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FACTORS INFLUENCING MOBILITY OF TEACHERS FROM HARJUMAA AND
IDA-VIRUMAA REGIONS
IN THE FRAME OF LIFELONG LEARNING PROGRAMME COMENIUS

Master's thesis

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ABSTRACT

Teacher mobility is a process with old routes in the history, but its importance was emphasized only in the past 25 years, once education sector of member states became an important subject on European agenda. The interest for teacher mobility and as a result the great support provided emerged along with establishment of main priorities of European Union among which raising awareness of member states citizens about EU citizenships became a primary goal. In this order Lifelong Learning Programme Comenius was especially designed for the education area to offer the framework to schools' actors for participation in international mobility activities. Theoretical framework regarding mobility "as a process of change affecting modes of behaviour or trajectories of individuals or social groups" was enriched concomitantly.

Besides the positive achievements on the path of teacher mobility developments, there were met obstacles and limits discussed in the specialized literature on education and teacher mobility. On the other hand precise estimates on teacher mobility in Estonia comprising researches on affects and teachers' approach towards mobility are lacking. This research was carried out to identify the main factors affecting the decision making process of teachers from Estonian schools from Ida-Virumaa and Harjumaa to participate in international mobility activities in the frame of Comenius programme. Furthermore policy recommendations were made based on the findings in the study in order to decrease the negative impact of the identified factors on teachers' approach towards international mobility.

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INTRODUCTION

The mobility of people, including the mobility of teachers – a process with old routes back in the history (Kim, 2009) – increased dramatically in Europe in the past decade. The enlargement of European Union lead to the diversification of possibilities for citizens to travel, to be mobile, to learn, to experience, to promote, and to acquire new skills and knowledge which can be employed in home country. The path to all of the above described possibilities was settled down and received support through policies of the European Commission in the field of Lifelong Learning which aims at promoting the feeling of European citizenship among the inhabitants of member states; at “development of EU as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion”; at promoting the awareness about cultural diversity in Europe and tolerance towards each other; at increasing the interest for the languages spoken in European Union; at fostering the “interchange, co-operation and mobility between education and training institutions within EU” – priorities that are reviewed and reinforced in the new Lifelong Learning Programmes Guide (Education and Culture DG, 2011: 3) based on Decision of the European Parliament and of the Council from 2006 on establishing an action programme in the field of lifelong learning (European Union, 2006: 45).

The importance of education sector of the member states as a favourable environment to start from in order to achieve the listed objectives was emphasized already in Article 126 of the Treaty of Maastricht on European Union signed in 1992, entered into force in 1993. The treaty specified the actions and steps going to be undertaken in this direction. Among them the encouragement of students and teachers mobility was seen as a priority task to be accomplished.

Lifelong learning programs, especially Comenius programmes are seen as one of the main tools supporting these actions: teachers’ mobility and cooperation among schools in Europe under diverse forms. There are allocated special funds for this purpose and enabled a support system. Teachers from all member states are free to

apply for funds under different actions of Comenius and move between states, between European schools. The same statement applies for the teachers in Estonia. Even though the number of teachers and schools participating in projects under Comenius actions increased significantly in the past few years, there are still gaps and problems of different nature that members of the educational staff are facing.

The importance and necessity of teacher mobility as a complex process designed to achieve certain aims established in the frames of Lifelong learning programs find a reasonable explanation in the existing theory of mobility. The foundations for future mobility were settled down in the humanistic philosophy on education well described by Elias and Merriam in their book “*Philosophical Foundations for Adult Education*” in 1980. The definition and typology of mobility are very well described from cosmopolitan perspective by sociologists like Vincent Kaufmann in the book “*Tracing Mobilities Towards a Cosmopolitan Perspective*” published in 2008 and Jonas Urry in “*Sociology Beyond Societies : Mobilities for Twenty First Century*” published in 2000. Both authors develop the concept of “mobility” locating it in the present knowledge driven society and economy. The classification of different types of mobility – geographical mobility, change of status mobility, virtual mobility, imaginative mobility – introduced by Urry and Kauffman are taken as main theoretical background for the present study.

Robert Cowen’s “*The transfer, translation and transformation of educational processes: and their shape-shifting?*” from 2009 and Catherine Mary Down’s “*The metaphor and reality of contextual transfer*” (2011) articles bring important contributions to the theory of mobility describing their features which provides the necessary framework to understand the functioning of mobility. The mechanisms of teacher mobility described by Cowen and Down – transfer, translation or transition and transformation – are essential in the explanatory process of teacher mobility in nowadays society.

The translation into practice of policies aiming at supporting mobility of teachers – one of the main features of teacher mobility – is discussed by researcher Elaine Unterhalter in her article “*Translations and transversal dialogues: an examination of mobilities associated with gender, education and global poverty reduction*” published in 2009. In her article the author is emphasizing the importance of two main questions

needed to be answered when discussing the mobility of teachers: “What matters?” and “What works?”. While the former question represents the normative aspirations of policy makers, the latter one expresses the action. In other words the author stresses the importance of adaptation of policies to the real needs of target groups.

On the other hand along with the practical development of the mobility among educational staff from schools, the process captured the attention of numerous researchers in the field of education what concerns mobility of teachers. Already in 1990, prior to the official elaboration of the teachers’ mobility programmes Comenius, Michael Bruce notices the importance of teacher mobility process for the achievement of European Communities goals based on the positive achievements obtained through the ERASMUS programmes in his article “*Internationalising Teacher Education*” (Bruce, 1990).

In the same period Wolfgang Mitter describes the “problems, challenges and perspectives” that teachers have to face in changing society, referring to the necessity of mobility in order to promote the intercultural dimension of the professional work. In his article “*Teacher Education in Europe: Problems, Challenges, Perspectives*” published in 1991 Mitter focuses on the role of teacher in a Unified Europe and traces the future developments on the path of international teacher mobility (Mitter, 1991).

The teacher mobility is analyzed through the prism of Comenius mobility programmes and its impact on the education in Europe by Yves Beernaert first in his article “*Teacher Education and Lifelong Learning: The Contribution of action 3 of Comenius European In-Service Education projects*” published in 1997, continuing with Arno Libotton, Johan van Braak and Mara Garofalo’s research “*ATEE Interactive Co-ordination and Educational Monitoring of Socrates Comenius Action 3 Projects*” from year 2002. Gerit Jaritz, Cristina Allemann-Ghionda and Frotz Oser in their publication “*Pains and Gains of International Mobility in Teacher Education*” reflect on main challenges faced by staff of schools while being involved in International mobility (Jaritz et al., 2011).

These and other notable researchers contributed at a great extent at the understanding of the meaning and importance of teachers’ and pupils’ international mobility as ways forward in education system of EU member states.

The literature about involvement of teachers from Estonian schools in mobility activities is very limited. There are not carried out or published researches on Comenius programmes in Estonia. There are made references about participation of different target groups in Lifelong Learning Programmes in reports carried out by certain institutions (see below) in Estonia. European Commission focused on evaluation of different Comenius actions impact at European level, where Estonia is included as a part. A deep analysis of Comenius in Estonia is still missing.

It was of interest to analyze the actual situation of the teacher mobility phenomena in the basic and secondary schools in Estonia having in mind several aspects:

- large support for the teacher mobility in Europe coming from European Commission;

- previous appreciation (see *Study of the impact of Comenius In-Service Training activities* published by European Commission in 2010 ; PRAXIS report on Lifelong learning in Estonia, 2010)) and researches done in the field of teacher mobility across Europe;

- published in May 2011 evaluation report of “The Impact of International Short-term Mobility in the Frame of European Lifelong Learning Programmes” / “ „Euroopa elukestva õppe programmi lühiajalise õpirände mõju ja tulemuste hindamine“ in Estonian language by Archimedes Foundation;

- the fact that Estonia is a member state where Comenius programmes is implemented already before the country became an EU member;

- the lack of a qualitative researches and data about the participation of teachers from Estonia from both Russian and Estonian schools of general education.

The purpose of this study is to identify the factors affecting the decision-making process of teachers from schools with Estonian as language of instruction and schools with Russian as language of instruction about their participation in mobility activity under Comenius programmes.

The objectives of the research are:

- To evaluate the attitude of teachers from schools from Harjumaa and Ida-Virumaa regions of Estonia towards international mobility under Comenius programmes;

- To evaluate different factors that have a direct impact on teachers' attitude towards international mobility;
- To find out main challenges, problems and motivational aspects of teachers from Harjumaa and Ida-Virumaa regions to participate in international mobility programme Comenius.

The data for the research purpose study was collected using empirical qualitative study: in-depth interviews with 9 teachers both from schools with Estonian as language of instruction and schools with Russian as language of instruction from Harjumaa and Ida-Virumaa counties. For the sake of simplicity I will use, throughout the text of the thesis, expressions "Estonian schools" and "Russians schools" to refer to the schools with Estonian and Russian as the language of instruction, respectively. Both types of schools was selected in order to keep a balance of the research sample, taking into account the proportion of Russian population in Estonia and number of Russian schools from Ida-Virumaa and Harjumaa regions. A detailed presentation of the sample and of the methods used in the empirical part of this project can be found in section III.1 Methodology.

The discussions with representatives of different schools from Estonia were brought out important obstacles for teachers to do extra activity outside of usual school programmes and curricula. Going deeper into the topic with the same teachers was revealed the fact that teachers lack information about programs supporting mobility of teachers abroad. On the other Lifelong Learning Programmes are meant to involve a great number of target group people, with a special focus on education staff members. The importance of this study is that it reveals the main factors which influence teachers' further involvement in international mobility. As a step further there are made suggestions based on teachers' experience concerning future developments in the policy area of international teacher mobility under Comenius programmes.

The Master's thesis is structured in three chapters, each of them divided into sections treating different aspects related to the research topic.

Chapter one will present theoretical insights about mobility and teacher mobility especially in a changing society. There will be defined the term "mobility" and described the main aspects and features of a mobility process in order to understand the connection with the teacher mobility. The "mobility" concept is treated through the

prism of teachers' need for development and motivation widely described in the existing theory presented above in this section.

In chapter two Comenius mobility programmes will be analysed, locating it in the context of Lifelong Learning programs and emphasizing the opportunities, in parallel with challenges encountered by teachers since the constitutions of LLP's, depicted from existing reports. There will be listed the aspects of teachers' mobility under Comenius until today referring to the international teacher mobility. A special accent will be on the Comenius programmes in Estonia.

Chapter three represents the empirical part of this Master's thesis. In this chapter will be analyzed and presented the results obtained after the research was carried out using the qualitative research method - in-depth interview with the school teachers from the two regions of Estonia of interest for present study: Harjumaa and Ida-Virumaa. Teachers are from both, Estonian and Russian schools.

The main findings are summarized and practical policy-relevant recommendations are proposed in the conclusion part of the study.

CHAPTER I. INTERNATIONAL TEACHER MOBILITY – CONCEPT AND PHILOSOPHY

I.1. Teacher Mobility – concept, forms, reasons

The Treaty of Maastricht, which entered into force in 1993, established six new policy areas of the Community (European Community, 2007): trans-European networks; industrial policy; consumer protection; education and vocational training; youth; culture. Education sector of the member states became more relevant for policy makers and actions going to be developed in this field were described. One of these actions specified in article 126 of the Treaty focuses on encouraging the mobility of students and teachers.

Teachers' mobility across Europe is seen as a process for achieving the European Community objective about European citizenship. Several steps further were made and programs proposed to teachers in order to support their mobility. As a result Socrates programmes was diversified and Comenius subprogram for educational staff was elaborated. Since its implementation the number of teachers' mobility activities increased considerably across Europe. 60% of applications for mobility sent in 2009 by teachers received positive answer which means that more than 12000 teachers participated in mobility activities in 2010 (see Lifelong Learning Programme Activity Report 2009-2010, Education and Culture DG).

I.1.1. Definition of mobility

The concept of teacher mobility can be treated from two perspectives: humanistic perspective on teachers' development as fundamentals for teacher mobility as basis for future teacher mobility (Elias and Merriam, 1980); cosmopolitan point of view which in the field of education refers to "a form of critical global awareness or the basis of global citizenship education" (Peters, 2010: 3).

Former authors don't speak inherently about mobility of teachers as such, but their philosophical insights on teachers' development represent an essential contribution to the explanatory process of the need of international mobility. From the humanistic angle described by Elias and Merriam, teacher is a "facilitator, helper and partner in the learning process [...] Ideally, the humanistic teacher is a self-actualized or fully functionally individual" (Elias and Merriam, 1980: 125).

From a humanistic education perspective persons should undergo a permanent development process by being open to change and continued learning, aiming at self-actualization and being able to live together with others as "fully functioning individuals" (Idem: 122). Maslow, cited by Elias and Merriam, believed that the self-actualization doesn't occur in a young age but through education at every level it becomes a part of the person.

There are two important aspects of learning process in a humanistic education process: first is that the curriculum becomes only a mean towards personal development and self-actualizations; and second that personal growth doesn't occur to an individual who is isolated, but rather in an environment characterised by relationships based on mutual support and cooperation (Idem: 129). The interactions with the others are seen as the main way to achieve higher standards of expected personal development of the human being. In the field of education the traditional curriculum is seen as a by-product while the focus on solving a problem in common with the others is of first priority.

The humanistic approach to education helps to understand the definition of mobility as well as the need of defining the process of mobility – a phenomena with old routes in the history but which captured the attention of science only in the past 20-30

years once the globalization found an important place in most of political and scientific discourses (Appleton et al, 2006: 121).

Vincent Kaufmann and Bertrand Montulet propose a simple but at the same time complex definition of mobility which embodies at a greater extent the meaning of mobility and explains in a clearer way the reasons for mobility:

“In the most general sense it [mobility] designates a process of change affecting modes of behaviour or trajectories of individuals or social groups.” (Canzler, Kaufmann and Kesselring, 2008: 38)

“Mobility is the capacity to move in autonomous fashion, not only in geographic space but also between people or mental spaces and ideas” is another definition for mobility proposed by Boltanski and Chiapello in 2005 in their book “The New Spirit of Capitalism” cited by Kaufmann.

The *change* or *self-actualization* in humanistic approach occurs in mobility process which involves communication with the others, cooperation, exchange of ideas, interaction at mental level, and has as result a shift in development of attitudes. Or, “people live in a network of interdependencies, which are becoming tighter by everybody’s active participation [...]”, as Ulrich Beck claims (Munich, 2004: 37).

Mobility of individuals in nowadays society, in the context of Europeanization, is most often interpreted from the cosmopolitanism perspective. From cosmopolitan point of view it is possible to “analyze a multitude of interconnections, not only between states, but also between actors on different levels of aggregation” (Beck, 2008: 30).

Beck is treating mobility as main characteristic of the Europeanization, where the mobility became the expression in practice of the European Union “basic secrets” – *the dialectics of integration and expansion*. The EU integration of member states is an intensive process where the borders lose their old sense, vanishing, and the focus is shifted on common EU values valid for each of the member-states (idem).

The expected result of the mobility is the increased awareness about different concepts, European citizenship in this case, of persons directly involved in mobility process. Peters talks about global citizenship education which is emphasized by

cosmopolitan ideal meaning that the awareness about belonging to a community can be raised only through a permanent mobility, exchange of ideas, ideals, cultures among the inhabitants of the member states of the same community. (Peters, 2010: 3).

Developing on mobility, Kaufmann distinguishes between two types of mobility:

- Geographic mobility which has to do with movements taking place in a geographical space, from one space to another, involving change of house for a certain period. Under this type of mobility are classified also the movements related to activities like performances in professional field, business trips, etc.

- Change of status mobility in professional or social field which doesn't involve a geographic mobility necessary. (Canzler, Kaufmann and Kesselring, 2008: 38)

A spatial mobility encompasses changes of individual behaviour and perspectives, perceptions and cultural approaches. Kaufmann considers the mobility as a resource for further changes and personal development of actors involved in the mobility. According to him, geographical mobility presupposes the combination of a variety of actions and the capacity to see the correlations between these actions, as well as the potential that the right combinations induce in individual's life. Therefore the employment of mobility as resource turns into a productive process with satisfactory results at any rate. For a better expression of the individual's ability to combine various practices Kaufmann proposes the term *motility*. The new term is central for this study and its use in the context of teacher mobility is to explain the empirical data of the study.

“Motility can be defined as the manner in which an individual or a group appropriates the possibilities relative to movement and uses them” (Canzler, Kaufmann and Kesselring, 2008: 45)

Kaufmann argues that the motility doesn't necessarily need to be translated into moves. Its role is rather to assess the movement possibility, to identify the mobility option and opportunity. “Motility serves the players aspirations and constitutes a capital they can mobilise to realize their projects, without ignoring the constraints by which they are otherwise bound” (idem: 46). Mobility is initiated subsequently to the transition of the one through the motility stages described below.

Developing the motility concept, Kaufmann, inspired by Lévy (2000) and Remy (2000), deduces the free interconnected levels, essential in a motility process, as it is summarized in figure 1:

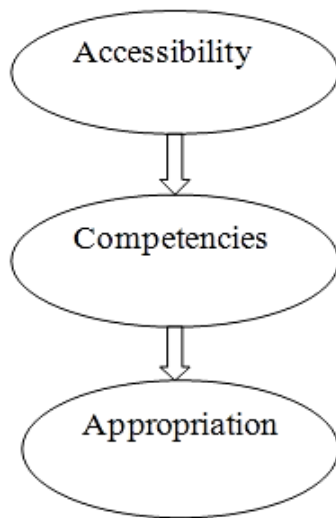


Fig. 1 Motility process

values and habits.

Teacher mobility requires as pre-conditions the motility procedure layers for the purpose of the best usage of mobility resources. The empirical data from this study utterly supports the classification from figure 1. The mobility will fail to materialize in practice if one of the above listed components is dismissed.

Accessibility is essential at initial stage for the factors evaluation assuring the mobility to become a reality. Kaufmann suggests that access should be of material, economic nature. The access to information can be added at this level as it will be seen from the research result under this study.

Competencies of teachers are described in terms of cultural competencies (Zuzevičiūtė, 2009) and motivation to acquire new language skills in a linguistically diverse Europe (Ushioda, 2006). Kaufmann describes the organizational competencies, schools in our case, as one of the key factors for mobility to emerge. What concerns the cultural competences, Zuzevičiūtė claims that “Interaction with individuals or groups from different cultural backgrounds is an ongoing learning experience, which may result

Accessibility is the first step in the process. It represents the conditions of space, time and economic resources offering access to the use of existing movement opportunity.

Competencies represent on one hand the acquired skills of human being insuring the movement. On the other hand are the organizational capacities as time and space to support the individual movement.

Appropriation contains the attitude of individual having used the mobility opportunity. It encompasses further strategies, perceptions acquired, formed

in personal development. Social, economic, cultural and technical changes bring different attitudes to family, community and especially lifestyles” (Zuzevičiūtė, 2009: 46). Thus the openness towards an intercultural learning process is one of the main attributes of individual.

Language skills in a “pluri-lingualistic” community as such of European Union are of (de)motivational nature for further participation in mobility, argues Ushioda. “Promotion of ‘plurilingualism’ (or full and partial competences in more than one language) as a primary objective in education for democratic citizenship” (Ushioda, 2006: 151).

Appropriation of newly acquired skills during mobility is reflected by Robert Cowen and Elaine Unterhatler through the notions of transfer, transition and transformation described in the following sections.

The integration of the free levels of motility in a mobility action explains the reasons the teacher mobility are of central importance for modifications of approaches towards education sphere in the EU member states. “As it moves it morphs” suggests Robert Cowen in his article “The transfer, translation and transformation of educational processes: and their shape-shifting?” (Cowen, 2009)

I.1.2. Forms of teacher mobility

Links between human beings and as a result the necessity to travel, to meet, to communicate, to create networks can be explained through the other five different forms of mobility identified by the sociologist Jonas Urry in 2002 and summarized in 2006 by Larsen, Urry, Axhausen and Kay:

- Physical travel implies the activity of people abroad with the purpose of leisure, holiday and meeting/being with family on one hand, but for work also. At the basis of this form of mobility stays the need to be next to co-workers or people from the same field, as well as the necessity to directly participate on the

sport to events related to own interest and field of activities. Further on Urry talks about the feelings associated to physical travel and the needs of human beings to be closer to certain people, events or places: compulsoriness, suitability, desire or inevitability

- Physical movement refers to the movement of objects at long distances between “*producers, consumers and retailers*” (Larsen, Urry, Axhausen and Kay, 2006). The movement refers to the economic aspect of life, the processes taking place in the field of economy having as main agents the producers, consumers and retailers.

- Imaginative travel is replacing the physical travel and it takes place by the means of written texts, visual images and memories (Larsen, Urry, Axhausen and Kay, 2006). According to Urry the imaginative travel is giving birth to the need or desire to travel in real life.

- Virtual travel takes place through internet environment and usually it happens in real time. Virtual travel even though in most of the cases excludes totally the necessity of physical travel; it allows a great degree of flexibility, speeding-up the processes, the communication, and the life.

- Communicative travel between humans is present in form of written texts such as e-mails, mobile phone conversations, traditional letters and postcards, etc. This form of mobility enacts the “travelling” of all sort of information between people at short and long distances, extremely fast and in big amounts. The form of information can be adapted depending on various factors, on sender, receiver, channel, etc. (Larsen, Urry, Axhausen and Kay, 2006).

Under the same classification Urry cited in Larsen et al., specifies that all forms of mobility are interconnected, being complementary or substitutive to each other. Or, a mobility involving teachers as performers contains all of the above mentioned mobility at different stages: before, during or after the mobility.

Teacher mobility involves all of the above described types of mobility. It can be identified at policy makers who uses a combination of all of five kinds of mobility at need level and offer the satisfaction of teachers’ need elaborating adapted to expectations policies.

Sorokin, cited in Kaufmann identified two categories of mobility: vertical and horizontal mobility (Canzler, Kaufmann and Kesselring, 2008). The former type of mobility describes the change in social status of a human being, which becomes higher or lower; the later type of mobility also involves a change in human being's status but without affecting the social position of the individual.

Applying this conceptual framework to the practice of teachers' mobility one can conclude that teachers have a strong preference for vertical mobility, involving an upward social status change (see Chapter III, section III.2.5. Financial Factor: Project Accountancy and Money Compensation for Extra-work). Policies aiming at involving teachers in mobility activities should take this preference into account. In the real life, policies emphasize horizontal mobility, which does not necessarily involve changes in the social status of teacher.

I.2. Teacher mobility patterns

In the European context teachers' mobility is directly connected with the development of European citizenship awareness, as teachers are the ones educating children, promoting values, ideas, concepts among children, students.

As pointed out by Robert Cowen "social phenomena move, they travel internationally" (Cowen, 2009). The process of travel of ideas, moves of concepts, ideas between systems during teacher mobility represent the fundamentals for policy makers in the field of education mobility. In this meaning Elaine Unterhalter professor at Institute of Education from London points out the necessity of answering two questions relating mobility and policies supporting international mobility. In this order "What matters?" and "What works?" (Unterhalter, 2009) are the main characteristics of mobility.

The two questions are the expression of the normative aspiration or in other words, what is wanted to be achieved; and the expression of action or what is actually done in order to be achieved.(Unterhalter, 2009)

Robert Cowen and Catherine Mary Down present the three main features of the mobility: transfer, translation or transition and transformation (Cowen, 2009; Down, 2011). The three forms correspond to the three levels of a motility process: accessibility, competencies and appropriation. Further explanation will elucidate the just made statement.

From Cowen's perspective the concept of "transfer" plays an important role in the international mobility process, even though not much attention was paid to it lately in the educational theory. Cowen notes:

"The international mobility of ideas and discourses, institutions and practices across international boundaries, and how this frames and affects educational discourses, institutions and practices, went out of focus in our field of study or, perhaps more precisely, in our sense of our own history." (Cowen, 2009)

Cowen argues that the growing focus on international mobility in the past decades conducted to a situation where the education is associated rather with geography and travelling than with researches inside own education systems. The notion of "transfer" lost its original meaning and place in education system being wrongly conceived and applied. Teachers, students try rather to understand and take as granted what is happening in outside world. Cultural learning, studying foreign languages and their connections with local situation in own school took place of the old processes with an individual character. Researches, actors in educational field are only describing the outside systems instead of passing the knowledge about foreign systems through the filter of own education system and transferring what is needed, leaving out what is of secondary importance, Cowen claims. No analytical thinking is applied and as consequence the "transfer" as a result of mobility is done mechanically, with no coherent understanding of its ends and means (Cowen, 2009)

The same opinion is shared by Catherine Mary Down who claims that there is a problem between transferring a competence, skill or other value of importance in a particular context to another, new context. "If, however, the relationship is seen to be

three dimensional with the ability to understand, take into account and work within a particular context being given equal importance to personal ability and task completion, then the resultant competence should be both adaptable and capable of transfer to new and different situations.” Down, similar to Cowen, involves the third element in process involving “transfers” – analytical thinking. Both researchers talk about too much accent on mobility and oversimplified expectations that it will lead to a transfer of ideas and practices from one national education system to another, without submitting it to analysis and concept of adaptation, comparison and identification of ways to achieve better results while transferring (Down, 2011). In this case there are the differences which should be observed and analyzed first of all in order to be able to learn deeper about new things while mobility takes place (Marton and Booth, 1997: 145).

Down describes the second aspect of transfer, also phase of mobility which are the *consequential transitions*. If transfer means only taking from one place and putting in another place, without any transformations, than the consequential transitions are exactly the opposites of transfer. It implies a deeper learning. The transformation takes place only in sequences, after the newly acquired knowledge, skills was understood, perceived and analyzed. The context with all its features, particularities is also important in a consequential transition process. Down, citing other authors supporting the consequential transitions, suggests to exclude the notion of transfer from theory and to focus on the latter ones, as the actual forms of deep learning.(Down, 2011)

Teacher mobility process is meant for teachers to learn and later on to apply the new knowledge in practice. As the above discussion of the concept of transfer demonstrates, the consequences of mobility for teachers, schools and pupils are not necessarily those which are initially expected. Mobility should be put in the context of systemic thinking about transfers in order to bring value in the new context.

Cowen also discusses the “*transitological*” aspects of mobility. As a result of transfers some progress took place, new technologies being developed and political changes happened (Cowen, 2009).

Crossing contextual boundaries is a third feature of mobility which “means that when we cross contexts or when the context is in transition, we need to reflect on and

adapt our knowledge, skills and attitudes in order to integrate the change into our learning” (Down, 2011). In this context it is the experience which intervenes and the necessity to give a meaning to it, to value and to use. The concept of crossing contextual boundaries associated with mobility describes “the moving between different communities of practice, therefore between different activity systems”(Down, 2011).

The three described concepts are explaining how the mobility takes place, how individuals move between different systems and through which processes are they going. They explain the success or the failure of a mobility comparing to another and as a result the impact on the entire mobility programmes / policy.

Going back to the features of mobility described by Elaine Unterhalter – normative aspiration and action – it can be concluded that the concepts of transfer, consequential transitions and crossing contextual boundaries are the once which should be considered when applying the theory into action, i.e. when making policy or elaborating a programmes supporting mobility activities equally of teachers and other target groups.

CHAPTER II. TEACHER MOBILITY IN THE FRAME OF EUROPEAN LIFELONG LEARNING PROGRAMMES. COMENIUS

II.1. European Community perspectives and initiatives on teacher mobility

Since the Treaty of Maastricht entered into force in 1993 the education sector of member states became a priority area for policy makers, once the education system was thought as European education system – a single education system for a single Europe (Brock, Colin Tulasiewicz, Witold, 1999). Whilst during the ‘1980s and in the beginning of 1990s a number of treaties and agreements were made on paper and during the ministry conferences which were intended to bring about essential changes and a similar education systems of the member states (Sayer, 2006; Brock, Colin Tulasiewicz, Witold, 1999), the action took longer time than initially planned. After more than 10 years since the Single European Act (1987) the diversity between curriculum of the EU member countries, diversity of teaching methodology and other aspects of education continued to persist. Or this was explained by Brock et al. as follows:

“Because of the educational sovereignty of member states, details of the school curriculum and day-to-day portraits of classroom life are bound to be dramatically different in the fifteen countries.” (Brock, Colin, Tulasiewicz, Witold, 1999: 2)

In order to achieve the expected results: common education system, similar teaching methodologies, recognition of qualifications received in different countries, using similar teaching materials, but at the same time “within the limits of their own specific educational policies and structures” (as declared by the Council of Ministers in 1988, cited in Sayer, 2006: 65), the member states took the responsibility to make efforts in several directions concerning their own education systems. All the efforts were meant to introduce the European Dimension in school system in order to raise

awareness of pupils, teachers, other citizens about European Community and European citizenship. “To give greater emphasis to the European Dimension in teachers' initial and in-service training” was one of the objectives settled down in the resolution on the European Dimension in Education adopted by Council of Ministers in 1988 (idem: 65). There were traced also the actions leading to the achievement of the objectives and of them refers to “cooperation with teacher training institutions in other Member States, particularly by developing joint programmes providing for student and teacher mobility”; also worth to mention in the actual context are the actions:

- opening up, to some teachers from other Member States, certain in-service training activities, which would constitute the practical expression of belonging to Europe and a significant means of favouring the integration process,
- promotion of measures to boost contacts between pupils and teachers from different countries. (Sayer 2006: 66)

Later on, the legal basis for teachers' mobility was reinforced and developed in other official treaties: the Maastricht Treaty of 1993, the Amsterdam Treaty of 1997, and others.

Decisions made by officials of European Community concerning education and mobility of teachers which implies directly a recognition of qualification obtained by teachers in one member state by other member states are called by Michael Bruce “evidence of remarkable degree of trust” (Bruce, 1990: 164). Member states still will preserve own traditions, expectations, customs and practices in own education systems showing respect towards each other, while the concept of “European teacher” is becoming more popular in Europe (Sayer, 2006: 71).

An important aspect of teacher mobility programs in Europe reflected by Brock et al. refers to the voluntary character of those programs which are going to be described later in this chapter. The European dimension became visible and promoted through the exchange visits and common activities. An essential part in European education became the projects between schools from different countries in such areas like environmental education and European citizenship (Brock, 1999: 2).

II.2. Comenius - Teacher mobility programmes

In the previous section I described the incentives which constitute the basis for the development of future teacher mobility across Europe or an “internationalizing teacher education” as it is described by Michael Bruce (Bruce, 1990). Further on I will trace the developments and the process which conducted to the Comenius policy making – the mobility programmes researched in the actual study.

II.2.1. Comenius in the context of Lifelong Learning Programmes

Lifelong learning programmes were considered the most appropriate fundamentals and tools to insure and elaborate further actions aiming at supporting teacher mobility in Europe. In this order it is necessary to discuss shortly the meaning of Lifelong learning which, according to John Field and Mal Leicester is used in a normative and wide sense in order to embody liberal, vocational and social aspects; it aims at providing learning opportunities for each individual of the society through entire life; comparing to education, lifelong learning uses also informal and non-formal learning methods (Field, Leister, 2000: 20)

European Community working definition for lifelong learning proposed in the “Commission Staff Working Paper: A Memorandum on Lifelong Learning” says:

“lifelong learning is defined as all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence” (Brussels, 2000: 3)

Later on the definition, as the priorities of the commission changed and new edition of the LLP were elaborated for the next period 2007-2013, the definition was reshaped, being adapted to the new metamorphoses:

“Lifelong learning is defined as ‘all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within building a personal, civic, social and/or employment-related perspective.’” (Brussels, 2007: 22)

The definition of Lifelong learning proposed by Beernaert Yves in 1997, inspired from Norman Longworth and Keith Davies, will be considered as more applicable for the context and the purpose of the actual research. The reason is that it encompasses elements described in previous chapter which refers to teacher development, self-actualization, features of mobility and motility levels. In this order:

“Lifelong learning is the development of human capital through a continuously supportive process that stimulates and empowers individuals to acquire all the knowledge, skills, values, and understanding that they will require throughout their lives and to apply them with confidence, creativity, and enjoyment in all roles and environments” (Beernaert, 1997: 330).

The European attention to lifelong learning increased since the publishing of the book “Learning to be. The world of Education today and tomorrow”, a report about “education on the move”, prepared by a number of authors and published by UNESCO (Faure et al. 1972). The report emphasizes the connection between knowledge based society to become and lifelong learning as a way to success in such a society, stressing the importance of implementation of lifelong learning in education system (Faure et al. 1972: 12-18). The report stays at the origins of further development of lifelong learning programs whose one of the main focus is the mobility of citizens in Europe, including mobility in education area, teacher and student mobility.

The enhancement of Lifelong learning programs started in the middle of ‘90ties, when Lifelong learning became a slogan in Europe and common expression on the European agenda. As mentioned by many authors, there were also criticisms of the misuse of the concept. For example, Alexandra Dehmel, citing Novoa and deJong-Lambert, emphasizes that “one may observe how this concept [lifelong learning] was re-articulated and, to a certain degree, reinvented to address social and economic problems within the European Union” (Dehmel, 2006: 59).

Prior to the teacher mobility development in Europe, a considerable attention was paid to student mobility. During the 1980s diverse programs were specially elaborated to support the mobility of students and participation in different organizations, institutions across Europe. Comett, the Community Programme on Education and Training for Technologies, represents one of the first Lifelong learning programs supporting mobility. Next step was the elaboration of Erasmus programmes in 1989 under which budget was allocated for promoting student mobility and cooperation between universities. Along with these two programs there were also TEMPUS for the higher education sector; PETRA targeting youth with unemployment problems in order to offer vocational training; Lingua promoting the teaching of foreign languages; FORCE helping to continue vocational training, targeting mainly the development of Small and Medium Size Enterprises (European Communities, Luxembourg, 2006: p.124).

In 1995 all the previous Lifelong learning programmes were merged into two main ones: LEONARDO DA VINCI and SOCRATES (Phillips, David Ertl, Hubert, 2003). Chapter II of the SOCRATES programme concerns “School Education” and the action “from pre-school to secondary education, including technical and vocational training in the case of the linguistic partnerships” (European Communities, Luxembourg, 2006) is called Comenius, after the Latin version of the name of a Czech pedagogue Jan Amos Komenský (1592-1670), “chosen as a reminder of Europe’s rich educational heritage” (European Communities, Luxembourg, 2006: 168). Comenius was one of the humanists who proposed the enhancement of “social, emotional, spiritual, and intellectual development” (Elias and Merriam, 1980: 112) in the education system. Since the Comenius programme is the main focus of this study, its mechanisms need to be considered in more detail.

II.2.2. Action for teacher mobility Comenius

Lifelong learning programmes including mobility activities are divided by sectors as it is indicated in fig. 2. Comenius programme was elaborated for the education area and it embodies description, rules, type of activities and financial aspects of types of projects supported in the frame of this programme.

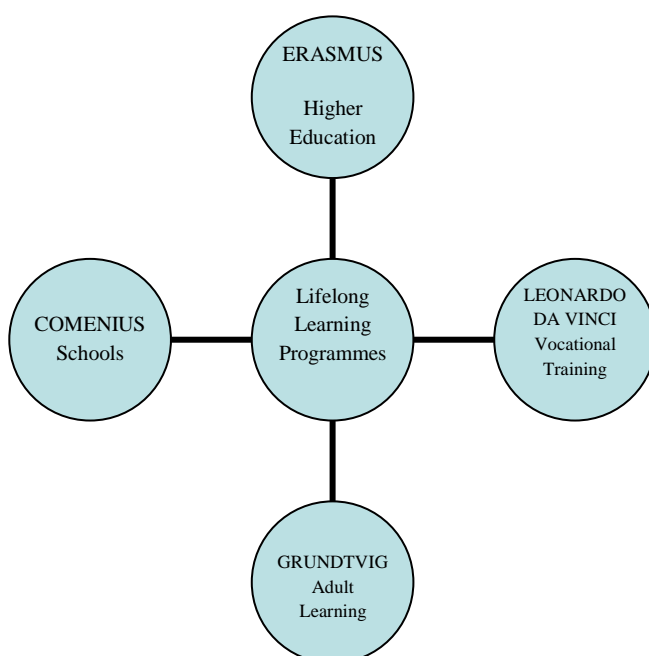


Fig.2. Structure of Lifelong Learning Programme by sectors (source: (LLP) Guide 2011: 5)

Comenius programmes is explained on one hand as the programmes settling the path leading to self-actualization process essential for the teachers' continuous education process from the humanistic philosophy perspective; on the other hand under Comenius programmes teacher mobility is developed as the process of transfer of ideas among different education systems belonging to EU states, as described in first chapter. Or, European Union goals through Comenius programmes are to raise the awareness

about European citizenship among school actors: pupils, teachers, etc. John Sayer summarizes these goals in his statement: “It seems reasonable to start with a view that in democratic societies or a conglomerate of democratic societies like the EU active citizenship [...] is a right and a duty, including professional responsibility for the one’s actions in essential public services, and that training should emphasize this” (Sayer, 2006: 64)

Comenius Programme: Europe in the classroom “addresses the teaching and learning needs of all those in pre-school and school education up to the level of the end of upper secondary education, and the institutions and organisations providing such education” (Education and Culture DG, 2011: 3). The programme is relevant for everyone involved in school education: mainly pupils and teachers but also local authorities, representatives of parents’ associations, non-government organisations, teacher training institutes and universities.

Going back to the definition of Lifelong learning proposed by Beernaert and applying it in case of Comenius programme, it can be said that the lifelong learning in this case focuses on the development of school actors, such as pupils, teachers, other school staff, by providing learning opportunities outside of the main school environment in order to enrich themselves with more diverse knowledge, acquire new values becoming aware of themselves as European citizens (Beernaert, 1997: 330, 332-333).

The main focus of Comenius programme is “to improve and increase the mobility of pupils and educational staff across Europe” (Education and Culture, DG 2011: 4). Development of school partnerships, encouragement of learning languages, creation of innovative ICT technologies in education, learn new teaching techniques, as well as promoting European dimension in teacher training and focusing on a improvement of school management are other aims and objectives of the programmes (idem).

Through its sub actions, Comenius programmes focuses on development of the 8 key competencies (see Annex 1) of the target group involved; e-education of the school actors; equal access involvement in the actions of everyone, irrespective of social status, etc.; improvement of school management; diversity of pupils.

Structure of Comenius programmes contains a set of actions each of them being elaborated for different target groups. There are 5 categories of actions specifying actions as framework for diverse kinds of projects under Comenius:

1. Mobility

- Comenius Preparatory Visits
- Comenius Assistantships (assistants)
- Comenius Assistantships (host schools)
- Comenius Individual Pupil Mobility
- Comenius In-Service Training for Teachers and other Educational Staff (IST)

2. Partnerships

- Comenius Multilateral School Partnerships
- Comenius Bilateral School Partnerships
- Comenius Regio Partnerships

3. Multilateral projects

4. Multilateral networks

5. Accompanying measures

6. eTwinning

Actions embodied in Comenius programmes contain mobility activities in a larger or a broader sense. Each of the mobility involved correspond to the classification proposed by Urry and discussed in Chapter one, section *1.1.2. Forms of teacher mobility*. eTwinning refers especially to virtual mobility, while other actions involve physical travel and movement, imaginative travel involving communication between teachers of the schools, etc. Comenius In-Service Training for Teachers and other Educational Staff (IST) which represents physical travel of teacher represents interest for the present study. Further will be discussed main findings about teacher mobility in Europe what concerns the challenges, “pains and gains” (Jaritz et al., 2011) of teachers involved in a mobility activity.

II.2.2.1. Comenius In-Service Training for Teachers and other Educational Staff – overview across Europe

This Action's objective is "to help improve the quality of school education by enabling staff to undertake training in a country other than that in which they normally work or live." (Education and Culture, DG, 2010; Fiche n.5, p.1) (see Annex 2). In other words teachers are supported to "move" around Europe, to spend from 5 working days up to 6 weeks in any school in one of the European states in order to acquire or improve teaching skills, methods and knowledge.

According to the European Commission guide all teachers are encouraged to participate in this type of activity. Teacher activity during an in-service training is of two types:

- Structured course for professional development with a strong accent on European dimension;
- Observation period called also job-shadowing in any kind of institutional entity dealing with education sector.

In the period 2007-2009 around 40 000 school staff members from the 27 member states participated in Comenius in-service training, as it is shown in Table 2 published by European Commission in the Commission Staff Working Document "*Progress towards the common European objectives in education and training (2010/2011. Indicators and benchmarks*" (Brussels, 2011: 40)

	Comenius schools partnerships		Comenius assistantships	Comenius In-Service Training
	Mobile staff	Mobile pupils	Future teachers	Teachers
	2007-2009	2007-2009	2008	2008
Participation	39 518	42 525	1 014	8 744
Of which EU-27	36 260	41 280	893	8 377
Belgium	1 218	1 024	71	178
Bulgaria	1 090	800	16	158
Czech Republic	1 450	1 774	25	249
Denmark	n/a	n/a	9	171
Germany	3 221	8 284	135	1 099
Estonia	680	403	5	58
Ireland	842	727	9	209
Greece	3 461	5 012	52	1 073
Spain	1 371	1 810	78	997
France	601	258	20	47
Italy	3 249	4 753	108	700
Cyprus	357	334	4	49
Latvia	977	646	8	106
Lithuania	1 098	829	14	107
Luxembourg	82	183	5	15
Hungary	943	1 382	33	189
Malta	100	47	0	31
Netherlands	n/a	n/a	9	367
Austria	994	993	18	274
Poland	3 023	3 707	104	644
Portugal	1 101	1 119	10	153
Romania	2 308	1 403	15	358
Slovenia	528	415	8	65
Slovakia	991	1 187	15	64
Finland	1 464	1 781	29	202
Sweden	1 575	1 765	18	296
UK	3 536	644	16	352
Iceland	330	57	2	66
Turkey	2 139	337	109	274
Liechtenstein	0	0	2	4
Norway	789	851	8	89

Table 2. Mobility within Comenius 2007-2009

Total number of teachers in EU counts 5.9 millions in 2008 which represents 3% of the total active population of the member states. On the other hand the 40.000 teachers actively participating in mobility programmes Comenius constitutes approximately 0.68% of the total number of teachers which indicates a rather small rate of participation. The rate of participation in Estonia according to the EU data is approximately 0.4% of the total number of 14.701 teachers in 2009-2010 according to data published by Estonian Ministry of Education and Research in the electronic publication Raamat 2010-2011 on the Education System published by Ministry of Education and Research. The indicators about teacher mobility both at EU and Estonian education system level communicate that the impact of Comenius programmes is questionable even after 15 years of existence. Sayer doubts about the efficiency of programs supporting a great number of separate projects rather than converging them under broad cluster with “fixed rules” and “flexible strategies”. He argues that

“the thousands of local initiatives supported by ERASMUS, SOCRATES and Comenius schemes, Hora by nature [Sayer refers to a parable of Hora and Tempus who are two watchmakers making watches of 1000 parts using different strategies. Hora proceeds bit by bit, having to start again when she stops or drops a piece; Tempus puts together ten sub-assemblies of 100 parts which results in 9 re-assembling operations in a worst case], cannot in practice be brought together, though they may have raised awareness” (Sayer, 2006: 70)

The doubts of Sayer find foundations on the theoretical framework of mobility proposed by Cowen and Down and discussed in chapter one, whereas the teacher mobility may encounter problems at transfer, transitional or transformational level (Cowen, 2009; Down, 2011). The challenges of teacher mobility under Comenius programmes will be discussed in following sections and supported with empirical data in chapter III of this study.

One essential aspect of Comenius programmes are the financial rules established by European Community: the coverage of all costs related to the project. Each programmes beneficiary will submit narrative and financial report in order to prove the actual expenses of sums allocated to the projects. This incentive is significant in the context of teacher mobility as it means that teachers bear no direct costs when participating in a mobility activity.

II.2.2.2 Data about participation of teachers from Estonian general education schools in Comenius mobility activities

Comenius programmes representatives in Estonia describe as poor the statistical research about teachers from Estonian schools in Comenius mobility activities. The data is not published and only very general numbers are known. There are planned for to be carried out researches in the near future based on the Comenius grants supported in Estonia since the launch of the programme.

	Applications approved					Teachers in Estonia	
	2007	2008	2009	Total	Total %	2009	2009 %
Harju	20	24	31	75	37%	5 145	35%
Hiiu	0	0	2	2	1%	143	1%
Ida-Viru	4	3	2	9	4%	1 502	10%
Jõgeva	1	0	1	2	1%	471	3%
Järva	0	1	1	2	1%	463	3%
Lääne	2	1	0	3	1%	431	3%
Lääne-Viru	3	1	2	6	3%	845	6%
Põlva	1	2	2	5	2%	426	3%
Pärnu	9	7	8	24	12%	1 028	7%
Rapla	1	1	0	2	1%	481	3%
Saare	1	5	2	8	4%	437	3%
Tartu	12	11	18	41	20%	1 769	12%
Valga	-	2	1	3	1%	429	3%
Viljandi	6	2	4	12	6%	691	5%
Võru	2	3	1	6	3%	520	4%
Total	62	63	77	202	100%	14781	100%

Table 3. Comenius in-service trainings in Estonia by region, 2007-2009 (Praxis, 2010: Estonian Ministry of Education and Research; Statistical reports on LLP provided by National Agency)

The participation of different target groups in Lifelong learning programs in Estonia is reflected in the report published in 2010 by PRAXIS Centre for Policy Studies. The data presented in the report describes the situation for the years 2007-2009.

According to the results presented in the mentioned report in 2009 there were approved, receiving financial support 77 applications for teacher in-service training which represent 0,5% of the total number of teachers in Estonia – 14701 teachers in general education schools. It is rather a small rate of participation (for a better illustration see table 3 presented below and published in “Interim Evaluation of the European Lifelong Learning Programme 2007-2009: The National Report of Estonia” by Praxis, 2010 based on data collected from Estonian Ministry of Education and Research and Statistical reports on LLP provided by National Agency)

The empirical part of this project focuses on the Harjumaa and Ida-Virumaa regions. It is said in the report that Harju region is overrepresented in Comenius mobility activities. The table above reflects a big difference between the numbers of approved applications in Ida-Viru and Tartu regions which are comparable in number of teachers and population size. There are approved a lot less applications in former region compared to latter one. This fact talks about less activity in Comenius mobility programmes in Ida-Viru region relative to Tartu counties.

The report also presents several aspects from the negative side of teachers’ experiences what concerns participation in Comenius mobility activities; they talk about problems encountered. For example as main problem mentioned refers to language barrier between the participants in in-service training which were described as “affecting negatively the course effectiveness” (PRAXIS, 2010). An important aspect mentioned in the report is the fact that usually the projects under Comenius programmes are mostly initiated by active teachers willing to carry out activities besides the usual school programmes (PRAXIS, 2010).

On the other hand the report focuses on the visibility of the Lifelong learning programs in Estonia. It concludes that the programs are well-known to the local community. Moreover the participants in previous projects used a wide range of channels to promote the project results and visibility of the programmes. In this order for Comenius action was created a group on social networks (Facebook, for example). (PRAXIS, 2010)

Comenius totals a number of 2800 mobility activities in the period 2007-2009 which places it second after Erasmus (6800 mobility activities) in Estonia.

The reporters approach coincides with the one of Comenius programmes representatives in Estonia both describing a positive impact on teachers' participation and a high popularity among educational staff and institutions.

The most recent publication is the report about "The impact of the short-term international mobility in the frame of European Lifelong learning programmes and evaluation of the results" published by Archimedes Foundation in May 2011. In the final chapter will be identified and described the actual attitudes of teachers towards international mobility activities and the factors which play a role in their approach towards Comenius programmes. Some of the obtained results are going to be compared with the results of the above mentioned report.

II.3 Teacher mobility challenges and limits

Day Cristopher in the introduction to his book "Developing Teachers: The Challenge of Lifelong Learning" describes 10 main "precepts" (Day, 1999: 2) about teacher and their connection to the lifelong learning concepts. Largely these ten principles can be treated as challenges of teachers what concerns involvement in lifelong learning programs.

First of all teachers are the main transmitters of knowledge, skills and values. They should be capable of continuous development and improvement while teacher career lasts.

Second, teachers are the main promoters of lifelong learning among their pupils and students. This can be achieved only by showing own example.

Third axiom is the need for a continuous learning, for a permanent improvement and keeping up-to-date necessity with on-going changes and processes first of all in the professional field but also in the society in general.

Fourth point is the ability of teachers to combine learning from theory and from practice; combining experience with theoretical knowledge – the only ways to a better teacher development.

Fifth statute refers to teachers as the link between pupils, schools administration, combined with own life experience and actual situation of social development.

Six. Teachers should be committed to their professions and to relationships with their students.

Seventh approach to teachers role is their ability to understand and provide knowledge as the curriculum requires, by providing personal and professional input.

Eight. Teachers' personal and professional development happens in an active way.

Ninth reflects the link between success of teachers and success of schools.

Tenth precept about teacher is that teachers are not alone in their development process but they should receive support from school and local government (idem).

Humanistic approach towards teacher development supports the ten principles as it was shown in chapter one of the study. Self-actualization process of teacher is a continuous process needed to be supported by active participation in various programs in order to insure the quality of teaching process and the transmission of knowledge to pupils, raising awareness about diverse concepts playing a key-role in the life of youth, and the life of society as a whole. "Teachers matter" is a primary expression largely used in the discourse of education (Luxembourg, 2010: 20)

The above listed unwritten laws are representing teachers' challenges for professional development. The path towards personal growth and as result improve of quality in teaching profession is facilitated by active participation in lifelong learning programs, mainly in Comenius mobility programmes: in-service trainings.

As described by Yves Beernaert, there are several key points which should motivate teachers to participate in mobility programmes: getting new knowledge; developing skills of analytical thinking, communication, carrying out researches; developing own creativity and a problem-solving approach; possibility to learn using new technologies and an environment characterized by team work and interdisciplinary work. (Beernaert, 1997: 335)

Apart from the fact that these factors are of motivational nature as well as the precepts listed by Day, they represent also difficulties and challenges for teachers. As Day argues, “teaching is a complex, multifaceted activity; good teaching demands more than the sum of knowledge and skills; and schools and classrooms are not always environments in which professional learning is encouraged or supported.” (Day, 1999: 134)

Beernaert mentions language barrier as a challenge for teachers who participate in an in-service training activity. He suggests situations how the language barrier can be overcome but by using other means such as drawings, etc: “charts are an excellent means of communication that do not require a large number of words” (Beernaert, 1997).

On the other hand Gerit Jaritz stresses the compulsoriness for teachers to be competent foreign language speakers: “There is general consent that the promotion of mobility and internationalization should play a central role in teacher education as teachers are seen as central opinion multipliers in an increasingly multicultural society and have to be competent foreign language speakers.” (Jaritz, 2011)

Further on Jaritz describes teachers’ challenges in a new cultural environment and points out the necessity of a quality intercultural preparation for teachers before leaving for mobility. Also the recognition of newly acquired course and enhanced skills by the home institution represents a key moment for in teacher mobility (Jaritz, 2011).

Knowledge and skills about using new ICT technologies are aspects of teacher mobility. There is a need for teachers to acquire those knowledge and skills in the ICT field (Beernaert, 1997). At the same time one person in from school staff should be

appointed as responsible for enhancement of innovation in school and providing trainings for the other school teaching staff.

Wolfgang Mitter talks about the salary income of teachers as factor influencing teachers mobility in Europe: "...it would be equally erroneous to neglect this factor in estimating the worth of teacher within the income structure of the given society as a whole". (Mitter, 1991). Whilst his note was made 20 years ago, it is of actual importance still as the research results presented in Chapter III will prove. The mobility involvement of teacher requires extra work, outside of school curriculum work which is not covered from salary or any other financial source. The legal status of teachers in some member states as civil servants constitute a solution for the salary situation of teachers. Or, there are a series of special measures undertaken in order to cover financially certain costs (pensions, sick leaves, etc). Not all EU countries have civic service regulated by any law, as it exists in Italy, Germany or France (Mitter, 1991).

The paper procedures related to the mobility activities - final report and financial documentation proves required for a project involving mobility activities – is another problem identified as challenge for teachers (Libotton, van Braak, Garofalo, 2010). Teachers encounter serious obstacles the financial aspects of a project. Libotton et al. made a suggestion for the policy makers of Comenius programmes which says: "some kind of support or a simplification of procedures for reporting is necessary if it is expected that co-ordinators develop a more managerial and almost entrepreneurial attitude to continue delivering the course after funding from the Commission is terminated" (Libotton, van Braak, Garofalo, 2010: 29).

The same opinion is shared by Yves Beernaert already in 1997 when he argued that "very often is required vital pedagogical and didactic support (from the design of the project to its evaluation) that can be provided by teacher education institution" (Beernaert, 1997: 343).

Obstacles encountered by teachers for participating in mobility activities are presented in the report carried out on behalf of European Commission, DG Education and Culture "*Study of the impact of Comenius In-Service Training activities*" by Friedhelm Maiworm, Heiko Kastner and Hartmut Wenzel in 2010. According to the

survey data, 8% of the 4289 cases across Europe included in the sample, present the level financial support by the Comenius programme as an obstacle for participation in an in-service training. Also 8% involve “the workload through the preparation of the training activity” as one of the essential obstacles. The main obstacle is considered “the interruption of personal obligations, e.g. childcare” by 15% of the teachers respondents in the survey (Maiworm, Kastner, Wenzel, 2010: 27).

In chapter two of present study was pointed out the main stages and aspects of elaboration of lifelong learning programmes with a special focus on teacher mobility programmes Comenius. The main concepts of mobility described in the theoretical framework in chapter one found expression in the frame of EU programs promoting teacher mobility. I gave an overview of present circumstances for teacher mobility advancements in Europe, referring inherently at Estonian reality.

Teacher mobility described from a positive perspective by the policy makers embodies also a range of challenges, problems and situations needed to be overcome by teachers and all the actors involved in the process, as it was shown above. The impact of other factors on the decision making process of teachers about involvement in mobility activities will be treated from empirical point of view further in this study and ways forward will be described.

CHAPTER III. PARTICIPATION OF TEACHERS FROM ESTONIAN GENERAL EDUCATION SCHOOLS IN Comenius MOBILITY ACTIVITIES

As pointed out in the Introduction, the aim of this study is to identify, evaluate and present the factors which influence the decision of teachers from Estonian schools and schools with Russian as Language of Instruction from Estonia to be involved in international teacher mobility under Comenius. The main insights in the field of Lifelong learning programs and the analysis of Comenius programmes in chapter two advances new grounds for evaluation of teacher mobility in Estonia. In this chapter will be presented the main findings in the two biggest regions of Estonia what concerns population and size.

III.1. METHODOLOGY

III.1.1. Description of the research method and sample

From the variety of qualitative methods of investigation the in-depth interview was chosen – the major type of qualitative research used for education sector (Bogdan and Bikent, 2003). I wanted to know how teachers see the mobility programmes in their everyday work reality and this was the only way to find out: to go and talk with them. Or, this is the advice that Steinar Kvale himself gives to the researchers (Kvale, 2007).

There was used the open-ended interview, in order to motivate the interviewee to honestly present own opinion and concerns related to the subject of the study. Each interview contained a two-way flow of information; in all of the cases I offered information to teachers, explained concepts. The conversational style contributed to elucidate ideas exposed by interviewees.

As Steinar Kvale points out, there is no fixed number of interviews that need to be conducted that can be established in abstract, in practice, it varies between 6 and 1000 interviewees. It rather depends on the topic and background of the sample representatives. A number of 15 ± 10 interviewees is a common one in most interview studies (Kvale, 2007: 44). In this particular case the interviewees were teachers – persons with a strong opinion, point of view, rich experience and knowledge about their field of work, working methods, programs. For this reason, even a limited number of interviews could be expected to yield enough material for analysis.

The sample of the actual research was composed of 9 teachers: 3 teachers from Estonian schools and 6 teachers from Russian schools. The schools were selected from two big regions of Estonia: Ida-Virumaa and Harjumaa in order to identify the main factors influencing teachers' decisions from these two regions to be involved in mobility activities. The predominance of Russian schools' teachers in the sample of this study relies on the fact that in Ida-Virumaa Russian schools number is bigger comparatively to Estonian schools. The majority (2/3) of the 46 schools in Ida-Virumaa are with Russian schools, whereas in Tallinn there are 25 Russian schools. The schools from Ida-Virumaa are represented by 6 interviewed teachers (2 Estonians and 4 Russians) from Narva, Kiviõli and Jõhvi. The schools from Tallinn are located in Lasnamäe, Center and the Northern part of Tallinn.

One of the sample selection criteria was that teachers would teach different subjects, not only languages. This requirement was fulfilled as the interviewees are teaching: geography, chemistry, economics, English language, French language, Estonian language and literature, mathematics. Two teachers are also deputy head mistresses in their schools (one from Estonian schools and one from Russian school); one teacher is an ex-deputy head mistress.

The interviewees' average age is 47.5 years old, the youngest one being one Estonian teacher (between 25 and 30 years old) and the oldest is between 55 and 60 years old from a Russian school. The number of teaching years varies between 5 and 36. In 4 cases teachers worked previously in other schools.

The interviewing took place in two parts. Above was described the sample for the first part of the interviewing. For better results and evaluation process outcome in the second part I did the interview with the Head of the General Education Unit of Archimedes Foundation which represents Comenius programmes in Estonia. The aim was to compare how well the policy providers/promoters know their target group with their needs, problems.

The questions for the interview were formulated based on the results found out from teachers' answers and referred to the main factors established after first part of the interview. The outcomes of the entire in-depth interviews will be presented in next paragraphs. The main objective was to check and compare the level of understanding of the same things by the main actors the research is concerned with: policy providers/promoters and consumers, if to use the expressions existing in specialized literature (World Bank, 2003: 92; Sheller and Urry, 2005: 208; etc).

III.1.2. Interview procedure

The schools where the interviews were conducted were selected strategically on the basis of location and language of instruction, while the teachers from these schools were selected randomly. They were contacted mostly by phone. In two cases I used the third parties help who had direct contact with teachers or could reach them easier than me and in a faster way. The agreement for interview was made either directly with teachers or by asking the deputy head mistress to arrange an interview with one teacher

from her school. The interviews took place in the teachers' schools mostly in their classrooms or cabinets, according to the situation. In one case the teacher is working also in another organization after school hours and she suggested meeting there.

There are two cases worth to be mentioned what concerns the appointments for the interviews. The head mistress of one school from Tallinn told that teachers are always submitted to all kind of questionnaires and researches, which takes too much from their working time and suggested maybe to ask in another school. The second case was in Ida-Virumaa where the head-mistress was suggesting other schools from the same region, showing desire to rather not come in their gymnasium.

In general there were no great difficulties encountered. The only one refers to the teachers' time. They are usually busy persons having work to do after classes such as checking pupils' tests or preparing the programmes for the next days. In 2 cases teachers had small children and needed to leave the school sooner. In one case the teacher had a busy schedule as she is also a deputy head mistress with more tasks than usual teachers. In the end, however, the teachers demonstrated patience and were willing to discuss in detail all the questions related to the research topic. I strongly believe that the information provided by them is enough detailed and contributes to the achievement of reliable results.

Prior to the interview in action, I compiled my interview guide which was improved after first two interviews. In the guide I included information about sample and approach to it, the procedure of the interview (equipment, questions, etc), transcribing and analyzing the interviews, as well as guidelines concerning privacy and confidentiality. Each interview started with introductory questions about Comenius programmes, asking teachers if they know about such a programmes and discussing shortly 5-7 minutes about participation of teachers in different extra-school activities. Also in some cases we discussed with teachers some general issues ab initio aiming at making them feel more secure and comfortable with me.

The duration of the interviews varied between 40 and 90 minutes. In the end of each interview I asked follow-up questions from teachers asking their general opinion about what would motivate teachers to participate in international teacher mobility.

III.1.3. Interview questions

The interview questions were composed in relation to a list of 15 factors (Annex 3) going to be evaluated. After the first two interviews, the list was reviewed and the focus was on 5 factors, by combining some and excluding others which appeared to be of no importance for the actual research. These factors are “Curriculum and methodology”, “Compulsoriness of the Comenius programmes”. The reasons are: the found data would have brought to new directions of no relevance for the actual research; or the factor was of different nature and it needs a separate research to evaluate it. Also as the list was too long some factors were discussed at a superficial level in course of the first two interviews when teachers mentioned them as of almost no relevance. This is the case with the “Family”, “Geographical factor” and “Traditional way of teaching”.

Important to mention here is that one more factor was added from teachers’ narratives: “Financial motivation”, which was described as playing a great role in the decision-making process about teachers’ involvement in international teacher mobility.

III.1.4. Ethical issues: researchers’ behaviour, confidentiality and privacy

Ethical aspects of the research method were considered during the entire period of research: starting with conceiving the initial questions, continuing with interviews themselves and finalizing with analysing and presenting the collected data. According to Kvale, in the interview “the subject talks about private events for later public use. This again requires a delicate balance between the interviewer’s concern of pursuing

interesting knowledge and ethical respect for the integrity of the interview subject” (Kvale, 2007: p.8).

Both Uwe Flick and Steinar Kvale talk about *informed consent* as a first stage in approaching the target group for interviews (Flick, 2009; Kvale, 2007). The free main characteristics described of the informed consent by Allmark cited in Flick were followed:

1. The consent was given by a person authorized to do so – teachers;
2. Teachers giving the consent were adequately informed about the purpose of the interview;
3. Teachers gave voluntarily the consent, not being forced to do so. (Flick, 2009: p.41)

Approaching the interviewees, I respected all the steps in order to keep my own integrity as a young researcher intact (Kvale, 2007).

The ethical aspect of the method was considered at the next stage - interview itself – what concerns the questions and behaviour during the discussion. The question about age was of special importance in this respect. The researcher “squeezed” it at proper moment among the other question, trying to stress it as less as possible in order to obtain most honest opinions from interviewees. In some cases it was not needed to ask it, as the subjects were the ones describing it.

Second of all as the interviewees were all elder than me, a certain vocabulary and behaviour was needed to be followed. Seven interviews were done in Russian language, and two in English language. In this case I used formulas of politeness when addressing to the teachers. The formulas of politeness refer to the form of verb and pronoun for the second person – You in plural and its variations (Вы, Вам, Вас, etc).

Another point to mention is about the use of voice recorder for recording the information. Beforehand each interviewee was asked if the use of the recorder won't disturb. It was given an explanation emphasising teachers' gain from this: first of all it would be faster to end the interview; secondly the records will be saved for checking the

correctitude of data in case of need. Also teachers were told that their names won't be given.

In the stage of data analysis are followed the confidentiality and privacy issues. For this purpose the names of teachers involved are not going to be given, but they are codified under different following codes: teachers from Estonian schools received the codes ET1, EN2, and EJ3. Teachers from schools with Russian as language of instruction are codified under RT1, RT2, RN3, RN4, RK5 and RK6, where T stands for city of Tallinn, N – for Narva, J – for Jõhvi and K for Kiviõli.

III.2. Data Analysis and Presentation of Results

III.2.1. Transcribing Data

Seven interviews were done in Russian language and two – in English language. The former ones were transcribed in English being translated verbatim but keeping the style of the interviewees. In the square parentheses were made comments about pauses, changing in breathing of the person and other gestures noticed during the interview. This information was also written immediately after each interview in my notepad. Moreover that after the Dictaphone was turned off, teachers gave more details about certain aspects which needed to be written down. The interviews in English language were transcribed ad-verbatim.

The interview was already structured in different factors. As mentioned before the list of selected factors and questions was not exhaustive or closed one. Some factors were excluded, others added; questions were modified when asking them.

The structure of the interview made easier the work of data analysis. Already transcribing them was in the same table of the factors for each teacher separately.

Afterwards the narratives of the teachers from schools with Russian as Language of Instruction were collected for each factor separately as opposed to the texts of the teachers from Estonian schools.

III.2.2. Results

The in-depth interviewing was meant to evaluate at which extent the listed factors influence the decision of teachers to take part in a Comenius mobility activities. The same questions were asked from both categories of teachers: Russian and Estonian school teachers and the results are going to be compared.

In the last part of the analysis will be proposed ideas for future developments of Comenius mobility activities policy in Estonia. “How to translate the policy into practice” (Werquin, 2007: p.4) question is to answer in this last part. It is the same question formulated by Elaine Unterhalter who discusses the relevance of correspondence between policy and reality, as presented in chapter one, section I.2 (Unterhalter, 2009).

The present study revealed the importance of 5 factors which play an essential role on teachers’ decision-making process about participation in international mobility

1. Access to information, specifying information in own language;
2. Knowledge of a foreign language
3. Financial aspects / money motivation and extra-work on a voluntary basis
4. Age
5. Motivation and qualification

The description of single factor is be exposed in the order of importance mentioned by teachers. Also there are discussed other factors but as of secondary relevance for the actual research. As it is seen from the above list, some factors were classified under the same category: access to information with information in own

language; motivation with qualification. This compilation resulted from the teachers' opinions. In all the cases they talk about motivation and qualification together, for example.

As refers to the other factors, in decreasing order come: support / attitude of the school head master/mistress; relations with the colleagues or collective atmosphere; travelling habits; traditional methods of teaching; geographical factor. The latter one was mentioned by two teachers as a key factor, while the other teachers consider this factor of minor importance or not relevant at all. The teacher who mentioned it have an individual approach but later will described what is mean by this statement.

Knowledge and use of Informational and Communication technology was transferred to the list of factors least relevant in the actual study. The reason is that in the past years the education sector is highly developed; new technology is widely used. The internet-based communication is commonly used by teachers, with pupils, parents, etc. Later will be tackled this issue in the research.

III.2.3. Access to Information Factor

Teachers' mobility is often hampered by juridical or administrative obstacles, as well as by lack of information (Faure, 1972). This statement made in 1972 seems to be a reality, and a problem sometimes of a nowadays society also, according to the most teachers saying.

The factor access to information is investigated as one of the key-factors - an important incentive for further occurrence of mobility - classified under the accessibility stage embodied into the *motility* concept (see chapter I, section I.1).

Teachers mentioned this factor as the main factor which directly affects the level of their performance in Comenius mobility activities involvement, but also in other programs at European level.

At the same time the collected data concerning the access to information factor is of controversial nature. On one hand most of the teachers mainly from Russian schools talk about a lack of information. On the other hand, as told by the head of the Comenius programmes, the information is regularly, widely distributed using a diversity of channels accessible for all teachers in each corner of Estonia. The approach of teachers from Estonian schools is similar to the one described by the latter interviewee.

The main aspect of the access to information factor is considered the source of information. Teachers from Russian schools present a higher receptivity to information sent by the Ministry of Education and Research (MER), comparing to the reaction to the information coming from other senders. It is an interesting detail depicted from the stories of all Russian teachers who prove to be more sensitive or very sensitive to all type of announcements, laws, rules, information coming from the Ministry of Education and Research concerning the different changes taking place in the field of education. All teachers confessed to be concerned with new changes, reforms going on in the education sector and about the rules the teachers have to comply with.

“The information I receive is about the programmes for education. Moreover that now there are important changes in the education system and there is a permanent flow of information coming. What concerns projects and other programs, than I don’t know what’s going on there in this direction”/RN3/

“First of all I am looking myself and reading the normative documents. I am searching in different search websites like Riigi Teataja [state information page about laws, norms, etc.] which changes there are.”/RK6/

Teachers from schools with Russian as Language of Instruction are very preoccupied with the new reform going in the education system. Even though this is a subject of different nature not comprised in the actual study, it is an important part of teachers’ reality. Since September 2011 60% of subjects will be taught in Estonian language and teachers are providing most of efforts learning the language (Estonian) and preparing for the examination going to be prior to the beginning of new academic year.

Estonian school teachers never mentioned anything about the information sent by MER and talk mostly about information coming from diverse organizations from Estonia and from abroad, or other information received via e-info lists, networks, and partners from abroad.

“All the information I receive by e-mail as it is subscribed to different info lists, which I started to do after I run the first Comenius mobility activities. Sometimes if I need something than I Google and I find it from there, like for example I did when I needed more information about Nordplus [Nordplus is the programme focused on educational cooperation between partners in the area of lifelong learning from the eight participating countries in the Baltic and Nordic regions for teacher mobility] or some other programs.”/EJ3/

“The EU centres send a lot of information directly to our school. It’s more comfortable to do so, because they have us in their mailing lists after we participated in their activities. Tallinn has also an e-list where we are registered. We receive from Archimedes Foundation directly as well. We have already several years e-Twinning project and we share with our contacts from there. From a previous project we got a very good partner from Iceland with whom we also share the information.” / ET1/

From the above narratives can be seen that Estonian teachers receive information from international partners. The secondary source of information often mentioned by most of the teachers is the other teachers, colleagues they met in different events at national level. Teachers from Ida-Virumaa maintain tight relations and permanent contacts. They share among them the information about new open calls, courses taking place at national level, mostly in Tartu, Narva and Kohtla-Järve.

“We receive information from our colleagues. We have a good contact in Kohtla-Järve where they prepare teachers for getting a higher level of qualification and they always send us.”/RK5/

“We exchange information with different deputy head masters from other schools. After we go to different courses, we keep in touch and we try not to lose contacts. Especially we, the Russian schools as we are not so many here we have to keep contacts. As a result we send each other information.”/RK6/

The reception of information and the source respectively have a particular feature noticed in Russian schools. In many cases this it is “filtered” by the director or deputy head master who decides where, when and who is going to participate. The open calls, announcement for open programs are coming to the general e-mail of the school and the information is controlled by a certain person, in some cases by the school administration.

“First of all we analyze the topics of proposed courses/programs. Than we talk with the teacher who is the target group of the programmes and we find out if it is of interest for him/her. And we recommend: you need to go to these courses! You haven’t been long time and here are proposed different ways, methods of teaching.”/RK6/

“The Deputy Head mistress receives more information and comes to us with different proposals: girls, there are organized this kind of courses. Would you like to go?”/RK5/

Both categories of teachers mentioned a wide reception of information coming to their schools and later on to their knowledge through from other different channels. In schools there is a person, usually the secretary, but in some schools there is a specialized person called “Media person” who is distributing the information, after receiving it.

“We also have a coordinator for all new technologies, new information. She collects all new information and then she is proposing to be involved in one or another programmes/project/activity.”/ ET1 /

The person dealing with receiving and distributing the information is present in all schools: the secretary, the media coordinator or the deputy head master/mistress. This person is filtering the information and decides who will receive what, forwarding the certain kind of information to a certain teacher. She/he decides which teacher would receive what, as it was mentioned by some teachers.

“We have a certain person who is coordinating the projects, checking the e-mail and she is responsible for receiving and then forwarding the information to whom is interested in what.” /RT2/

This is the opinion of other teachers as well who suppose that there are contacted only certain people in the schools to go and participate in different projects, the approach to them being individual. Some teachers are looking for extra information by themselves. Only it differs which kind of website they are browsing and what kind of information is published there. The latter one is a permanent visitor, also active user of a specialized interactive on-line platform for foreign language teachers where the information is published by different users from all around Estonia. The former one is mostly checking a website with information published about different programs at local level, information from the activities of civil society with the aim of enabling people to participate at local level.

The language in which the information is published is playing an important role here. From the narratives of teachers can be deduced following conclusions:

1. Teachers from Russian schools check the information in Estonian if it comes from MER. Also the Estonian language teachers are checking it. The information in English is mostly checked by English language teacher. The other type of information is read if it comes in Russian language or if this is the head master/deputy head master directly contacting the particular teacher.

2. Teachers from Estonian schools aren't concerned with the language because the majority part of information is published in Estonian language or rarely in English language.

The information about Comenius programmes is sent out only in Estonian language. But I would like to mention that teachers are participating in international teacher mobility equally from both Estonian and Russian schools, as head of the programmes in Estonia said:

“We can't say that Russian schools are less or more involved. It is equal. We have to take into account the proportion of schools in each region, how many Russians and how many Estonians and than to say if they are less active or not.”

Despite this affirmation, there are still obstacles to be met by teachers and one of the objectives is to identify them. Announcements about Comenius are published regularly and send out via a diversity of channels: local newspapers, teacher's weekly

newspaper. One specialized edition of an e-newsletter is sent to 5000 subscribers among who are 600 schools from all around Estonia, local governments of counties, other educational institutions and organizations. The information is published in Estonian. Opposing this detail to the teachers' opinions we can easily conclude that some teachers would read it if it would be coming from MER or other official representative. As long as it is an open call for a voluntary action, it is considered of secondary importance and depends on the teacher's interest.

“Now there are such times that there is a lot of information and it's not a problem to find it. The problem is if this is interesting for me or not, if I need all of this information.” / RT2/

told one teacher from a school with Russian as Language of Instruction.

The limited access to information is conditioned also by the school location according to some teachers' opinion. The school located in a small community far from any bigger centre, is cited by teachers as a reason insufficient knowledge about various programs for teachers. They claim that teachers from Tallinn are the ones benefiting from any opportunity of visiting EU countries for mobility purposes, because they have a larger access to information.

“We are located far from everyone big. This is why we know less about other programs. For example I know that in Tallinn there several associations of teachers which are organizing visits to other schools abroad and not only in Russian but also to EU countries.”/RK6/

The same opinion is shared by one Estonian teacher from a Narva. She says that *“somehow Narva is like a country in a country”* and there the information reaches more rarely than in the case of Tallinn schools. The same teacher said later that actually to receive the information is very much depending on the teacher himself and on own interest to know more about different international mobility opportunities. She refers to personal life reasons as limitation to the activity on an international level, rather than access to information.

On the other hand the link between limited access to information and location of school distant from Tallinn or Tartu draws different conclusions compared to the reasons teachers admit. Internet environment has no limits and doesn't recognize any geographical border moreover in Estonia where ICT are highly developed. The interconnection between the two factors (limited access to information and school location) reflects a tight network and a restricted number of discussed subjects. Information exhibits are barely present in such communities on the information walls, being published in electronic version and promoted via an electronic environment. This fact requires constant browsing of web-pages in search for information – time consuming praxis for teachers.

The approach to information as it is seen is very much depending on source of information, language and content, as well as to personal interest of teachers. And the latter characteristic is valid for all teachers. The access to information is free for all the teachers and the information exists. It is the teacher himself if he or she wants to find it and see it. At the same time this shouldn't be an excuse for the programmes promoters. Ways to raise the interest of all teachers should be traced and used.

III.2.4. Knowledge of Foreign Language Factor

Ema Ushioda argues that “This problem [foreign language knowledge] arises in particular in the case of English as a target language, given its status as an increasingly global language and a lingua franca employed as a common means of communication between speakers from different language backgrounds” (Ushioda, 2006: 149-150). The narratives of teachers support entirely this statement.

The average age of teachers in Estonia is 46.7 years old for the academic year 2009/10 (Ministry of Education and Research information). Looking back to the

historical conditions most of teachers studied in school, later during the university years Russian language and German as foreign language. Three teachers told they can speak German, one speaks French. The English language teachers speak English respectively. Other teachers lack completely knowledge of English language or can speak it in extreme cases.

One of the Estonian teachers who studied German, told that later due to the international teacher mobility studied English to be able to travel and interact with teachers from other schools from European countries.

“The language is a problem. I speak English a little but not so well and I studied this language especially to participate in mobility programmes Comenius. But still I don’t speak so well. And it is a problem for me.”/ET1/

The knowledge of a foreign language was involved by all teachers as a reason which “scares” them to go abroad, to participate in any activity at European level. Both teachers, from Russian and Estonian schools mentioned it among the main reasons, apart from English language teachers or teachers younger than 40 years old.

Some of the interviewees describe this as being the actual situation of most of their colleagues.

“The problem we have is that 1/3 of teachers don’t know well English because during the Soviet times the main foreign language to study was German and Russian. And people who are 40 years old or my age don’t speak well English. They studied it a bit but it was at a quite advanced age. This is a problem and people are afraid of not knowing the language.”/ET1/

“On one website was a new open call and one of my colleagues, Estonian, she said: ‘I would also go but my English is not so well’. She was interested in the subject but she was afraid that she wouldn’t understand.”/RN4/

It can be noticed that some teachers tried to study language in the past years. Teachers from Russian schools present another reason for paying limited attention or not considering in general studying English. Most of the teachers from Russian schools

are focused on studying, improving their Estonian language due to the changes going to take place starting with next academic year 2011-2012 when 60% of school courses will be taught in Estonian language in Russian schools.

“I’m very weakly speaking other languages. Maybe that’s why I didn’t participate in Comenius. There is mostly needed English. Also now in the country is mostly Estonian needed so I’m paying more attention to the Estonian language.”/RT1/

Teachers are busy with “translation of educational reforms into the reality of their schools” (Mitter, 1991) which is considered a priority compared to study another foreign language, English for instance.

The mobility programmes Comenius, action about in-service training, has included in the application form a special section proposing to teachers a short preparation language course before the project will start. According to this proposal teachers can benefit from a language preparatory course at any institution they choose prior to the starting date of the international teacher mobility. Also teachers can procure materials for studying the language. Or, this is also what the Comenius representatives in Estonia say. Moreover there are cases when teachers apply for funding this language courses, provided in the frame of the “Recommendation of the European Parliament and ff The Council” on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility” which referring to linguistic aspects of mobility, says:

“Language skills are important for effective learning, intercultural communication and a better understanding of the host country's culture. Participants, and their sending and hosting organisations, should pay special attention to appropriate linguistic preparation. Wherever possible, mobility arrangements should include:

— language assessment before departure and an opportunity to follow courses in the language of the host country and/or the language of instruction, if different;

— in the host country, linguistic support and advice. “ (European Parliament and Council, 2006: p.9)

The recommendation of European Parliament finds expression in the “The Estonian Teacher Education Strategy” for 2009-2013 elaborated by the Ministry of

education and Research. The strategy document specifies the introduction of “methodology of teaching in a foreign language in order to teach student teachers the skills for working in multilingual classes [...]” (Archimedes, 2008). The goal was set for new generation of teachers. The teachers with great working experience the actions to achieve this goal are not applicable.

What concerns the short language preparation prior to start of the project, the practice differs from the theory according to the opinion of teachers in this study:

“Even a short preparation before the project wouldn’t help. To go somewhere abroad it’s needed to communicate. The project is not that you just go and walk around like a tourist.”/RT2/

“It’s one thing to speak English at basic level at home and another one if to go and participate in such projects like Comenius. I know that when I filled in the application there was a question: “Do you need a preparatory language course?” – I have no idea how it takes place in reality but maybe there is some specific way to prepare the teacher to be involved and be able to communicate what concerns own subject.”/RN4/

In addition to it the teacher from Narva developed that the courses were teachers take part abroad include specific information, completely new in most of the cases and it is difficult to understand the subject. The weak language preparation would only contribute at increasing the teacher frustration and would have a bad outcome for the mobility activity.

“Once a teacher goes he/she needs a good level of language because there are taught some methodology tips. Also there is taking place a lot of communication among participants, a big amount of information is provided. For me was difficult because everything was new and I am English language teacher. But if also to have a language barrier, than the person might get lost. If there would be a better level of language, more teachers would be involved.”/RN4/

The situation of foreign language knowledge, mostly having English language skills is again at a big extent a problem of attitude, of personal approach. There are

teachers who take the risk and are willing to try to communicate in English with the poor knowledge they have. Their motivation is to practice the language first of all and improve the language. As second reason comes the will to travel in Europe and interact with teachers from EU countries, to benefit from cultural learning opportunities.

“I understand everything in English, I read in English, but to speak is difficult. Anyway if there is a need, than I can explain everything. Sometimes I can’t find some words, but then I find other words.”/ ET1/

said one Estonian teacher smiling and full of self-confidence. The same positive attitude towards poor knowledge of English language is provided by a Russian teacher who said that in case of extreme need or responsibility she can communicate using any mean of communication.

“It depends on how well I know the material. If I don’t know so well, somehow I can explain. I don’t speak it, but knowing some key words I can build a sentence.”/RT1/

At the same time Comenius international teacher mobility, especially in-service trainings for teacher of other subjects than language means that teachers will go to a European school and teach for a certain period of time up to 3 weeks their subject. Or, this is a challenging activity both for teacher and pupils if the knowledge of language is weak or there is no knowledge. “Competencies” level of motility process (see chapter I, section I.1) finds practical explanations in the frame of factor foreign language knowledge. Confessions of teachers support the theory according to what the lack of capability represents an obstacle for mobility to occur (Kaufmann, 2008: 45; Bonss and Kesselring, 2004: 14). Teachers have the right to feel “scared” and “afraid” to get involved in such activities.

“I’ll say once again that the language is a problem. An older person is afraid of the language. And this is the problem.”/RT2/

The international teacher mobility for teachers is providing new opportunities to learn from other teachers, share own knowledge and acquire new teaching methods, according to their need. All of this would be happening by the mean of a common language known both by the teacher and the hosting school. Or the teachers should be

competent to speak in a foreign language in order to insure the communication and to obtain a positive impact both on own development and on school atmosphere (Jaritz, 2011). This concern found expression in teachers' attitude also. One Russian teacher said

“It is needed to work also, to do something and to do it in a foreign language. That's not realistic if there is no knowledge of foreign language. For example if I would have to do a project in Estonian language, I can't do it, even if I would like to do it. We need to write the aims, tasks, in the end to write the report. And all of this had to be done in a foreign language which is difficult otherwise.”

The application forms, report forms and other documents under Comenius programmes are all in English language. They are not translated into Estonian because the verification process of the applications is done by experts at European level. There is an automatic system which is calculating the points and publishing the results. In this case a basic knowledge of language is required. Or, this is having a direct impact on the decision making process by teacher about applying or not under Comenius international teacher mobility. One very active teacher in doing projects under Comenius programmes (already third project) from an Estonian school says that for her colleagues is impossible to participate.

“Without speaking the language is not possible to do this kind of projects because all the reports are in English. The main language of those meetings is English and one can't efficiently participate without English language knowledge” /EJ3/

On the other hand some teachers of other subjects from Russian schools recognized that they are interested to learn the language or to have the possibility to practice even with the level they know it. They appreciate their knowledge of English language as being passive but with the possibility to be improved once there is an environment where to practice it. Or, the results of recent report published by Archimedes Foundation on impact of International Mobility in the frame of European Lifelong Learning Programmes in Estonia reveal that 33% of teachers appreciate as significant the impact of mobility on practice of foreign language, while 39% consider an impact at a certain extent (SA Archimedes, 2011: 100).

The majority of the applicants for a grant under Comenius mobility programmes are language teachers from both kinds of schools: Estonian and with Russian as Language of Instruction. At the same time the Comenius representatives said that

“Language is an obstacle for Russian teachers, being impossible to do a project without knowing foreign languages”

The sample for the actual research is composed from 6 teachers from schools with Russian as Language of Instruction. Out of these 6 teachers, one was English language teacher aged less than 35 years old. The other 5 teachers are teaching different subjects. One teacher who is also aged 35 years old is able to communicate in English if needed and feels more confident on her knowledge. Another teacher can manage only in situation of high responsibility and only for extreme cases. Otherwise she feels uncertain and appreciates as rather poor her knowledge. Three teachers, aged between 50 and 60 years old have no knowledge of English language. As described above, they studied German during their academic study years. The teacher speaking French language is also more interested in mobility activities to France or related to French language. At the same time she presents the obstacles in being involved in Comenius international teacher mobility going to be discussed further on this thesis.

All the teachers involved in the research expressed the opinion that actually the language is a barrier if not the main barrier. This explains why the teachers from schools with Russian as Language of Instruction are participating in courses taking place in Ex-soviet countries or in Russia. All teachers aged more than 40 years old mentioned the participation in courses taking place in St.-Petersburg, Riga or other cities in Latvia. Also they are actively involved in courses at local level, mostly in Ida-Virumaa. These are the environments where they feel comfortable and self-confident to communicate, to learn about new teaching methods, to share their own knowledge. Or, the international teacher mobility in Europe are having as objective exactly this aspect: sharing of good practices and knowledge in education sector among the teaching staff in order to conceive curricula more similar and common for each member state (Bruce, 1991).

The factor reflects a lack of correspondence between “What matters” and “What works” (Unterhalter, 2009). In theory there is elaborated a support system needed for

teachers' linguistic preparation for a proper participation in international mobility. Obviously the notion of requested time is ignored in this context, whereas studying a language at a proficiency level requires a considerable effort and time, as presented by teachers in the present study.

III.2.5. Financial Factor: Project Accountancy and Money Compensation for Extra-work

The initial interview guide where the factors and questions were included didn't contain any reference to financial aspect of the international teacher mobility under Comenius programmes. The research revealed the importance of this aspect among teachers. The interviewees brought up in the conversation new issues interconnected to each other: money and work, if to put it in very simple words.

These two important elements of a teacher's activity – finances and work/effort provided – were mentioned by two teachers from schools with Russian as Language of Instruction and a teacher from an Estonian school. As it appeared from the discussion with the former ones, they play a decisive role for them.

The simplest process of being involved in a Comenius international teacher mobility is done in following several steps:

1. Writing and sending the application for the project – school partnership or in-service training;
2. In case of positive answer from the Commission, the activity takes place.
3. Dissemination of the results at local/national level.
4. Writing and submitting final report, both narrative and financial report.

All the above mentioned activities are financed under Comenius programmes, except the filling in the application form. The financial report means that participant or project coordinator will provide all required documents to prove the expenses were made as described in the application part of the project and related to the project activities. This process is considered of an important level of difficulty by teachers interviewed, requiring *special knowledge*, a huge amount of *extra-work* and *many worries*. Interesting to point out here in relation to extra-work is the fact that the same teachers don't see the practical application, the concrete outcome of the projects run under Comenius programmes. This aspect will be discussed more detailed later in this paper. The need to be mentioned under this factor emerged from direct connection with it: the activities are done with a certain purpose and are financed in order to achieve certain results. The persons involved directly in conceiving and running the activities should be the ones first to feel the results. Or, if this doesn't happen there is a misunderstanding in the middle and the expected results are not achieved, the programmes proving unsuccessful in this particular case. But, as told already this aspect will be discussed later.

Financial aspect of the international teacher mobility and other types of projects under Comenius represent an issue for teachers from two different points of view:

- Accountancy of the project;
- Money compensation for teachers involved and extra-work.

An important aspect of running / participating in a project under Comenius programmes, similarly to other LLP's, doesn't require financial competences (Canzler, Kaufmann and Kesselring, 2008: p.45) – professional studies of accountancy or project financial management.

The concept of lifelong learning projects embodies a lot more other gains, but less financial profits. On the other hand it doesn't represent material losses. If to put it simple: there is a special amount of money asked by the one who is willing to be involved in a project, given by programmes promoters from European Commission. The sums allocated are for certain described activities in the application form and mobility activities going to be done. It doesn't specify about the salary for the coordinator or any

other person involved. At the same time it is not a compulsory work and nobody can be obliged to do it. These details are introduced here in order to illustrate better teachers' concerns about the financial aspects of international teacher mobility under Comenius programmes.

Project accountancy

Accountancy of the project seems to represent an important obstacle for some teachers. Even though persons employed in the project activities, including in international teacher mobility under Comenius programmes, can come from different professional fields, teachers consider that there is needed a professional accountant.

“Financially the project was difficult. First of all the financial report is very complicated. It is needed a person who would be able to work with project accountancy and money because accuracy is important here. Me personally I don't want to be involved and to take responsibility for financial aspect.” /RT2/

The reporting stage of the project is considered to be the most difficult and *demotivating* for most of teachers. The *demotivation* is greater if teachers don't see the concrete outcomes of the project, the positive impact of it on the target group, on the community, and so on and so forth.

“Because that project was so difficult and it required lot of efforts the teacher who coordinated it, my colleague decided never to deal with other projects again, especially with international ones.” /RT2/

The financial aspect of projects involving international teacher mobility is not discussed in the specialized literature. There is no theoretician who tackled this subject, nor there are researches carried out to identify the so-called *bureaucracy* in running or being involved in activities under Comenius programmes, being an in-service training, partnership project or other type of project. Target group is encouraged to participate, the programmes is promoted using a variety of means and there is expected increase of participants' number. The factor *finances and money* to be reported plays a major and determinant role in the entire process of the mobility. The determinant role of the

project accountancy is visible in the context of project continuity, promotion of programmes and further attitude of teachers running the project.

The problems with project accountancy were encountered by teachers with more than 20 years of teaching experience, while a different approach was noticed at younger teachers both from Estonian and Russian schools. The former one described situations when financial documents related to travel under international teacher mobility were lost causing a situation of stress because she could not prove that the mobility was done and the sums allocated for it were spent properly. But she worked out a suitable solution. The accountancy doesn't represent for her a challenge of negative nature. It is described by the teacher as rather a learning moment for future similar projects and activities.

“It is nights and days of work to do all the reports. The work is mostly during the last nights before deadline, as we do it usually when the deadline is coming. But I liked it.”/EJ3/

The latter teacher who participated in an in-service training in another country sees the financial aspect of it as a normal process that each person should go through in order to participate in international teacher mobility.

“I wrote an application for which I was given certain money. Than I wrote the report and I did everything as it is supposed to do. At the moment I am waiting for the 24 month period to pass to apply again for another international teacher mobility”/RN4/

Both interviewees started the school work between 10 and 15 years ago. This is the period when LLP's started to happen more often in Estonia, in education system including.

On the other hand one of the Comenius representatives in Estonia claims that the financial aspects of the mobility projects are

“an easy process. One has to read the grant agreement and what is written down there. People have to know which documents and materials are required. According to

the rules, there are allocated 80% of the grant at the beginning of the project and the other 20% after the final report is accepted”

The solution proposed by programmes providers is that teachers involve in mobility projects would manage from the beginning until the end the necessary documents to be presented once the project is finished.

A different solution for the problems with accountancy seen similarly by two teachers is that the school administration would support them (see Beernaert, 1997). There are teachers as individuals who apply for the project, for international teacher mobility and as a consequence they take responsibility for all the actions, work needed to be done related to the project. Schools tend not to be involved at too great extent and its contribution with own resources is limited. This might represent one of the important key-moments in teachers’ activity and have a direct impact on the teachers’ decision about participation in programs/projects involving international teacher mobility.

Money compensation for teachers involved and extra-work

The project coordination job, both for school partnerships and in-service trainings involving international teacher mobility’s, is a voluntary job. The sums allocated for project activities don’t include salaries or financial compensations for individuals working in the projects. Teachers and programmes providers see differently the benefits from participating in international teacher mobility under Comenius programmes. Policy providers count on own input by the programmes beneficiaries: teachers’ free time, schools’ financial resources. Free time of the teachers means for them working extra hours which need to be paid. Some teachers expect a salary increase or recognition of the results by giving a higher status among the school staff.

“For a teacher with enough working experience in school, many years of working should be something hierarchical. Maybe if it gives possibility to get a higher status. But maybe financial support like a salary increase. This is motivating everybody!”/RT1/

Opposite to the results under this research are the answers obtained among finish teachers, discussed here just for comparison. “Career development or prospects of better

pay are less important” is one of the findings of the survey conducted at Finnish Centre of International Mobility CIMO by Anna-Leena Riitaoja (Riitaoja, 2007).

Teachers in present study are motivated to work more and contribute at developing extra ideas improving the school International Teacher Mobility if they receive support from school and colleagues: salary increase and help with accountancy. This statement is not valid for all teachers though. The discussions revealed that some interviewees are categorical about money compensation for the project coordinator and other people involved, this being seen as the own motivational factor to be involved in a international teacher mobility under Comenius programmes.

“For most of the people the motivation is a material compensation: to be paid. The fact that the travel is paid is good. But honestly in my school won’t be found many people who would leave the family the children the husband and would go somewhere for a month”/RT2/

The teacher would go for international teacher mobility though if she or he would receive an increased salary. In the same school of Russian with Language of Instruction the school administration applied a solution by paying one teacher for being a project coordinator as well. This solution would be suitable for teachers from Estonian schools, including the once who are actively participating in international teacher mobility.

“The job is not paid, nor is the salary increased. I received nothing extra in matter of money. All is based only on voluntary work. Of course I would like that the school would appreciate it more, because they know that I don’t have any money from that.”/EJ3/

The international teacher mobility under Comenius programmes are considered an opportunity for teachers for developing managerial skills, being a completely individual work, were the teacher is the one managing the entire process: from finding the project proposal, applying and receiving the grant until implementing individually the activity, insuring a visibility of results, disseminating the results and submitting the final report – narrative and financial. For some teachers this is a nonsense process if it doesn’t bring profit in financial aspect. It is the expression of teachers’ level of knowledge about the Comenius programmes, aims, objectives and expected achievements on the one hand.

On the other hand it reflects the teachers' extent of preparation to be involved in such activities new for their world. Teachers are not ready yet to run an entire process of international teacher mobility under Comenius individually, without expecting money compensation. Not all teachers at least. There is the need of a team, of greater support coming from the side of school administration or more preparation to be provided by the Comenius representatives in Estonia. The majority of teachers started their activity 20-30 years ago when teachers' work was seen differently, extra activities were taken place locally and the international element was even not a thought, nor has it been a reality. There was no need of extra resources or the work needed to be done was comparatively of different nature.

The degree of importance of compensations received from participating in / running projects including international teacher mobility's varies among the teachers. The two interviewees from Russian schools who mentioned the factor believe that it is of categorical importance if not the most important. It is the additional work that needs to be done and require time and efforts from teachers' side which needs to be compensated adequately. In teachers' narratives are not mentioned benefits of the participation. They also don't consider any positive effects of the project and mobility, having rather a critical attitude towards them

"... we talked about these professions [professions of grand-mothers], ok, we invited a chimney sweep, we looked at him and discussed about his profession. As a result 3 persons went to Germany, 3 persons in Sicily, but the rest [part of the organizing team] received nothing. I think these projects are only for travelling. Only for this are given money"/RT2/

International mobility activities for teachers risk to be perceived wrongly by teachers and as a result a bad image is promoted. The travel aspect of the international teacher mobility is also covered by the Estonian teachers in the context of working. It is a combination between travel and work or *work with travel*.

"The only benefit that I get is that I can travel myself. But of course these travels are not like usual holidays. We have to visit the schools, to go to seminars. There is also some fun coming along, but in the day time we are at school doing work in another country."/EJ3/

The positive impact of the international teacher mobility on teachers' attitude have been noticed when the teacher connected the possibility to participate in international teacher mobility with travelling and learning at the same time, all of this being done with no cost from teachers' side. The salary is not enough for a teacher to afford to travel in another country. The programmes of international teacher mobility under Comenius offered this possibility and the final result was positive, motivating the teacher: 1) to want to apply again; 2) to promote the programmes among other teachers.

The international teacher mobility is seen as it is meant in the theory and European programs in this case. The teachers' colleagues who are not participating in the process or in the international teacher mobility are still at risk to perceive wrongly as long as they see them from aside. It is also the reason why the teachers coordinating projects under Comenius programmes don't receive enough support from other school teachers, as they consider doing the work and only one or two persons benefiting from travelling.

The financial rules of Comenius programmes don't specify information about payment for extra-work required to be managed under a mobility project and for a coordinator to run this work. The sums are allocated for the project activities. Head of Comenius programmes in Estonia answered the question "Can the school decide to pay a project coordinator?" as follows:

"Maybe they do. We do not check it. But again, it is said that the money has to go for the project activities and they must use the money for the project, moreover that this money is not that big. The schools have their input into the project."

The international teacher mobility is accepted differently among the teachers because of the financial aspect and the extra work required to be done. Teachers lack the information or it is not enough explained to them. The school administration support for project finance management is needed to be reconsidered (Beernaert, 1997: p. 343). Also schools should develop a support motivation tools for teachers who are a resource for developing projects in school under Comenius programmes, other programs. The expectations of teachers for material remuneration are based on a wrong understanding of the programmes's aims and objectives. The so-called benefits from the programmes are completely missing from the picture of some teachers or seen critically, as just "waste of money". Some teachers don't see the connection between the opportunities of

the projects, international teacher mobility and their participation, considering that the benefits can consist in material gains.

The factor plays a key role in further participation of teachers in international teacher mobility as it was seen and it should be considered by all the actors involved.

III.2.6. Factor of Age

The average age of teachers in general education schools of Estonia is over 46 years old, according to MER statistics. Prior to the study commencement, the main assumption made was that the age is the most important factor influencing teachers' decision about participating in international teacher mobility under Comenius programmes. The factor was included to be researched and evaluated the degree of its impact on decision making process of teachers. The outcomes are different than the initial assumptions.

The average age of the teachers interviewed for this research is 47.5 with a teaching experience varying from 5 to 37 years of teaching. Teachers don't consider the age as an important factor. Some of the interviewees appreciate it as of secondary, tertiary or no importance at all. It is the personal approach to own age and individual to each person.

The age factor is connected with the personal life of teacher: family, habits. Initially "Family" was considered as separate factor. The research revealed the fact that family and age are directly connected in the case of some teachers.

Three categories of teachers were deducted from teachers' narratives:

1. Teachers who consider the age and family an important obstacle

2. The once who consider it sometimes an obstacle – personal approach towards the age

3. The once who consider it is never an obstacle

1. Teachers who consider the age and family an important obstacle are from schools with Russian as Language of Instruction. All the interviewees from these schools have colleagues elder than 45 years old, majority of teachers being 50 years old or over 50.

“Our teachers are not that young and the age is absolutely playing a very important role for teachers not to go abroad to participate in programs. Moreover that our is a situation of teachers educating during Soviet times and have the old way of thinking which is very difficult to change. We can easily change the haircut. It’s simple and fast. But thinking it’s very difficult to be changed”/RK6/

The correlation between age, family on one side and participation in international teacher mobility on the other side is emphasized in teachers’ answers as a strong one. The reinforcement of this opinion is given in by comparing teachers with “young people”.

“The age of course has a big influence. Young people who don’t have a family, children, are freer. They also have more energy. Older people are calmer, mostly at home. This is what I know from our school” /RT2/

Indirectly this talks about the fact that teachers are a community of people who consider themselves elder rather than young, with more responsibilities and limits in actions.

2. Teachers who consider age an obstacle to participate in international teacher mobility only in limited cases say that it is the individual approach towards the age which determines teachers’ decision. Most of the interviewed teachers belong to this category. The age represents an excuse involved by teachers who are not interested to participate in international teacher mobility.

“It’s individual. Can be age, can be some stubbornness.”/RT1/

“The age shouldn’t be a problem and it is up to the each person. Always! Only the knowledge of language has influence, but not the age. An 80 years old person who knows the language and wants to go in a international teacher mobility will go.”/ET1/

From the point of view of some teachers younger people should participate in the projects, international teacher mobility under Comenius programmes in order to get experience. Teachers consider that they benefited from different opportunities more than young people. This reason it’s an obstacle for them and a given explanation for people younger than them to go and participate.

“Sometimes can be the age an obstacle. We had our first project with Finland where participated people who were 50 years old. Some of us wanted to go again for a second project but they said it is better to let the young people to go the second time and that the younger once would do what we did.”/EJ3/

From the teachers’ narrative it is obviously said that teachers are willing to travel and they would go again. They also believe that both, younger and elder people should benefit equally from the same opportunities.

Teachers rely on own motivation to broaden their horizons, to travel, to get experiences in other environments. The age is considered not a real factor, but a “made-up” to mask either the *lack of knowledge about the international teacher mobility programmes*, either *the fear* of going to a country where a foreign language should be spoken. In a third case-scenario will be the wish to hide the lack of interest in the programmes.

“There are people who at 20 are already old and there are those for whom at 60 everything is interesting and they go to develop. Somebody is permanently interested. Some people never want to know more”/RN3/

None of the above presented reasons is leading among the teachers. The age factor is interconnected with competences of speaking a foreign language or financial motivation for teachers. The lack of the former one can be a result of the age being too advanced, whereas the latter factor is a result of the advanced age. The advanced age is related to the level of experience: elder the person, more experience she/he has.

Travelling opportunities and gain of experiences in an international environment are motivating at a lesser extent than a salary increase or recognition of new qualification. The Maslow pyramid of hierarchy of needs is very relevant in this case: teachers are at the stage in life where recognition by society and self-achievement are their main needs. Or, the recognition by society is of different nature, including material one.

The age in case of international teacher mobility is seen not as an obstacle to participate but as a reason to gain more from an international teacher mobility experience, more according to the needs of teacher. It can be deducted that both the programmes is not corresponding to the needs and teachers didn't find the expression of their aims in the programme's aims; either that teachers didn't receive enough information about the international teacher mobility under Comenius programmes, ground for new developments.

3. Teachers who consider the age never an obstacle are from both types of schools. To this category belongs also the teacher from my sample the most advanced in age and with the greatest number of working years.

Teachers see international teacher mobility as an opportunity to travel and learn more, to develop and improve their teaching methods, to share and learn about new cultures. The age is not considered as an obstacle and no matter which age they have, people have still ground for self-development.

"The programs are for everybody. In our school the teachers are easily going if there is some possibility to go somewhere."/RK5/

According to the teachers' declaration, her colleagues are willing to participate in international teacher mobility. The same teacher earlier during the interview talked about the lack of knowledge of a foreign language also lack of information about the programmes. Once those situations are overcome teachers are ready to participate and the age is not an obstacle.

It is difficult to say at what extent teachers are honest when talking about the age as not an obstacle. Another teacher from the same school involves age as one of the main reasons, describing the colleagues as over aged, coming from a period when still

Soviet times were and that the way of thinking is not changed, which constitutes a barrier for participation in projects including international teacher mobility. The latter interviewee has also an administrative function in school, being responsible for teachers' activities and participation in courses outside of school. The duality of answers talks about lack of internal communication between the teachers belonging to the same group, rather than about teachers' attitude towards correlation between age and participation in international teacher mobility. Both opinions will be taken as granted and based on them will be concluded that in school there are teachers belonging to same three categories as stated below under this factor.

Comenius programmes promoters in Estonia accentuated in capital letters that the programs including international teacher mobility or any Lifelong Learning Programme includes no age limit for participants. Teachers comply with this statement and recognize the right of everyone to participate. Also they can't accept it as a problem. One teacher from an Estonian school located in Ida-Virumaa says that she "*wouldn't imagine age being a problem*" /EN2/, developing the idea she brings examples from her schools where no matter of age, 20,30 or 50, 60 years old teachers are travelling and never mention age to be an obstacle for them. The factor is of rather internal motivation nature or of secondary importance. The main impediments are related to foreign language competences and financial motivation which as presented above, are connected to the age at a certain extent.

In conclusion to *factor age* can be said that the initial conception about age being the main obstacle for teachers to participate in international teacher mobility proved to be wrong. The attitude of teachers towards age is diverse as seen above. The age represents a blockage as long as it is an explanation for lack of foreign language competence, mainly English or a reason for receiving a recognition/financial compensation. The conclusion is based equally on narratives of teachers from Estonian schools and schools with Russian as Language of Instruction.

III.2.7. Motivation and Qualification

The affect of the above described factors on teachers' decision about involvement in international teacher mobility is of controversial nature, paying different roles for different teachers. Comparing to them, the *factor motivation and /or need for qualification* is in unanimity appreciated as of positive influence. From the interviews with all teachers in the sample was concluded that all of them are motivated:

- To learn about new changes;
- To learn new methods of teaching;
- To compare own methods;
- To look at own way of teaching from different perspective;
- To learn about new cultures;
- To practice foreign language, English mostly
- To travel to new countries

The above list was deducted from teachers' answers to the question "*How would they appreciate their motivation to participate in international teacher mobility?*" Interviewees who have been in international teacher mobility under Comenius programmes appreciated it as positive experience and are motivated to participate again. Others for whom Comenius programmes was a new programmes to hear about for the first time from me are interested to participate in international teacher mobility after they will learn more about the programmes. They expressed the desire to receive more information asking where can be found details about Comenius and open calls for international teacher mobility.

The report published by Archimedes foundation mentioned in this study, reflects a similar approach to majority of the respondents in the research carried out by this organization. 84% of the respondents involved motivation for personal development as

of greater influence to participate in international mobility under Comenius programme (SA Archimedes, 2011: 95).

The motivation to participate in international teacher mobility emerges from other factors in particular cases. One teacher coordinating projects including international teacher mobility under Comenius programmes feels motivated by the pupils participating in the projects. The positive impact the international teacher mobility has on her pupils, their reaction and evaluation given to the project constitute the mobiles for teachers to continue doing the work.

“I get a lot of energy, lot of joy to be connected with pupils from gymnasium part. I never taught in that part but now already many years I do those exchanges all the time with older students and I like a lot to talk to them and to do something together with them.”

An important motivation considered by teachers are the connections established with partners in previous projects or from common activities where they participated together. The new friendships among teachers from different European schools are extended at long-lasting friendships between schools which are considered to bring new changes of interesting nature to pupils. The influence on pupils' motivation is appreciated as positive as well. The impact on the community could be observed as being motivational for teachers to increase the impact by involving later more people in international teacher mobility.

Two teachers consider the possibility to learn concrete new things about the subjects they teach is their essential motivation. The cultural aspect of the international teacher mobility and the non-formal learning methods are regarded as bonus to the international teacher mobility, but categorically main objective.

“For me as teacher I participate in a certain international teacher mobility because I'm interested concretely in this topic: how I should teach my subject?”/RT1/

The intercultural learning moments which indirectly bring to the increased awareness about European citizenship among inhabitants of members states as it is aimed by policy promoters, should take place in other contexts. The in-service trainings

should focus only on teaching aspect of a subject and formal education of pupils, of teachers.

The topic of international teacher mobility and the needs going to be satisfied are features analyzed by teachers before deciding if to take part in international teacher mobility or not.

“We have first of all to decide what for we are doing this? What is the aim? What for I need this?”/RK6/

Once the questions answered the decision to participate is made and teachers are willing to do it. The interest for European programs among teachers increased since Estonia became member-state. Interviewees recognize the interest to go and see how other EU programs function, how requirements are fulfilled and how changes are implemented in other states, which were the problems encountered in their education systems, by their general education schools and how these situations can be overcome in Estonia, how the solutions can be applied – in an word to become a cosmopolitan teacher in the meaning described in Chapter one, section I.1. These are questions that teachers consider to find answer while participating in international teacher mobility.

The mobility of teachers at local level between Estonian boundaries are taking place. In the case of teachers from Ida-Virumaa teachers are mobile in the limits of the region territory, participating in programmes provided mostly at regional level: in Narva, Kohtla-Järve, Jõhvi. In some cases they participate in 2-weeks qualification courses provided by University of Tartu or Tallinn University. Narva, Kohtla-Järve and Jõhvi are the main destinations for teachers from Ida-Virumaa what concerns courses for new qualifications or for learning about new changes in the subjects they teach. Teachers expressed their readiness to participate in some other courses taking place beyond Estonian borders once the language barrier is possible to be overcome. Curiosity and need to develop more are characteristic for teachers' decision to participate in international teacher mobility.

“Always we want to compare: what I do better and what the others do better. Since 2011 pupils from 4th, 7th and 10th start new programmes in mathematics. This is not practiced yet and I'm curious to know how it is going in other countries. I have

relatives in other countries and they send me different type of tests, exercises which I use with my pupils”/RK5/

The motivation is also conditioned by the level of understanding of certain international teacher mobility: aim, objectives, results achieved. Otherwise the programmes will gain a bad image among teachers and will demotivating impact as it was the case with one of the interviewees who considered the final outcome of no relevance for persons involved. It was seen as waste of money, energy, and time. This was a single negative case mentioned during the interviews.

In general teachers express a 100% desire to participate more, to learn about changes, seeing it as a positive influence in further school activity, work with pupils. International teacher mobility are the opportunities to widen the horizons, to inspire in everyday work – is the evaluation given by teachers which is also reflected in the cosmopolitan perspective on mobility described in chapter I and aimed by various Lifelong learning Programmes, mainly Comenius presented in chapter II.

CONCLUSION AND POLICY RECOMMENDATIONS

The main goal of present study was to identify factors influencing teachers' decision from Harju and Ida-Viru counties schools to participate in international teacher mobility under Comenius programmes.

In order to answer the main research question, the study included theoretical framework treating on mobility and motility concepts; localization of teacher mobility in the Lifelong Learning Programmes, with focus on programmes for education sector – Comenius; empirical data on the factors affecting decisions of teachers from Estonian and Russian to participate in international mobility. The study concludes with policy recommendations formulated on the basis of the main findings of the qualitative research.

Mobility as a process which conducts to behavioural changes of actors involved – teachers for present case – was treated through such concepts of motility which represents the capacity for mobility; transfer, transition and transformation are the phases characteristic for a mobility activity. From humanistic and cosmopolitan perspectives international mobility paves the way towards human development, towards teacher self-actualization and improvement of teaching methods, of quality of education in the teacher's institution.

International mobility is one of the fundamental activities in Lifelong Learning programmes which emerged once with the publication of Edgar Faure's and his co-authors book "*Learning to be. The world of education today and tomorrow*" where is emphasized the importance of lifelong learning in a knowledge-based society. The concrete actions taken in the field of education started after 1993 when Maastricht Treaty entered into force where article 126 clearly specified the importance of teacher and student mobility in the developing of European citizenship concept direction. Comenius Programme elaborated in 1995 describes actions going to be undertaken in

the EU member states education sector: teacher and pupil mobility; e-twinning, etc. One of the primary goals of the programmes is raising the awareness about European citizenship among education actors. International mobility, based on principles of transfer, transition and transformation are designed for the achievement of this goal.

Parallel with positive achievements of teacher mobility across Europe in the frame of Comenius programme, there are encountered a series of obstacles and challenges needed to be overcome which are presented in the second chapter of the present study.

In order to identify which are the main aspects leading to (in)active involvement in Comenius mobility programmes of teachers from Estonia based on theoretical foundations, the empirical research was carried out. As results of the research were identified five main factors which play an essential role in teacher's decision making process about own involvement in mobility programmes at European level. The five factors considered by teachers are: 1) access to information in their own language; 2) knowledge of foreign language, English being the main language used in the framework of Comenius; 3) financial aspect – money compensation for the extra-work and project accountancy; 4) age; and 5) motivation and qualification.

The research revealed that even though in Estonia the access to information is widely possible, being promoted in any possible way: internet, newspapers, etc, teachers still lack the information about the lifelong learning programs. The lack of information is depending and can be explained by the three main features specified by teachers: a) source of information; b) language in which the information is reaching teachers; c) content. In this order the conclusion is that teachers mostly from schools with Russian as language of instruction pay attention first of all to the information incoming from the Ministry of Education and Research. In this case the information is strictly checked and learned, while all other information might be considered less important and gets less attention, especially if it is not distributed in Russian language . Another aspect referring to the source is the filtering of the information. Administration of the schools receives the announcements and forwards them to teachers according to how they considered important. This action is performed either by the deputy head master/mistress, or by a special person who can be the secretary or media coordinator. Only in few cases this are the teachers who are searching for the information by

themselves. There is not published information about Comenius open calls in Russian language and some teachers consider this as an obstacle to learn about this programmes.

Knowledge of English language is one of the five main obstacles for teachers to participate in mobility programmes. English language teachers from both Estonian schools and schools with Russian as Language of instruction are active and involved in mobility programmes. The research shows that teachers for other subjects are “afraid” to go in an environment where they have to communicate in a foreign language. Also they don’t consider a short preparatory course as enough to support their mobility project. Teachers with experience in mobility activities also consider that for their colleagues the language represents a difficulty and an important obstacle. Teachers from Estonian schools confess that they had to learn English in order to participate in mobility programmes while teachers from schools with Russian as language of instruction talk about the need to study Estonian language and the efforts provided in this direction. The reason is that from the beginning of academic year 2011-12, 60% of school subjects will be taught in Estonian language, a language that many teachers do not command at the required level, as they expressed themselves.

The study identified also another factor which was mentioned in the literature only by few authors as being a problem for teachers: the financial aspect. This factor represents a barrier in two aspects: extra-work required for participating in mobility abroad and project accountancy needed to be done by the teacher. The mobility programmes is a process of self-management of own work: starting with finding the information about the programmes, applying for the mobility, participating and finishing by the promoting the results and submitting financial report. In this context teachers meet serious difficulties as they first of all lack the knowledge about management; and secondly they involve the extra-working hours needed for such projects which are not financially compensated. Teachers from schools with Russian as Language of Instruction emphasized this factor at a greater extent, while the teachers from Estonian schools did not mention it at all or talked about financial compensation as it would be a motivational factor. Teachers see the increase of salary or a bonus as a motivation to be involved in mobility programmes Comenius.

Teachers in general do not consider the age as an important factor. At the same time two teachers says it is very important, while the general approach to this factor is that the age is more of individual character. The main idea is that it is up to each teacher separately rather than a rule that with the age teachers participate less in mobility programmes. The age is connected more with the family and knowledge of English language, because many teachers do not speak English as they learned during their studies German and / or Russian languages.

Finally the motivation and need for qualification is equally emphasized by all teachers as being of majeure importance, being present at all of them. Some teachers talked in the language of the Comenius mobility programmes saying that Estonia is not a separated country anymore, but it is a part of the European Community, which makes mandatory the learning about other member states, other education systems and cultures. As long as there is a programmes supporting the described learning process, teachers are always ready to participate. Once the language obstacle is overcome and the application process, including the mobility management is clear for teachers, the motivation to participate is big. Under the same factor teachers talk about the need for qualification and the recognition of this qualification, problem of actual importance for the policy makers at the Community level. There are going on already debates in order to elaborate a system of recognition of knowledge, skills acquired in the frames of Lifelong learning programs, Comenius included, which signifies that the teachers requirements for recognition are acknowledged and there are going to be applied solutions for it.

The identification of listed factors makes it possible to elaborate policy recommendations in order to decrease the negative influence of certain factors which have a negative influence on teachers' approach towards international mobility. The actions going to be undertaken concern both policy providers in Estonia and schools' administration. Essential needed developments concern first 3 factors described above: access to information in own language included; language; financial motivation. The other two factors are more individual to each teacher and there is little that can be done in this direction.

1. **Cooperation** between Comenius programmes providers in Estonia and schools' deputy head masters or administration in general. The aim of such partnership is to insure the flow of information about international teacher mobility opportunities directly to schools on one hand. Contact with schools should be made personally more often than using media channels. A special focus should be on schools which were never involved in the Comenius programmes. Such schools can be identified by comparing the lists of existing schools and schools which are mentioned in any of action of Comenius. Those schools' names missing from the latter list can be contacted directly via a personalized project proposal.

2. **English language** long-term classes to be provided for teachers of other subjects than English language. For this purpose an additional support accorded to the English language teacher would be a solution for the school and teachers.

3. **Project coordinator** to be appointed by school administration from teacher staff. The coordinator would have the responsibility to collect information about diverse programs for schools and teacher finding practical application for school. For the extra work as project coordinator, the teacher should receive additional payment which would motivate him/her to insure continuity of projects. The proposal for a project coordinator in school could come also from Comenius representatives in Estonia. The project coordinator would participate in trainings concerning project management.

4. **Facilitation of application procedures** refers to both application for receiving the grant and reporting the expenditures in the frames of grant received. It can be achieved by the application form for grant. The requirements for financial report submitted by teachers should be less detailed, taking into account the lack of knowledge in the field of and/or project management

5. **Financial support of the teacher – project coordinator.** Schools are expected to provide their input in a mobility project. The reality described by teachers underlines an input in the shape of extra-work which relies on teachers' shoulders. School administration degree of involvement should be increased. The mechanism of financial remuneration would contribute to decrease the frustration level of teacher for doing un-paid extra-work. Another direction for providing support for teachers' running

mobility projects is involve at a greater extent the school accounts. Project bookkeeping should be done in cooperation between teacher and school bookkeeper.

6. ***Recognition of teacher's results achieved*** in a mobility project. Teachers spend most of their day time and a big part of their life, in the school environment with the same people. The relationships with the colleagues are of great relevance for teachers' motivation for further development. Thus official recognition of the results achieved in a project involving mobility and public discussion at the school level are essential. The recommendation envisages teacher tendency towards a vertical social mobility, which should be considered by policy makers.

Teacher mobility in Estonia remains still a field which needs more exploration and understating, the present study constituting only one of the starting points from which can be traced future developments and paths to be followed. "What needs to be done" in order to get "what is wanted" are questions which could find an answer in this study. More efforts in this direction would contribute at achieving a better translation in practice of Comenius programmes in Estonia and involvement of a bigger number of teachers teaching different subjects in mobility programmes.

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8 KEY COMPETENCES

European Commission
Directorate-General for Education and Culture

KEY COMPETENCES FOR LIFELONG LEARNING *European Reference Framework*

“Key competences

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. The Reference Framework sets out eight key competences:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences.”

Education and Culture, DG
 LLP Guide 2011
 Part II b Explanations by Action

Subprogramme	COMENIUS
Action Category	MOBILITY
Action	COMENIUS In-Service Training for Teachers and other Educational Staff (IST)
Objectives and description of the action	<p>The objective of this Action is to help improve the quality of school education by enabling staff to undertake training in a country other than that in which they normally work or live. In this way, participants are encouraged to improve their practical teaching/coaching/counselling/management skills and knowledge, and to gain a broader understanding of school education in Europe. The training activity must have a strong European focus in terms of subject matter and the profile of trainers and participants.</p> <p>The training must in all cases take place in another country participating in the Lifelong Learning Programme and it must take the form of:</p> <ul style="list-style-type: none"> • a structured professional development course for school education staff with a strong European focus in terms of subject matter and profile of trainers and participants, lasting at least 5 working days, or • a placement or observation period (e.g. "job shadowing") in a school, in industry or in a relevant organisation involved in school education (e.g. NGO, public authority), or • participation in a European conference or seminar organised by a Comenius Multilateral Network, Comenius Multilateral Project, an Accompanying Measures project, a National Agency or a representative European association active in the field of school education, where this is considered conducive to achieving the objectives mentioned above. <p>The training for which grants are awarded must relate to the candidate's professional activities in any aspect of school education, for example:</p> <ul style="list-style-type: none"> - Practical teaching skills, techniques and methodologies - The content and delivery of school education - The management of school education - The system/policy level of school education <p>The training should provide teachers with learning and teaching methodologies. For foreign language teachers, the training normally takes place in a country where the target language is spoken and taught.</p> <p>Participants in "pure language" courses (courses aimed exclusively at developing competence on a foreign language) are eligible for a Comenius grant only in the cases specified in the section 'Specific eligibility rules' below.</p> <p>Job-shadowing should enable the applicant to improve his or her professional competences through a period of observation of, and interaction with, other professionals at work in a different country and to experience another culture and another workplace at first-hand. Job-shadowers normally follow the host professionals throughout their working day, undertaking structured observations of, and reflections on the content of the job, the challenges faced, the competences used, the school/company culture, etc. Job shadowing can</p>

	<p>also involve interviews, carrying out professional activities (e.g. teaching), participation in daily meetings, etc.</p> <p>A programme of job shadowing is to be agreed mutually by the applicant and the host institution, based upon the professional competences that the applicant needs to practice and develop. Grants are only awarded for participation in training which is suitable for achieving the applicant's demonstrated in-service training objectives and which complies with the necessary quality criteria (e.g. appropriate to general Comenius objectives, European dimension and added value compared to training in the applicant's home country).</p> <p>An on-line database of training activities, known as the Comenius-Grundtvig Training Database, is available to help applicants identify training which is eligible for funding under this action and which best meets their training needs: http://ec.europa.eu/education/trainingdatabase/</p> <p>However, applicants may also choose a training course which is not listed in the database, provided that it meets the necessary criteria. This will be determined by the relevant National Agency. Choosing a training event from the database does not guarantee being awarded an IST grant.</p>
Who can benefit	School education staff (teaching and non-teaching), also unemployed teachers and teachers re-entering the profession after a period away from teaching. Persons engaged in the training of teachers.
Who can apply	Individuals, normally through their home institution (please note the specific types of schools described in the introductory part of the Comenius chapter of Part II of this guide), but where no such home institution exists (in the case of former or unemployed teachers), the application may be submitted directly to the relevant National Agency.
PRIORITIES	Please verify with the relevant National Agency if national priorities apply. European priority points will be awarded to applications for attending training events resulting from previous Socrates projects or LLP Multilateral projects or Networks.
HOW TO APPLY	Decentralised action. Applications have to be sent to the applicant's National Agency. In case the applicant works in a country other than that in which he/she is resident, the application must be sent to the National Agency in the country in which the applicant works.
Please consult the relevant Agency website for further information.	
Selection Procedure:	NA1
Application Deadline(s):	14 January 2011 29 April 2011 16 September 2011
Duration	
Minimum Duration:	1 day
Maximum Duration:	6 weeks
Comment on Duration:	Round 1: for 14/01/2011 training activities must start on or after 1 May 2011 Round 2: for 29/04/2011 training activities must start on or after 1 September 2011 Round 3: for 16/09/2011 training activities must start on or after 1 January 2012 Training events must start by 30 April 2012 at the latest.

	The individual National Agencies may also set end dates for the above training periods. Please consult your National Agency's website for information.
FINANCIAL PROVISIONS Please consult Part I of this Guide, Chapter 4 Financial Provisions for more information.	
Applicable Grant Table(s):	Table 1a
Maximum Grant €:	Not applicable
Comment on Funding:	The main grant is for travel and subsistence. Course, conference or seminar fees: A contribution may be granted on the basis of real costs. Please consult your National Agency's website for information on the maximum amount. Linguistic preparation: A contribution may be granted on the basis of a lump sum. Please consult your National Agency's website for information on the amount (Note: a grant for linguistic preparation is not allowable where the training itself is oriented exclusively or predominantly towards the improvement of language skills.)
EVALUATION AND SELECTION PROCEDURES Please consult Part I of this Guide, chapter WHAT IS THE LIFECYCLE OF A PROJECT for further information about the evaluation and selection procedures	
Eligibility Criteria General eligibility rules: The general eligibility criteria for applications in the LLP Programme are outlined in Part I of this Guide, Chapter 3. Participating countries: please refer to Part I of this Guide, section "Which countries participate in the Programme?"	
Specific eligibility rules:	<ol style="list-style-type: none"> 1. Individual applicants must be either: <ul style="list-style-type: none"> - a national of a country participating in the Lifelong Learning Programme; - a national of other countries employed or living in a participating country, under the conditions fixed by each of the participating countries, taking into account the nature of the programme (please refer to the relevant National Agency website). 2. The course/conference organiser must come from and be located in a country participating in the LLP. 3. The IST event applied for takes place in a country participating in the LLP in which the applicant is not a resident, and which is different from the one where the applicant works. 4. School education staff categories eligible for a Comenius IST grant: <ul style="list-style-type: none"> - Teachers (including those in pre-school and vocational education) and the trainers of such teachers - Head teachers and school managerial/administrative staff - Staff involved in intercultural education or working with children of migrant workers and travellers - Staff working with pupils with special education needs - Staff working with pupils at risk, such as mediators and street educators - Counsellors or careers advisors - Inspectors - Former and unemployed teachers re-entering the profession after a period away from teaching - Other education staff at the discretion of national authorities 5. The following education staff members are eligible for a grant for "pure language" training: <ul style="list-style-type: none"> - A school teacher requesting training in a less widely used and less taught

	<p>language</p> <ul style="list-style-type: none"> - A teacher teaching another subject in school through the medium of a foreign language (CLIL) - A school teacher retraining as a foreign language teacher - A primary or pre-primary teacher who is (or will be) required to teach foreign languages - School staff participating in a Comenius Partnership and requesting training in a Partnership language - Individual Pupil Mobility mentors and contact teachers requesting training in a language necessary for implementing the pupil mobilities <p>For the participation of individuals working in specific types of schools, please refer to the introductory part of the Comenius Chapter in Part II of this Guide. Please verify with the National Agency to which you will apply if any additional national requirements exist.</p>	
Minimum number of Countries:	Not applicable	
Minimum number of Partners:	Not applicable	
Comment on participants: Award criteria	1. European added value	
	The training activity abroad has a greater potential value than similar training in the applicant's home country, and it is clearly demonstrated that the applicant will benefit from this experience in terms of professional and personal development. Use of Europass is recommended.	
	2. Content and duration	
	The content of the training activity is related to the applicant's professional activity and compatible with the objectives of the Comenius programme. If the activity is not related to the applicant's professional activity or is not compatible with the objectives of the Comenius programme, the application will be rejected. The programme for the mobility action is clear and reasonable; its duration is realistic and coherent with the foreseen activities. The applicant provides a convincing explanation of his/her linguistic capacity to benefit from the training and of the preparatory activities that he/she intends to undertake.	
	3. Impact and relevance	
	There is a clear match between the training selected and the applicant's training needs. It can be expected to have a positive impact on his/her personal and professional development and his/her institution.	
CONTRACTING PROCEDURES	4. Dissemination of results	
	The dissemination activities are relevant and well defined. The dissemination plan clearly demonstrates the applicant's approach to communicate effectively the results of the foreseen training activity, so as to maximise its impact on the applicant's own institution.	
	Probable sending date of pre-information on the results of the selection process	See NA website
	Probable sending date of agreement to the beneficiaries	See NA website
	Probable starting date of the action	Not applicable

INTERVIEW QUESTIONS AND POTENTIAL FACTORS

FACTORS	QUESTIONS
	Warm-up questions - Do you know about Comenius? - What exactly you know about it?
1. <u>Access to information</u>	- How do you receive the information about changes/proposals/opportunities in the education field? - Where is usually the information published and how do you find it?
2. <u>Access to information in own language</u>	- In which language is the information? - What exactly do you learn from that information? - Is it enough information in your language? - How explicit/detailed is the information? - Do you ask additional information in your language? To whom? - Do you receive a fast answer and in which language if you ask for more information?
3. <u>Travelling abroad</u>	- How often do you travel? - Which are the reasons for travelling? - Which are the destination countries? - Would Comenius mobility be a reason to travel? Why?
4. <u>Language</u>	- Which foreign language do you speak? - Do you speak English? - How do you feel when speaking in a foreign language/in English?
5. <u>Knowledge how to use ICT</u>	- Do you use an-email? - How often per day/week/month/year? - What are the reasons to check the e-mail? - Are you registered to any network of information/news in the field of education? Why? Which ones?

	- Does the school propose/ask to register? To which ones?
6. <u>Support from school head master/ deputy head master</u>	- How does the director inform about the different opportunities to be involved in projects/programs abroad? - How would you appreciate the support of your director for going in different programs abroad? - How is the director proposing to teachers do go in Comenius mobility?
7. <u>Support from colleagues</u>	- How would you describe the atmosphere in the group? - Do your colleagues participate on programs abroad? If yes, which? If now, why? - Do you usually share with your colleagues new methods you learn about or information you have about programs? If yes, how? In which form? If not, why not? - If you would go in Comenius mobility, would you share with your colleagues what you learned? How? -
8. <u>Compulsoriness of the programmes</u>	- Would you rather prefer Comenius to be compulsory? - In case Comenius is compulsory, would you participate? Why?
9. <u>Motivation</u>	- How would you appreciate/describe your motivation to learn about new teaching methods from your colleagues from European schools?
10. <u>Qualification</u>	- Please describe/list the programs that you were involved in order to acquire new qualifications. - Please describe the impact on the quality of your teaching. - How do you think that Comenius mobility would influence on your further future methods and level of your qualification?
11. <u>Geographical factor</u>	- Is the location of your school/country influencing in deciding if to go for Comenius mobility or not? Explain.
12. <u>Tradition</u>	- What do you think about traditional teaching methods? - What do you think about changing old methods?
13. <u>Family</u>	- How would your family support you if you would decide to participate in Comenius mobility? Why?
14. <u>Age and duration of the job</u>	- Is the age playing a decisive role for you to participate in Comenius mobility? Why? - How is the age influencing?

	<ul style="list-style-type: none"> - Would you rather think that only young people should go abroad? Or is it advisable for everyone?
<p>15. <u>Curriculum and methodology</u></p>	<ul style="list-style-type: none"> - What is your general impression about the curriculum for your class? - How well do you manage to teach to pupils all the required materials? - Is it a specific methodology required to be used? - Which methods do you use? Do you implement your own ones? - How do you appreciate your methods versus the methods required by curriculum? - How much autonomy does the curriculum allow in order to implement new teaching methods? (if it does) - Is it any space to use diverse, creative methods? - Do you think the actual methodology required is helpful enough to teach all the material? Please explain! - What would you change and how? - How you think an experience abroad would influence your future way/methods of teaching?