	N	%	N	N
Poland	6	1.9	17	5.4	75	23.8	195	61.9	22	7.0	315
Czech Republic	0	0.0	0	0.0	13	26.0	37	74.0	0	0.0	50
Italy	0	0.0	0	0.0	9	11.3	71	88.7	0	0.0	80
Germany	2	8.0	6	24.0	8	32.0	5	20.0	4	16.0	25
Total	8	1.7	23	4.9	105	22.3	308	65.5	26	5.5	470

Figure 32. Assessment of usefulness of given thematic areas: Assistive technologies – hardware and software for students with disabilities



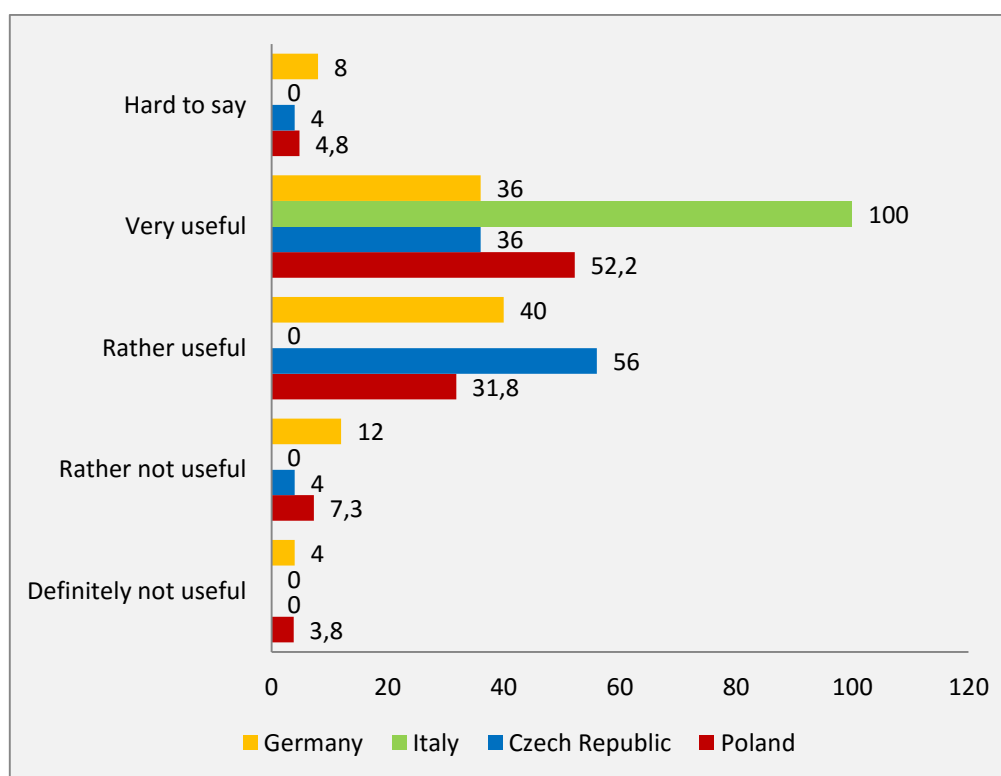
Using the Internet in the educational process

A vast majority (87.2%) of all surveyed teachers confirmed that trainings on using the Internet in the educational process was useful. It was also very useful for 100% of respondents from Italy.

Table 35. Assessment of usefulness of given thematic areas: Using the Internet in the educational process

Country	Using the Internet in the educational process										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	N
Poland	12	3.8	23	7.3	100	31.8	164	52.2	15	4.8	314
Czech Republic	0	0.0	2	4.0	28	56.0	18	36.0	2	4.0	50
Italy	0	0.0	0	0.0	0	0.0	80	100.0	0	0.0	80
Germany	1	4.0	3	12.0	10	40.0	9	36.0	2	8.0	25
Total	13	2.8	28	6.0	138	29.4	271	57.8	19	4.1	469

Figure 33. Assessment of usefulness of given thematic areas: Using the Internet in the educational process



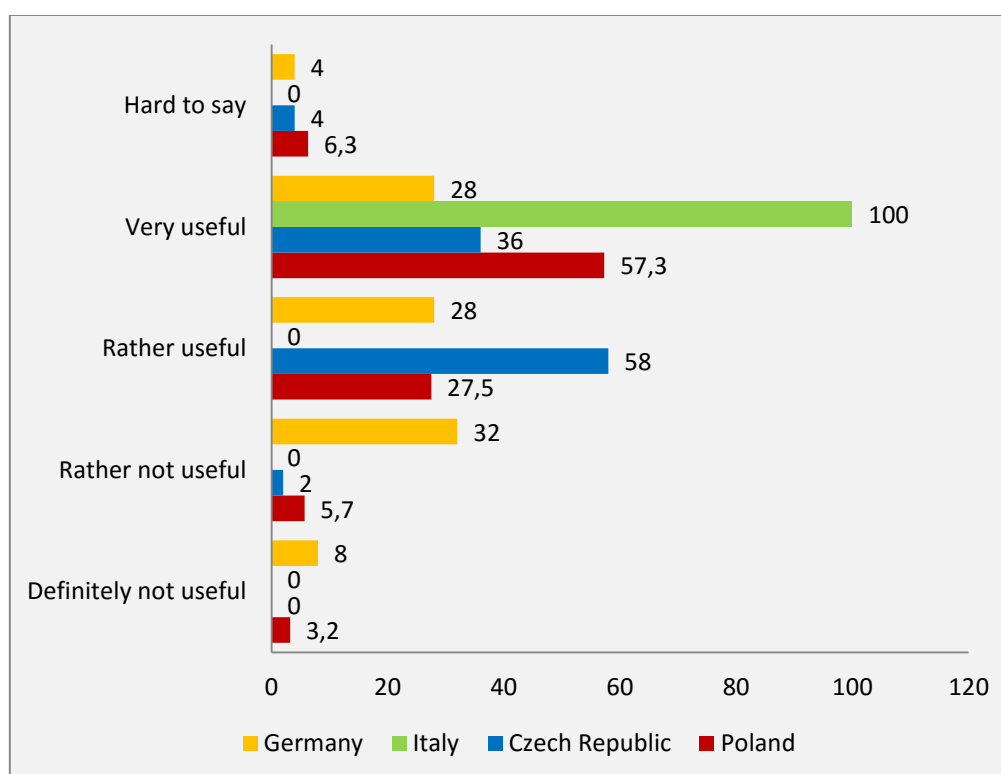
Creating multimedia teaching tools

In Italy all the teachers considered creating multimedia teaching tools as an important topic for a training. A vast majority of Czechs (94%), Poles (84.8%) and Germans (56%) found it necessary and useful.

Table 36. Assessment of usefulness of given thematic areas: Creating multimedia teaching tools

Country	Creating multimedia teaching tools										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	
Poland	10	3.2	18	5.7	87	27.5	181	57.3	20	6.3	316
Czech Republic	0	0.0	1	2.0	29	58.0	18	36.0	2	4.0	50
Italy	0	0.0	0	0.0	0	0.0	80	100.0	0	0.0	80
Germany	2	8.0	8	32.0	7	28.0	7	28.0	1	4.0	25
Total	12	2.5	27	5.7	123	26.1	286	60.7	23	4.9	471

Figure 34. Assessment of usefulness of given thematic areas: Creating multimedia teaching tools



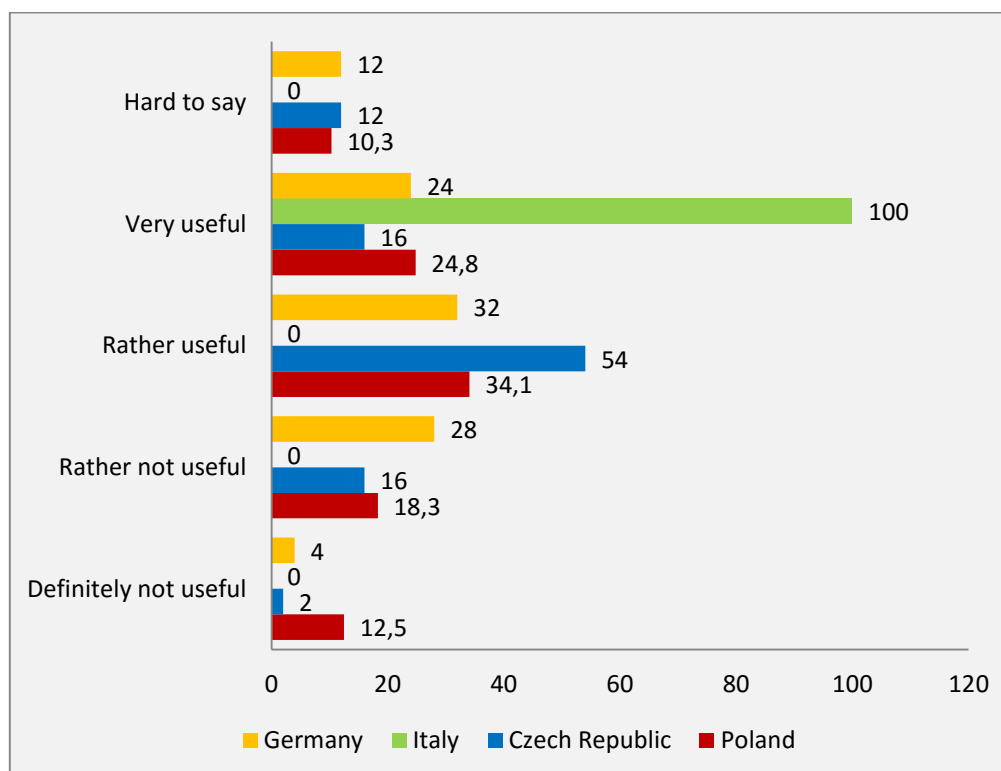
E-learning

Two thirds (67%) of respondents perceived e-learning as a needed issue. All Italian teachers found the high usefulness of e-learning as a part of the teacher development system. In Germany 32%, in Poland 30.8%, and in the Czech Republic 18% of respondents considered this topic as useless and almost the same number of teachers - from 10 to 12% - in the above mentioned countries did not express their opinion.

Table 37. Assessment of usefulness of given thematic areas: E-learning

Country	E-learning										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	
Poland	39	12.5	57	18.3	106	34.1	77	24.8	32	10.3	311
Czech Republic	1	2.0	8	16.0	27	54.0	8	16.0	6	12.0	50
Italy	0	0.0	0	0.0	0	0.0	80	100.0	0	0.0	80
Germany	1	4.0	7	28.0	8	32.0	6	24.0	3	12.0	25
Total	41	8.8	72	15.5	141	30.3	171	36.7	41	8.8	466

Figure 35. Assessment of usefulness of given thematic areas: E-learning



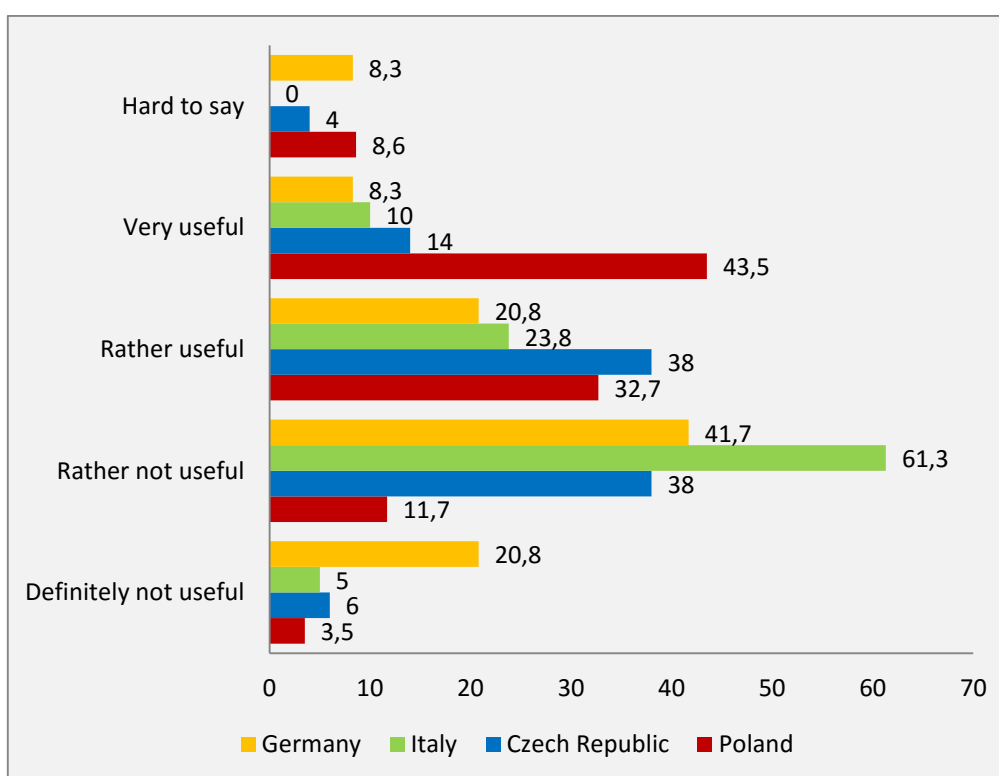
Using computer games in education

The topic of using computer games in education was the most popular in Poland where three quarters (76.2%) of teachers needed it; similarly, half of the Czechs respondents (52%), one third of Italians (33.8%), and 29.1% of Germans.

Table 38. Assessment of usefulness of given thematic areas: Using computer games in education

Country	Using computer games in education										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	N
Poland	11	3.5	37	11.7	103	32.7	137	43.5	27	8.6	315
Czech Republic	3	6.0	19	38.0	19	38.0	7	14.0	2	4.0	50
Italy	4	5.0	49	61.3	19	23.8	8	10.0	0	0.0	80
Germany	5	20.8	10	41.7	5	20.8	2	8.3	2	8.3	24
Total	23	4.9	115	24.5	146	31.1	154	32.8	31	6.6	469

Figure 36. Assessment of usefulness of given thematic areas: Using computer games in education



Italian teachers are the most interested in using new technologies in teaching/learning - all respondents have a need to train themselves in five out of six areas described in this part of the report. Less popular is only the use of computer games in the educational process.

The Czechs were the most interested in assistive technologies and devices for people with disabilities as well as in creating multimedia teaching tools and using the Internet.

Polish found the topic of using new technologies in teaching/learning as important, however they were the least interested in e-learning.

A relatively smaller interest in this area of trainings could be find among German teachers. Using the Internet was the most interesting for them whereas the least - games and interactive whiteboard.

Teamwork

Topics of trainings on teamwork included interpersonal communication, conflict solving, specialists cooperation in planning and implementation of the educational process, and cooperation with a student's family and a local community.

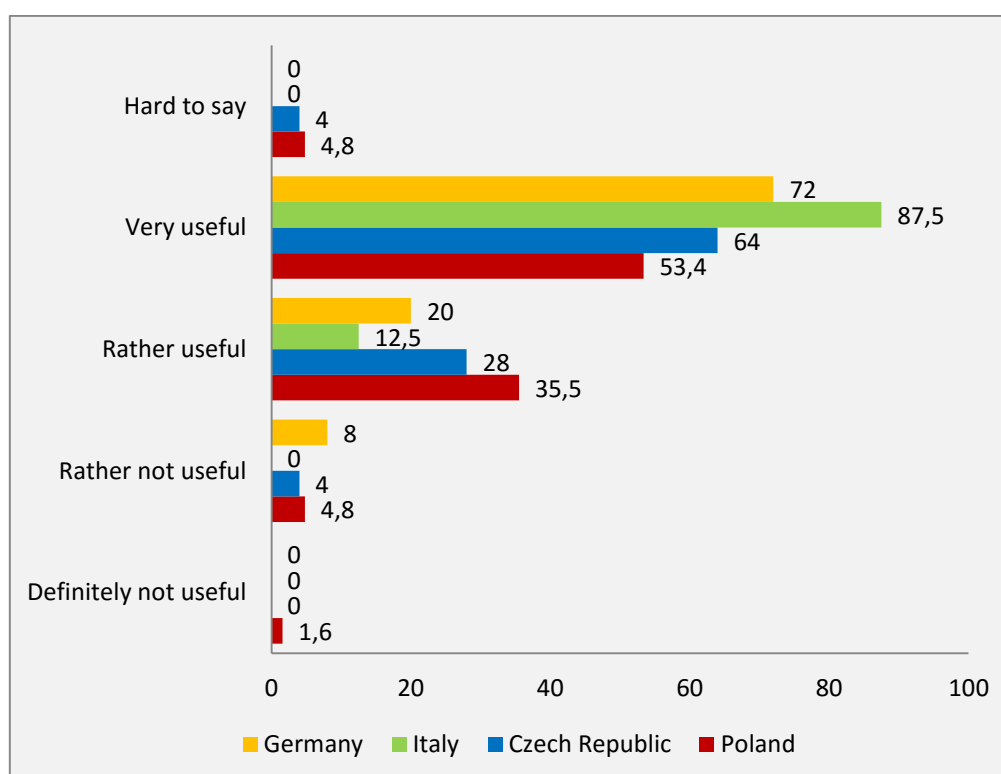
Interpersonal communication

All respondents (91.2%) found interpersonal communication as an interesting topic of a training whereas all Italians did so.

Table 39. Assessment of usefulness of given thematic areas: Interpersonal communication

Country	Interpersonal communication										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	
Poland	5	1.6	15	4.8	111	35.5	167	53.4	15	4.8	313
Czech Republic	0	0.0	2	4.0	14	28.0	32	64.0	2	4.0	50
Italy	0	0.0	0	0.0	10	12.5	70	87.5	0	0.0	80
Germany	0	0.0	2	8.0	5	20.0	18	72.0	0	0.0	25
Total	5	1.1	19	4.1	140	29.9	287	61.3	17	3.6	468

Figure 37. Assessment of usefulness of given thematic areas: Interpersonal communication



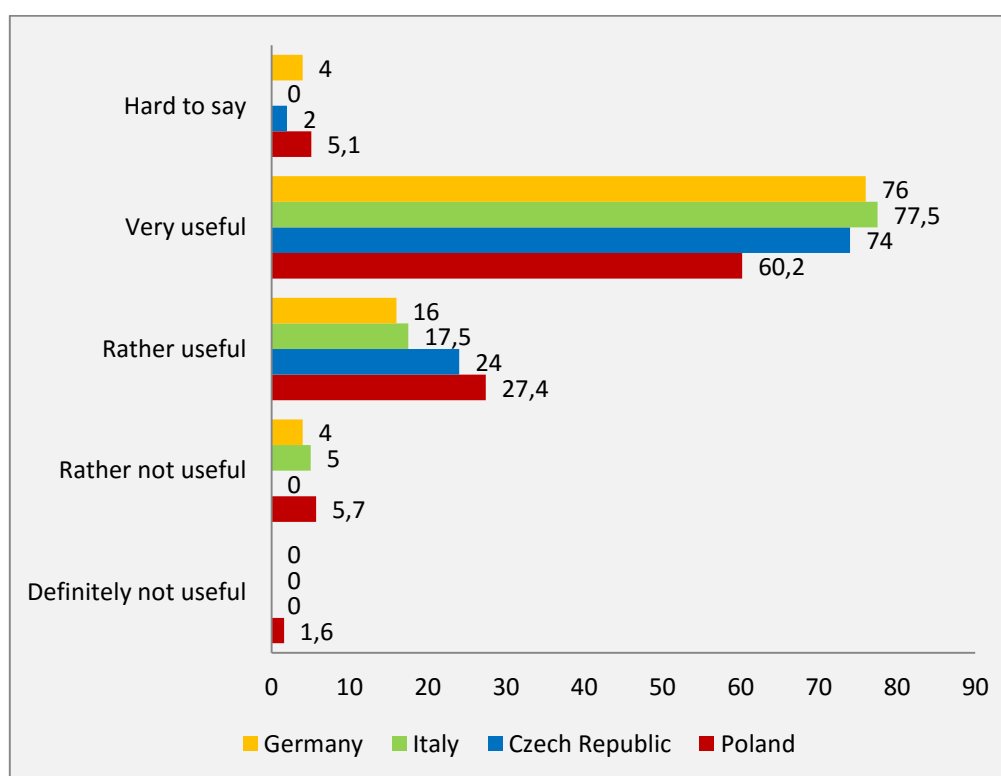
Conflict solving

Almost all respondents (90.2%) would like to participate in a training concerning conflict solving.

Table 40. Assessment of usefulness of given thematic areas: Conflict solving

Country	Conflict solving										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	
Poland	5	1.6	18	5.7	86	27.4	189	60.2	16	5.1	314
Czech Republic	0	0.0	0	0.0	12	24.0	37	74.0	1	2.0	50
Italy	0	0.0	4	5.0	14	17.5	62	77.5	0	0.0	80
Germany	0	0.0	1	4.0	4	16.0	19	76.0	1	4.0	25
Total	5	1.1	23	4.9	116	24.7	307	65.5	18	3.8	469

Figure 38. Assessment of usefulness of given thematic areas: Conflict solving



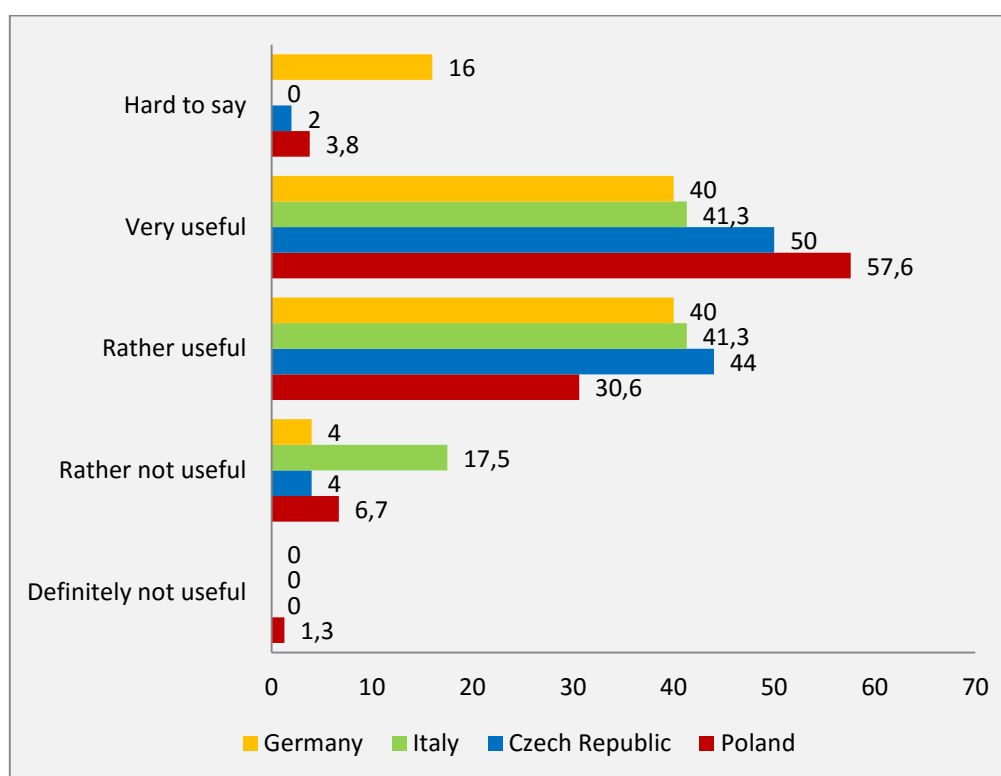
Specialists cooperation in planning and implementation of the educational process

A vast majority (87.4%) of the teachers state that the topic of specialists cooperation in planning and implementation of the educational process is important.

Table 41. Assessment of usefulness of given thematic areas: Specialists cooperation in planning and implementation of the educational process

Country	Specialists cooperation in planning and implementation of the educational process										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	
Poland	4	1.3	21	6.7	96	30.6	181	57.6	12	3.8	314
Czech Republic	0	0.0	2	4.0	22	44.0	25	50.0	1	2.0	50
Italy	0	0.0	14	17.5	33	41.3	33	41.3	0	0.0	80
Germany	0	0.0	1	4.0	10	40.0	10	40.0	4	16.0	25
Total	4	0.9	38	8.1	161	34.3	249	53.1	17	3.6	469

Figure 39. Assessment of usefulness of given thematic areas: Specialists cooperation in planning and implementation of the educational process



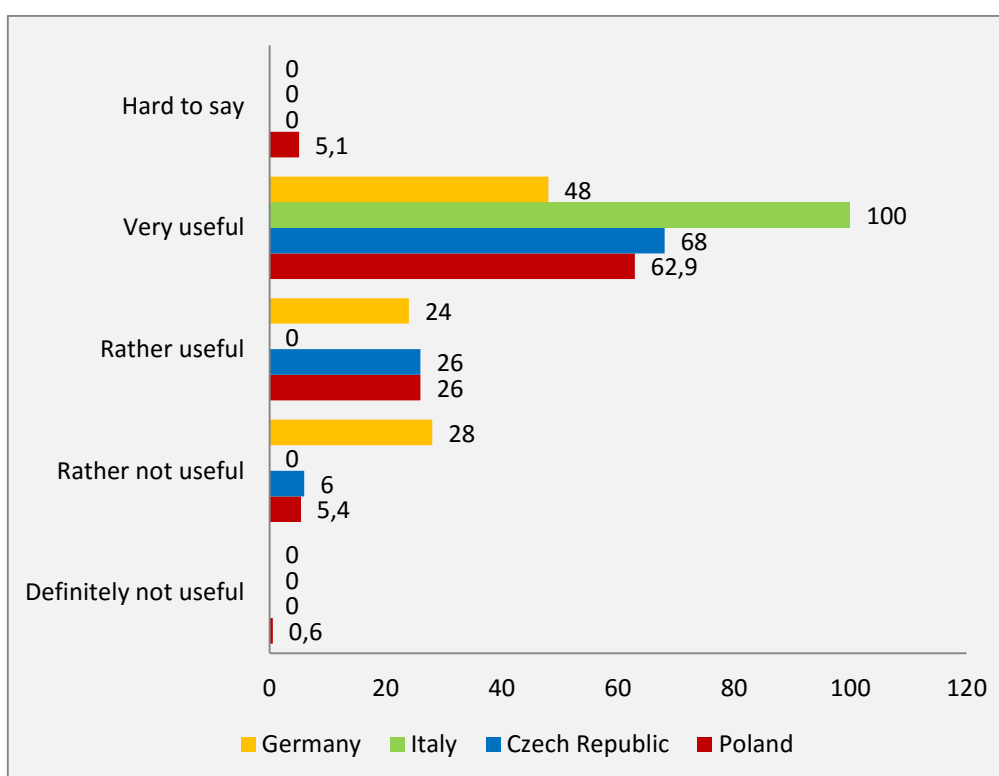
Cooperation with student's family and local community

Almost all (90.4%) teachers were interested in the issue of cooperation with the pupil's family and the local community while 100% of Italians did so. German teachers were less interested in this topic – one teacher out of four (28%) considered it as not useful.

Table 42. Assessment of usefulness of given thematic areas: Cooperation with student's family and local community

Country	Cooperation with student's family and local community										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	N
Poland	2	0.6	17	5.4	82	26.0	198	62.9	16	5.1	315
Czech Republic	0	0.0	3	6.0	13	26.0	34	68.0	0	0.0	50
Italy	0	0.0	0	0.0	0	0.0	80	100.0	0	0.0	80
Germany	0	0.0	7	28.0	6	24.0	12	48.0	0	0.0	25
Total	2	0.4	27	5.7	101	21.5	324	68.9	16	3.4	470

Figure 40. Assessment of usefulness of given thematic areas: Cooperation with student's family and local community



All the above mentioned components of trainings on teamwork were perceived as useful and important to a vast majority of respondents.

Teacher's effectiveness

In the area of "Teacher's effectiveness" the following elements were included: evaluation of teacher's work; stress at work, burnout; techniques of relaxation and concentration, voice emission.

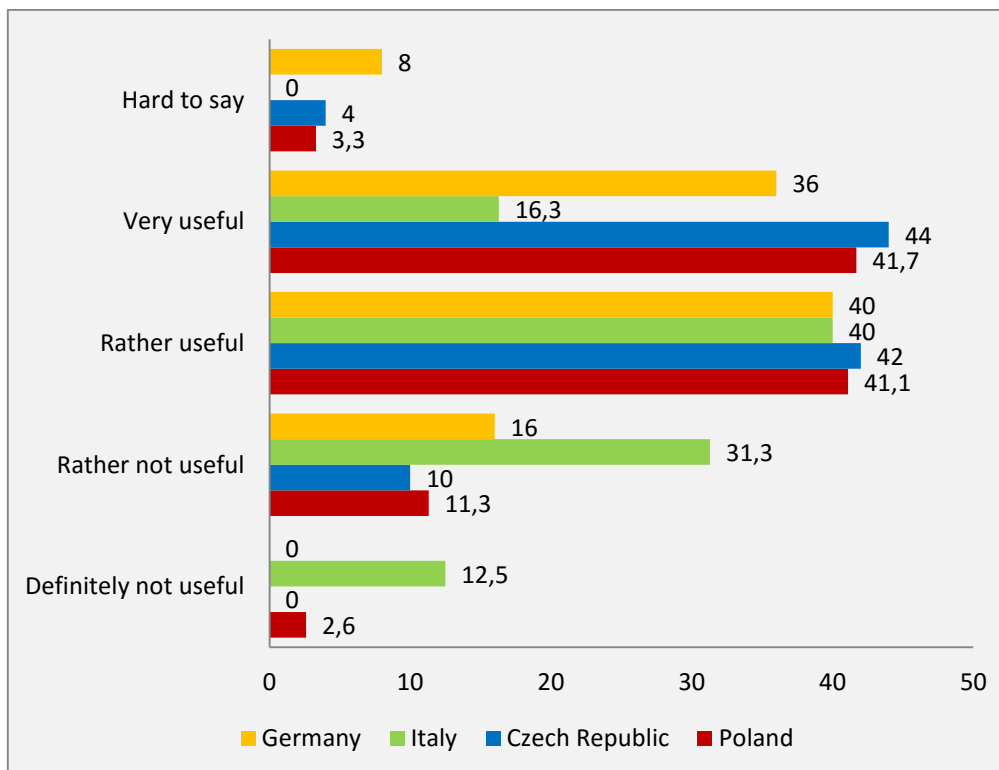
Evaluation of teacher's work

A vast majority of Czech (86%) and Polish (82.8%) teachers underlined a need of participating in trainings on evaluation of their own work. Three quarters (76%) of Germans stated it, too. The Italians had opposing point of view in this matter - more than half of them (56.3%) considered such trainings as valuable whereas according to 43.8% - they were rather not.

Table 43. Assessment of usefulness of given thematic areas: Evaluation of teacher's work

Country	Evaluation of teacher's work										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	N
Poland	8	2.6	34	11.3	124	41.1	126	41.7	10	3.3	302
Czech Republic	0	0.0	5	10.0	21	42.0	22	44.0	2	4.0	50
Italy	10	12.5	25	31.3	32	40.0	13	16.3	0	0.0	80
Germany	0	0.0	4	16.0	10	40.0	9	36.0	2	8.0	25
Total	18	3.9	68	14.9	187	40.9	170	37.2	14	3.1	457

Figure 41. Assessment of usefulness of given thematic areas: Evaluation of teacher's work



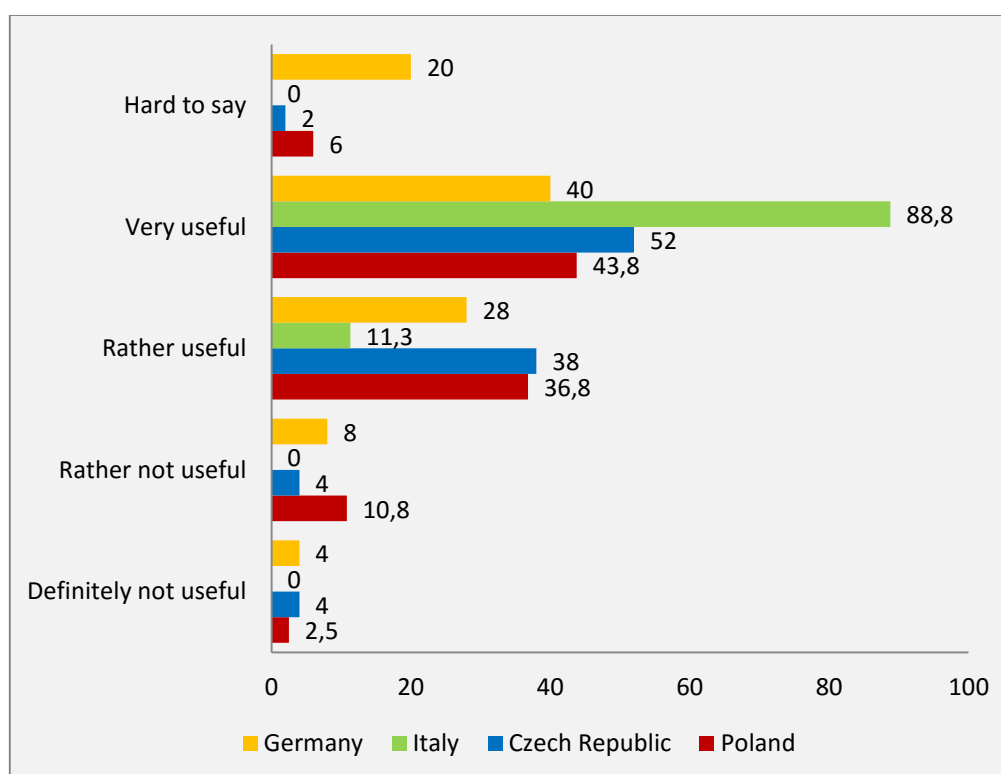
Burnout, stress at work,

Burnout and occupational stress is a good subject for a training according to most of the surveyed teachers (84.2%). All Italian teachers had positive opinion in this matter while Germans were the most skeptical (68% had a positive attitude, 20% did not present their point of view).

Table 44. Assessment of usefulness of given thematic areas: Burnout, stress at work

Country	Burnout and stress at work										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	N
Poland	8	2.5	34	10.8	116	36.8	138	43.8	19	6.0	315
Czech Republic	2	4.0	2	4.0	19	38.0	26	52.0	1	2.0	50
Italy	0	0.0	0	0.0	9	11.3	71	88.8	0	0.0	80
Germany	1	4.0	2	8.0	7	28.0	10	40.0	5	20.0	25
Total	11	2.3	38	8.1	151	32.1	245	52.1	25	5.3	470

Figure 42. Assessment of usefulness of given thematic areas: Burnout, stress at work



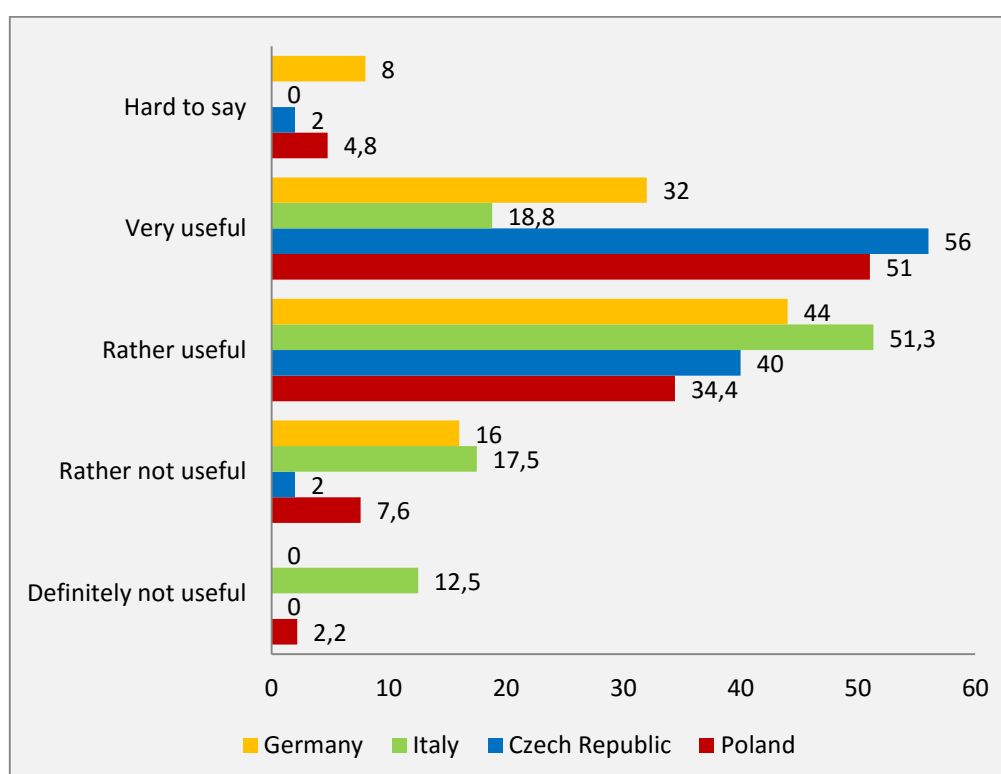
Techniques of relaxation and concentration, voice emission in teacher's work

Almost all respondents (83.4%), in particular Czechs (96%), considered techniques of relaxation and concentration as well as voice emission as a useful topic for a training. The most diverse opinions were presented by the Italians - 70% of them supported this statement and 30% did not see advantages of that kind of trainings.

Table 45. Assessment of usefulness of given thematic areas: Techniques of relaxation and concentration, voice emission in teacher's work

Country	Techniques of relaxation and concentration, voice emission in teacher's work										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	
Poland	7	2.2	24	7.6	108	34.4	160	51.0	15	4.8	314
Czech Republic	0	0.0	1	2.0	20	40.0	28	56.0	1	2.0	50
Italy	10	12.5	14	17.5	41	51.3	15	18.8	0	0.0	80
Germany	0	0.0	4	16.0	11	44.0	8	32.0	2	8.0	25
Total	17	3.6	43	9.2	180	38.4	211	45.0	18	3.8	469

Figure 43. . Assessment of usefulness of given thematic areas: Techniques of relaxation and concentration, voice emission in teacher's work



The effectiveness of the teacher's work is another topic for potential trainings, which is important for a vast majority of respondents.

For Czechs people, the most important aspects of teacher's effectiveness are techniques of relaxation and concentration as well as voice emission whereas for Italians - burnout and professional stress.

Education law

Topics of trainings proposed within the education law area are following: rules of promotion and legal aspects of schools and institutions' functioning.

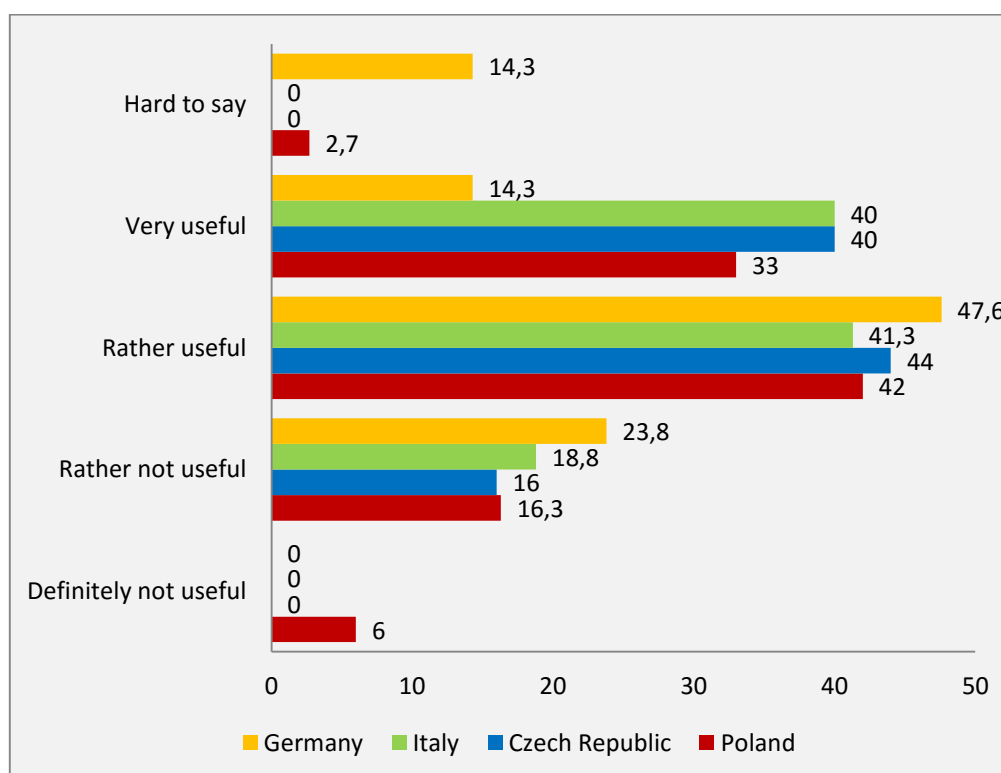
Rules of promotion

Most of the teachers in all countries have understood the need of trainings on that topic, but in each country there were 20% of respondents (from 16 to 23.8%) who did not share this opinion.

Table 46. Assessment of usefulness of given thematic areas: Rules of promotion

Country	Rules of promotion										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	
Poland	18	6.0	49	16.3	126	42.0	99	33.0	8	2.7	300
Czech Republic	0	0.0	8	16.0	22	44.0	20	40.0	0	0.0	50
Italy	0	0.0	15	18.8	33	41.3	32	40.0	0	0.0	80
Germany	0	0.0	5	23.8	10	47.6	3	14.3	3	14.3	21
Total	18	4.0	77	17.1	191	42.4	154	34.1	11	2.4	451

Figure 44. Assessment of usefulness of given thematic areas: Rules of promotion



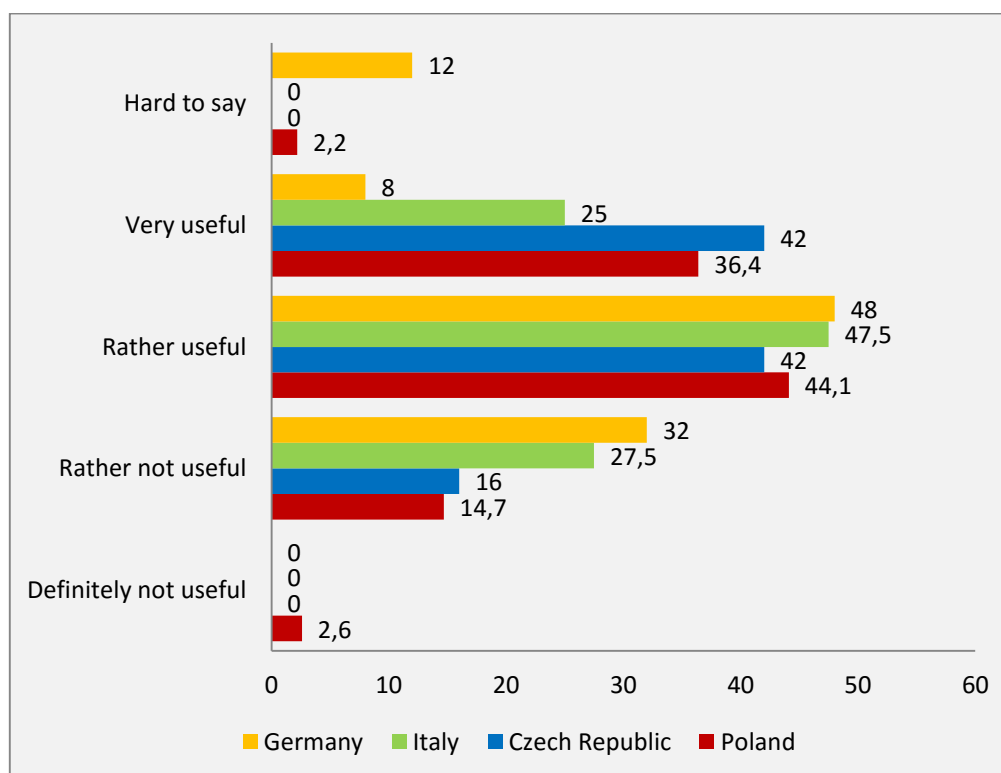
Legal aspects of schools and institutions' functioning

A vast majority of Czechs (84%) and Poles (80%) would participate in a training on legal aspects of the school functioning as well as almost three quarters (72.5%) of Italians and slightly more than half of Germans (56%).

Table 47. Assessment of usefulness of given thematic areas: Legal aspects of schools and institutions' functioning

Country	Legal aspects of schools and institutions’ functioning										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	N
Poland	8	2.6	46	14.7	138	44.1	114	36.4	7	2.2	313
Czech Republic	0	0.0	8	16.0	21	42.0	21	42.0	0	0.0	50
Italy	0	0.0	22	27.5	38	47.5	20	25.0	0	0.0	80
German y	0	0.0	8	32.0	12	48.0	2	8.0	3	12.0	25
Total	8	1.7	84	17.9	209	44.7	157	33.5	10	2.1	468

Figure 45. Assessment of usefulness of given thematic areas: Legal aspects of schools and institutions' functioning



School/institution development

Training area for the development of schools and institutions includes: acquisition of EU funds, extending school's educational offer, adjusting conditions and work organization to the needs of students with disabilities.

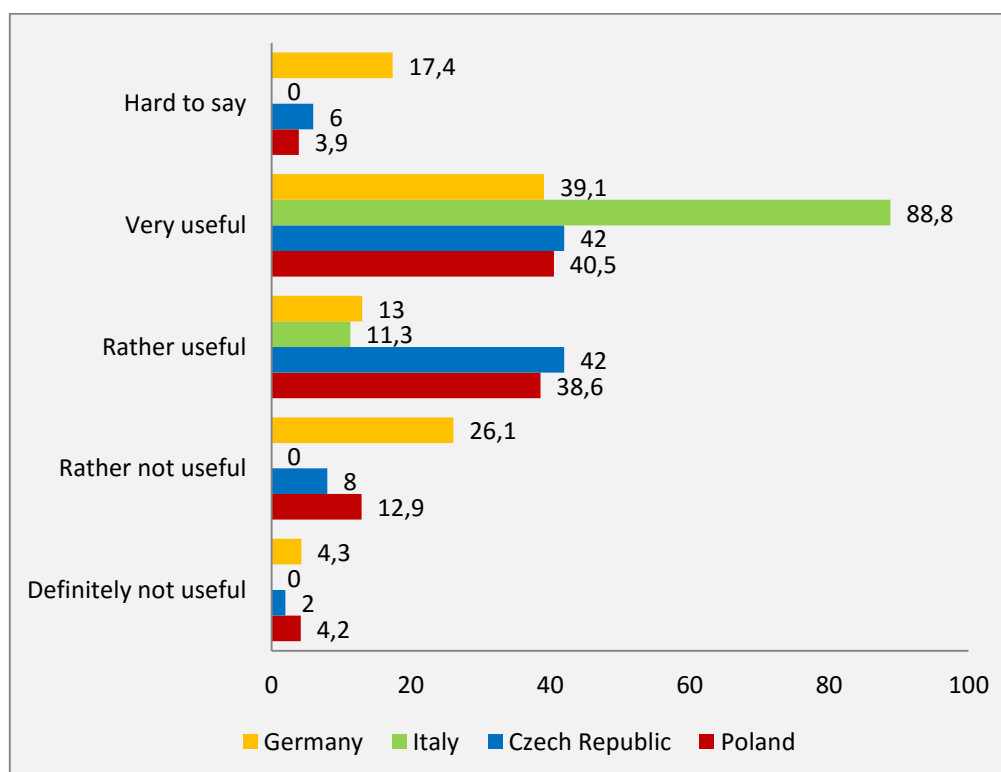
Acquisition of EU funds

All teachers from Italy (100%), the Czech Republic teachers (84%) as well as Polish ones (79%) needed trainings on EU funds acquisition while only half of German teachers (52.1%) did so.

Table 48. Assessment of usefulness of given thematic areas: Acquisition of EU funds

Country	Acquisition of EU funds										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	N
Poland	13	4.2	40	12.9	120	38.6	126	40.5	12	3.9	311
Czech Republic	1	2.0	4	8.0	21	42.0	21	42.0	3	6.0	50
Italy	0	0.0	0	0.0	9	11.3	71	88.8	0	0.0	80
Germany	1	4.3	6	26.1	3	13.0	9	39.1	4	17.4	23
Total	15	3.2	50	10.8	153	33.0	227	48.9	19	4.1	464

Figure 46. Assessment of usefulness of given thematic areas: Acquisition of EU funds



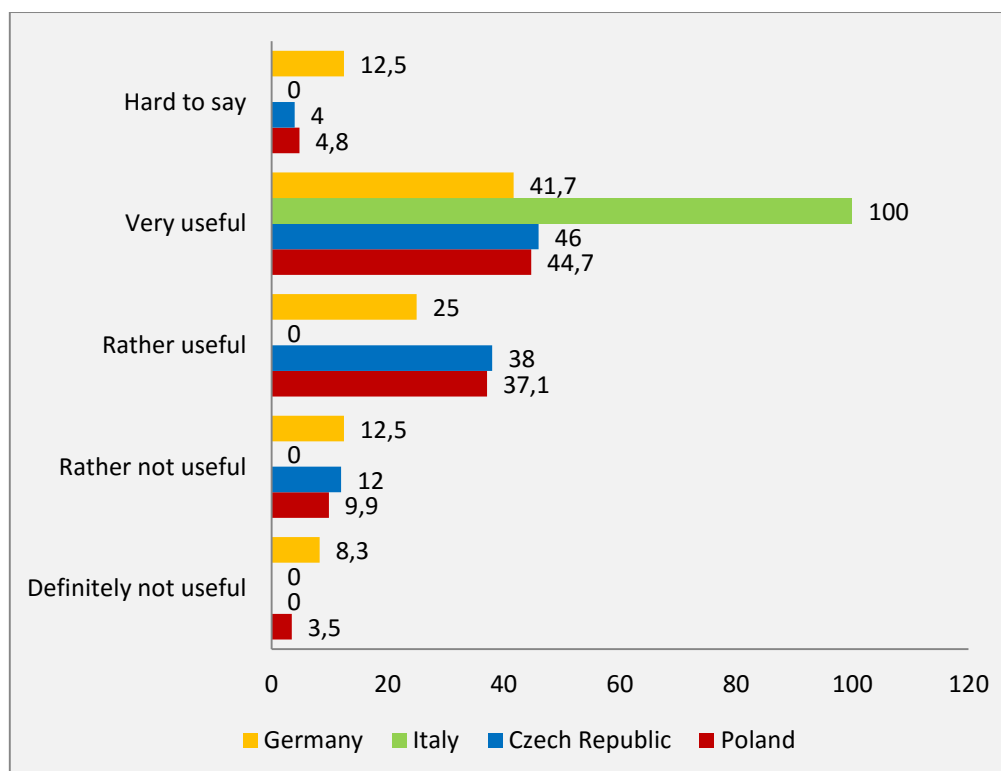
Extending school's educational offer

Extending school education offer is a training topic needed for all Italian teachers , a vast majority of Czechs (84%), and Poles (81.8%), as well as two thirds (66.7%) of Germans.

Table 49. Assessment of usefulness of given thematic areas: Extending school's educational offer

Country	Extending school education offer										Topic
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	N
Poland	11	3.5	31	9.9	116	37.1	140	44.7	15	4.8	313
Czech Republic	0	0.0	6	12.0	19	38.0	23	46.0	2	4.0	50
Italy	0	0.0	0	0.0	0	0.0	80	100.0	0	0.0	80
Germany	2	8.3	3	12.5	6	25.0	10	41.7	3	12.5	24
Total	13	2.8	40	8.6	141	30.2	253	54.2	20	4.3	467

Figure 47. Assessment of usefulness of given thematic areas: Extending school's educational offer



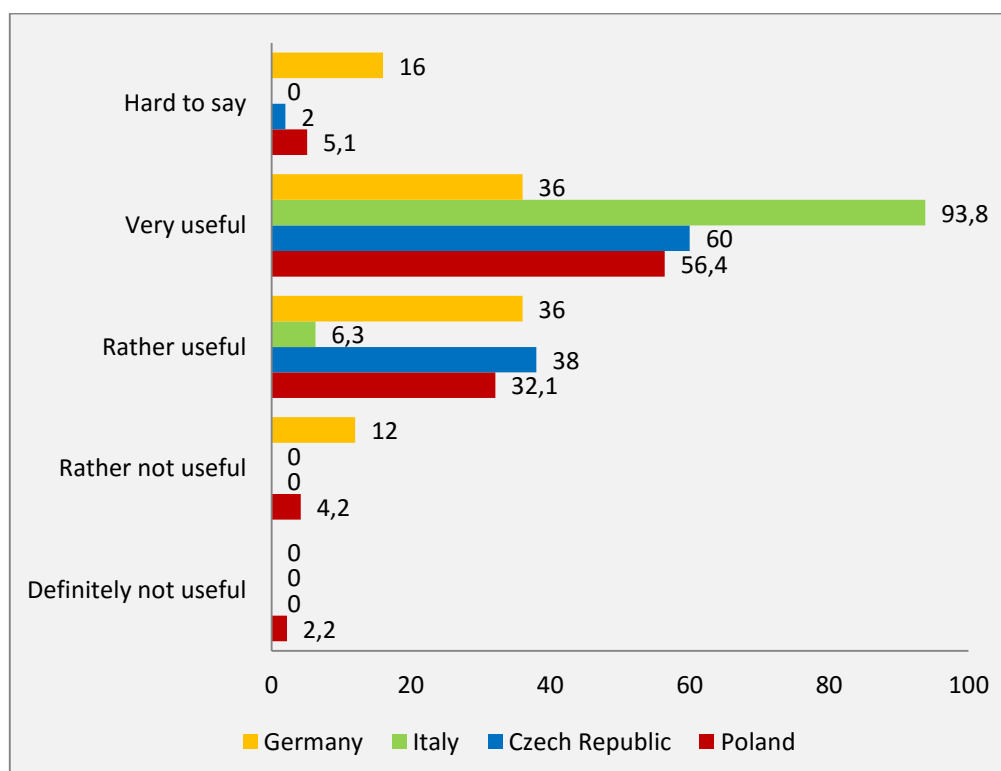
Adjusting conditions and work organization to the needs of students with disabilities

All Italian respondents, almost all Czechs (98%), a vast majority of Polish (88.5%), and almost three quarters of Germans found the adjustment of conditions and work organization to the needs of students with disabilities as an important and useful topic for a training.

Table 50. Assessment of usefulness of given thematic areas: Adjusting conditions and work organization to the needs of students with disabilities

Country	Adjusting conditions and work organization to the needs of students with disabilities										Total
	Definitely not useful		Rather not useful		Rather useful		Very useful		Hard to say		
	N	%	N	%	N	N	N	%	N	%	N
Poland	7	2.2	13	4.2	100	32.1	176	56.4	16	5.1	312
Czech Republic	0	0.0	0	0.0	19	38.0	30	60.0	1	2.0	50
Italy	0	0.0	0	0.0	5	6.3	75	93.8	0	0.0	80
Germany	0	0.0	3	12.0	9	36.0	9	36.0	4	16.0	25
Total	7	1.5	16	3.4	133	28.5	290	62.1	21	4.5	467

Figure 48. Assessment of usefulness of given thematic areas: Adjusting conditions and work organization to the needs of students with disabilities



All Italian teachers are generally interested in trainings on a school/institution development as well as a majority of Poles and Czechs. German teachers express less interest in the above mentioned issues.

Motivation to improve skills and qualifications

In this part of the study all respondents estimated on a scale from 1 (very little) to 5 (very much) the level of influence of various factors convincing them to improve their skills and professional qualifications. In order to compare the validity of the impact of individual factors the mean, median, and mode were calculated.

The order of declared factors which motivated teachers to choose a training was the same in Poland, the Czech Republic and Germany: to improve the quality of teacher's own work, the need of personal development, student's needs, institution's needs, having a good time, and the least important – promotion possibilities. In Italy there were: student's needs, possibility of promotion, improving the quality of their own work, the need of personal development, institution's needs, and the least important- having a good time.

Table 51. Motivation to improve skills and qualifications

	Country	N	Mean	Median	Mode
Promotion possibilities	Poland	313	3.46	4	5
	Czech Republic	48	3.08	3	4
	Italy	80	3.90	4	3
	Germany	26	2.62	2	1
Need of personal development	Poland	318	4.52	5	5
	Czech Republic	48	4.35	5	5
	Italy	80	3.20	3	3
	Germany	26	4.15	4	5
Institution's needs	Poland	315	3.90	4	4
	Czech Republic	48	3.58	4	4
	Italy	80	3.04	3	3
	Germany	26	3.46	3	3
Student's needs	Poland	318	4.41	5	5
	Czech Republic	48	4.15	4	4
	Italy	80	4.10	4	4
	Germany	26	3.92	4	4
Improving the quality of teacher's individual work	Poland	317	4.59	5	5
	Czech Republic	48	4.46	5	5
	Italy	80	3.26	3	3
	Germany	26	4.27	4	4
Having a good time	Poland	315	3.68	4	4
	Czech Republic	48	3.46	4	4
	Italy	80	2.81	3	3
	Germany	26	2.85	3	2