



# The European learning platform for teachers

## Need and network analysis

### Overall Report

CESIE

[www.cesie.org](http://www.cesie.org)

[04/06/2015](#)

Content:

***Introduction***

---

***Online Questionnaire-Evaluation results and analysis***

---

***Desk Research-Evaluation results and analysis***

---

***Summary and overall evaluation***

---

## Introduction

The Project **Digital Second Chance Opportunities - DISCO** (2014-2016) aims to improve the second chance education by validating, sharing and developing competences, tools and network for learners, teachers and policy makers.

Within the DISCO project a **European online community of teachers and trainers** will be developed in order to qualitative improve the digital aspects of teachers' work and to promote a "learning by doing approach".

The online community will address interesting topics on issues such as lifelong learning, second chance education, early school leaving and the NEET-group, training materials, good practices, and self and peer assessment tools for trainers, schools and organisations.

An European Community is a self-organized network of people with common agenda, cause, or interest, who collaborate by sharing ideas, information, and other resources.

An Online Questionnaire and a Desk Research template have been developed in order to investigate the existing European teacher/trainer networks and why a teacher/trainer of the School Chance Education should take part in a European online Teachers/Trainers community, which **trainers' needs** a European Community could address and which **possibilities could be opened..**

The questionnaire was composed of 11 closed questions for the cross-countries comparison but with the possibility to add comments. Teachers could choose more than one option for the following questions: 3, 5, 6,7 ,9 ,11.

Two language versions of the questionnaire were created: Polish and English.

Direct link to the on-line questionnaires:

- [English version](#)
- [Polish version](#)

The Polish questionnaire has been spread by the polish partner: CKU Sopot. CESIE, WBK MG and PSE have spread the English version of the on-line questionnaire.

The research has been conducted between March and April 2015, involving an overall number of **54** teachers/trainers from Belgium, Italy, Poland, Germany and the UK. 37 teachers filled in the polish questionnaire (see Annex 1 for the polish results); 17 teachers filled in the English version.

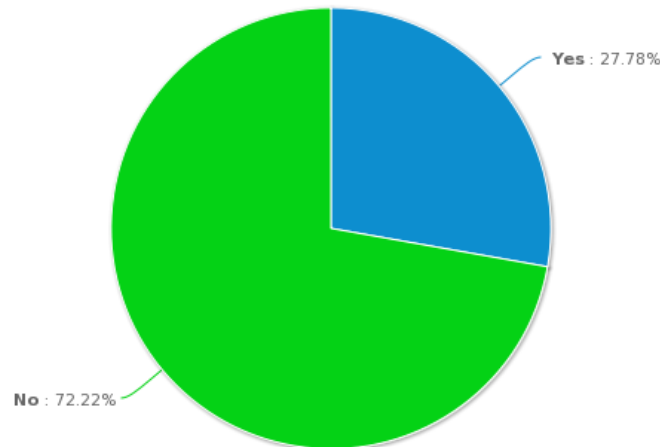
The Desk Research template was composed of two sections to collect information about the European Teachers/Trainers Online Community and Offline Community. The research was conducted in four different countries partners (Italy, UK, Poland and Germany) .

In the upcoming pages, teachers' answers across all partners' countries and data emerged from the desk research are reported.

## Online Questionnaire-Evaluation results and analysis

### 1. Do you know an European Teachers/Trainers Community?

Chart 1-Source: Formstack, [www.formstack.com](http://www.formstack.com)



Yes	No
27,78%	72,22%

#### Comments of evaluator

The higher percentage of respondents (72,22%) stated that they did not know any European Teachers/Trainers Community, which means that the project could be useful in order to spread a virtual community for our target group (teachers/trainers of the Second chance education).

## 2. If yes, which one? Please provide: Name & Website

Table 1.

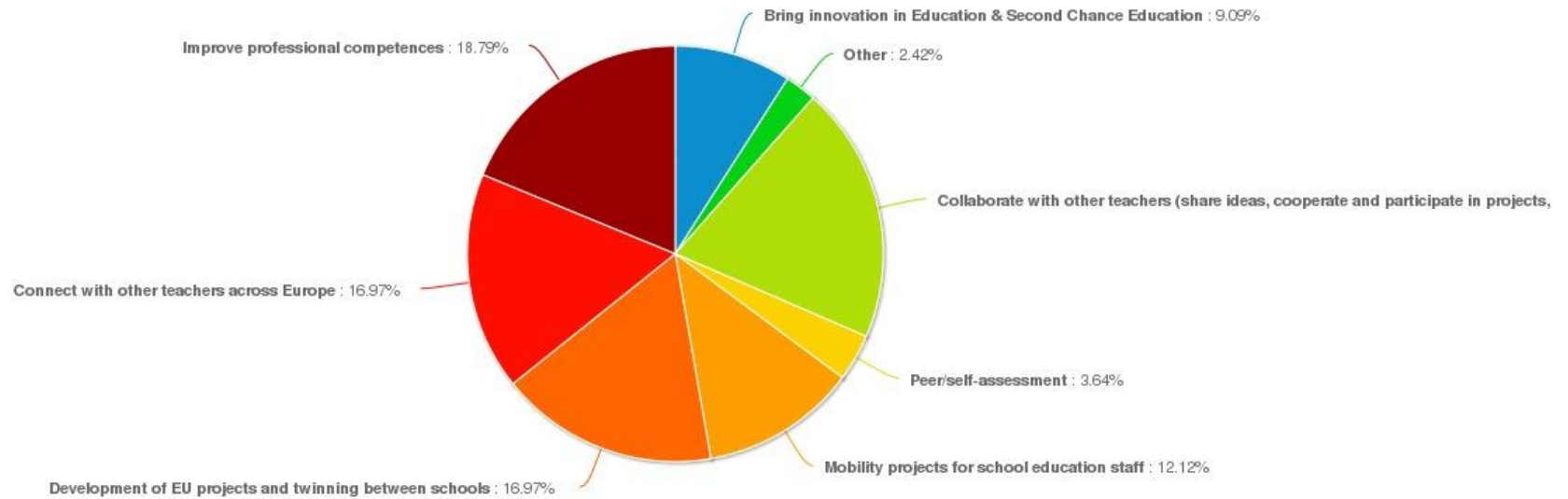
Name	Website	Num. of submissions
eTwinning	<a href="http://www.etwinning.net">http://www.etwinning.net</a> ; <a href="http://www.etwinning.net/pl/pub/index.htm">http://www.etwinning.net/pl/pub/index.htm</a>	8 out of 15 (53% of answers)
CENSYM	<a href="http://www.cku.zgora.pl">www.cku.zgora.pl</a>	1 out of 15 (6,66% of answers)
EUROPEN PEN INTERNATIONAL	<a href="http://europen.info/">http://europen.info/</a>	1 out of 15 (6,66% of answers)
Wychowanie fizyczne	<a href="http://wychowaniefizyczne.pl">wychowaniefizyczne.pl</a>	1 out of 15 (6,66% of answers)
SALTO youth-platform	<a href="https://www.salto-youth.net/">https://www.salto-youth.net/</a>	2 out of 15 (13,33% of answers)
European Trainer Network	<a href="http://www.eee-yfu.org/european-trainer-network/">http://www.eee-yfu.org/european-trainer-network/</a>	1 out of 15 (6,66% of answers)
SchoolNet	<a href="http://www.eun.org/">http://www.eun.org/</a>	1 out of 15 (6,66% of answers)

### Comments of evaluator

Only 15 out of 54 respondents (27,77%) stated that they knew a European Teachers/Trainers Community (53% knows eTwinning), and no one of the identified on-line communities is focused on the Second Chance Education (SCE), which means that a new virtual community for our target group could be spread across Europe.

### 3. In your opinion, would a European teachers/trainers Community be useful to ?

Chart 2 -Source: Formstack, www.formstack.com



Bring innovation in Education & Second Chance Education	Collaborate with other teachers (share ideas, cooperate and participate in projects, find new learning	Peer/self-assessment	Mobility projects for school education staff	Development of EU projects and twinning between schools	Connect with other teachers across Europe	Improve professional competences	Other
---	--	----------------------	--	---	---	----------------------------------	-------

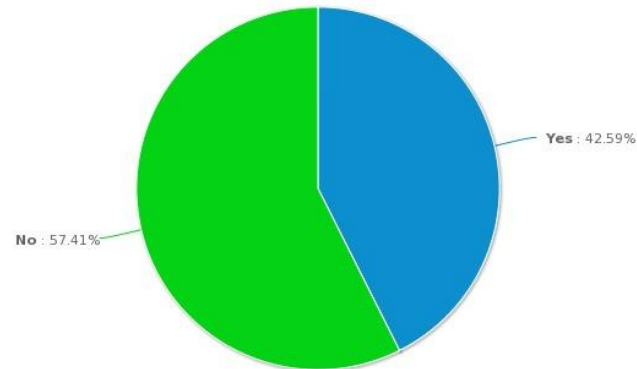
	tools)						
9,09%	20%	3,64%	12,12%	16,97%	16,97%	18,79%	2,42%%

#### Comments of evaluator

The answers show that most of the teachers/trainers would like to be part of a European teachers/trainers Community, in order to collaborate with other teachers across Europe, developing new EU cooperation and improving their professional competences, especially when working with disadvantaged youngsters and NEETs young people.

#### **4. Do you currently work with teachers, schools of other European countries?**

*Chart 3-Source: Formstack, www.formstack.com*



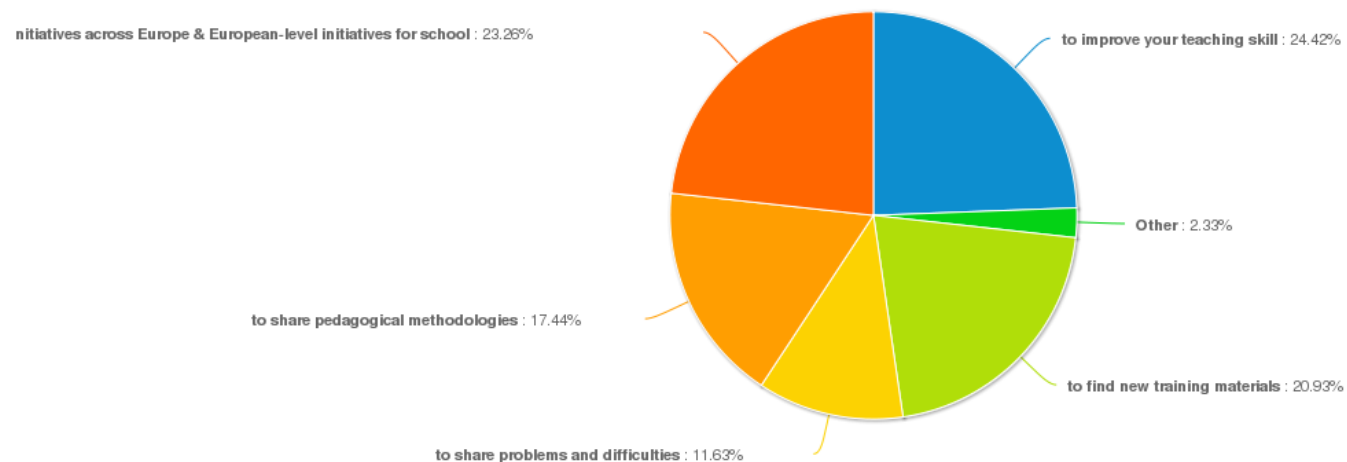
Yes	No
42,59%	57,41%

Comments of evaluator

Only 42,59 % of respondents currently work with other teachers and schools across Europe. For this reason it might be said that international cooperation among teachers and trainers has to be spread across Europe, especially within the SCE.

**5. (only if yes) Why would you take part in a European Teachers/Trainers Community?**

Chart 4-Source: Formstack, www.formstack.com



to improve your teaching skill	to find new training materials	to share problems and difficulties	to share pedagogical methodologies	to keep update on education initiatives across Europe & European-level	Other
--------------------------------	--------------------------------	------------------------------------	------------------------------------	--	-------



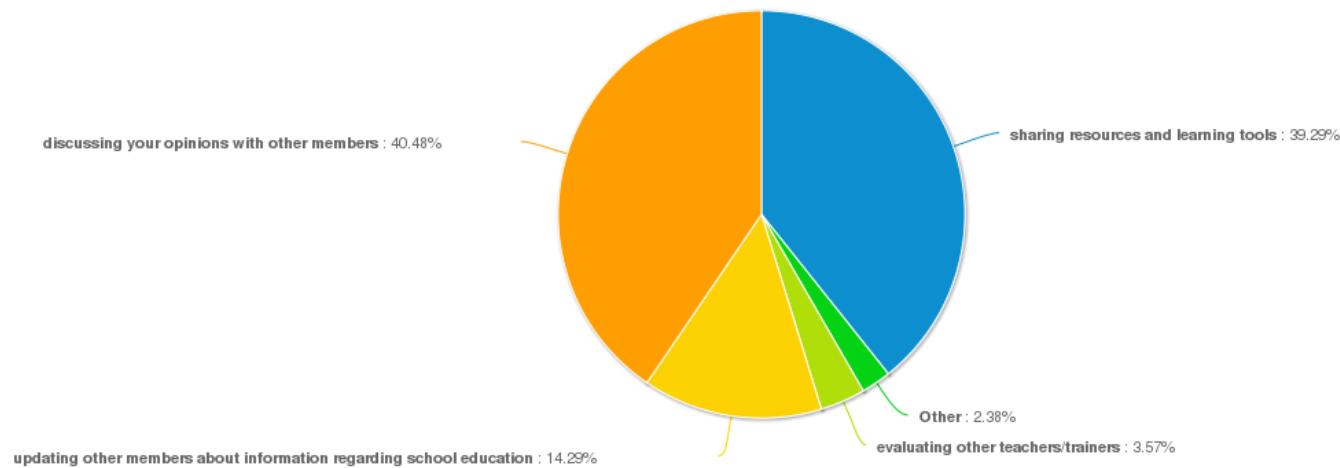
Comments of evaluator

The results show that the biggest training need identified by teachers/trainers working in SCE is to improve their teaching skills (24,42%), to find new training materials (20,93%), and to keep themselves updated on education initiatives across Europe and on European-level initiatives for school (23,26%).

				initiatives for school	
24,42%	20,93%	11,63%	17,44%	23,26%	2,33%

**6. How could you contribute to a European Teachers/Trainers Community?**

Chart 5-Source: Formstack, www.formstack.com



sharing resources and learning tools	evaluating other teachers/trainers	updating other members about information	discussing your opinions with other	Other
--------------------------------------	------------------------------------	--	-------------------------------------	-------

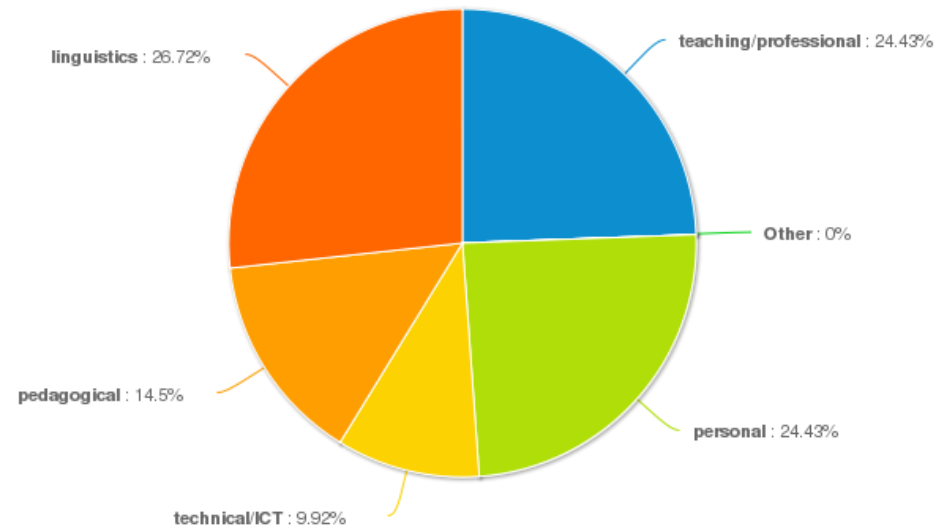
		regarding school education	members	
39,29%	4,57%	14,29%	40,48%	2,38%

Comments of evaluator

Once again most of the answers show teachers' interest in sharing opinions (40,48%) and learning tools (39,29%) with other colleagues within SCE. Teachers are reported not to have a strong interest in evaluating other peers.

**7. Which skills an online European Teachers/Trainers community would help to develop?**

*Chart 6-Source: Formstack, www.formstack.com*



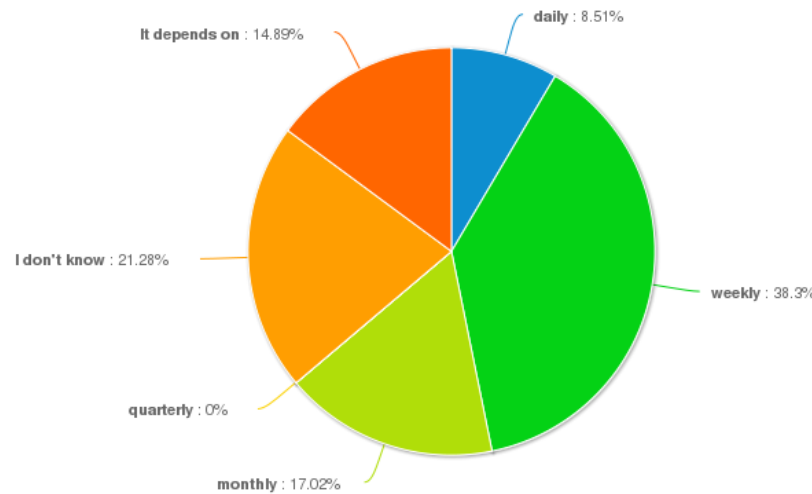
Comments of evaluator

According to the answers, teachers interacting with European Community will improve language but also professional and personal skills and abilities.

teaching/professional	personal	technical/ICT	pedagogical	linguistics	Other
24,43%	24,43%	9,92%	14,5%	26,72%	0%

**8. If you should be a member of European online Community how often would you have access to the platform?**

Chart 7-Source: Formstack, www.formstack.com



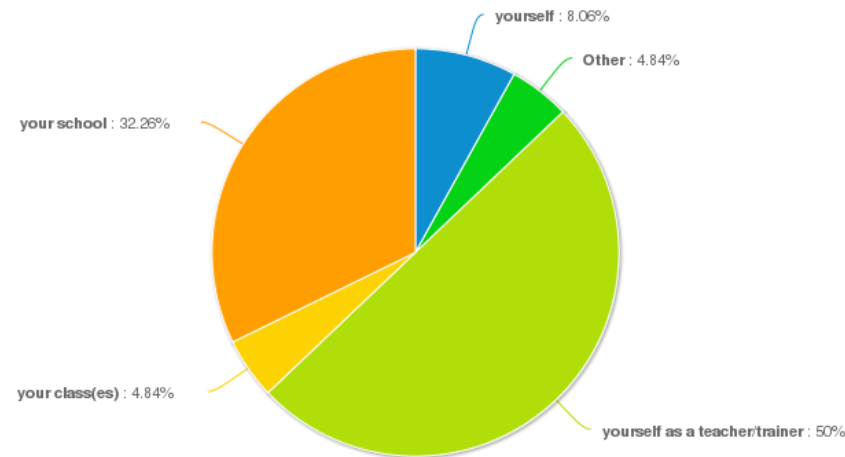
daily	weekly	monthly	quarterly	I don't know	It depends on
8,51%	38,3%	17,02%	0%	21,28%	14,89%

Comments of evaluator

The answers show that teachers do not have a clear idea about how often they would access the platform. However most respondents stated they would access it on a weekly basis.

**9. When having access to a European Teachers/Trainers Community would you represent?**

Chart 8-Source: Formstack, www.formstack.com



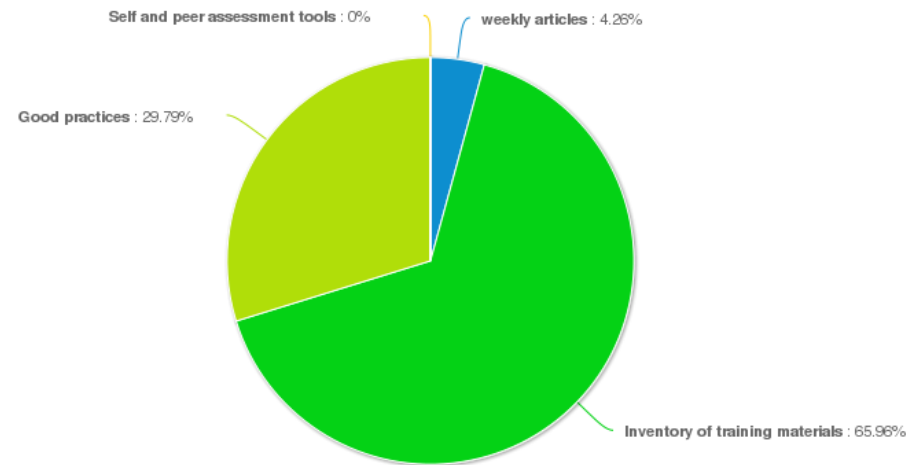
Yourselves as a teacher/trainer	yourself	your school	Your class(es)	Other
50%	8,05%	32,26%	4,84%	4,84%

Comments of evaluator

According to the answers, it might be said that teachers and trainers would present themselves as teachers and trainers when accessing a European Teachers/Trainers Community (50%).

**10. If you were a member of a European Teachers/Trainers Community which are the resources would you like to access?**

Chart 9-Source: Formstack, [www.formstack.com](http://www.formstack.com)



Weekly articles	Inventory of training materials	Good practices	Self and peer assessment tools
-----------------	---------------------------------	----------------	--------------------------------

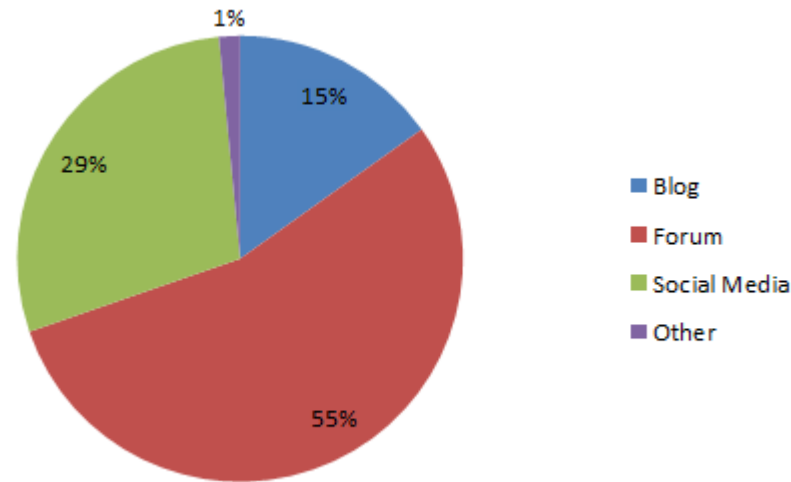
Comments of evaluator

The majority of teachers (65,96%) working within SCE stated that they would like to access training/teaching material through a European Teachers/Trainers Community. Only 4, 26% would be interested in weekly articles.

4,26%	65,96%	29,79%	0%
-------	--------	--------	----

**11. How would you like to interact with your peers?**

*Chart 10-Source: own elaboration*



Comments of evaluator

55% of participants in the research would like to interact with their peers through a Forum.

Blog	Forum	Social Media	Other
15%	55%	29%	1%

Table 2. Collective summary from the submitted online questionnaires in all countries involved (April 2015).

No	Question (EN)	Summary and remarks	Chart/s
1	Do you know an European Teachers/Trainers Community? yes no	<ul style="list-style-type: none"> <li>• 15 yes (27,78%)</li> <li>• 39 no (72,22%)</li> </ul>	See chart 1 above the table.
2	If yes, which one? Please provide: Name: ... Website: ...	<ul style="list-style-type: none"> <li>• <u>8 submissions</u>: eTwinning &lt;<a href="http://www.etwinning.net">http://www.etwinning.net</a>&gt;; &lt;<a href="http://www.etwinning.net/pl/pub/index.htm">http://www.etwinning.net/pl/pub/index.htm</a>&gt;</li> <li>• <u>1 submission</u>: Hal &lt;<a href="https://hal.archives-ouvertes.fr">https://hal.archives-ouvertes.fr</a>&gt; or: &lt;<a href="https://telearn.archives-ouvertes.fr/hal-00190062">https://telearn.archives-ouvertes.fr/hal-00190062</a>&gt; (The open archive HAL is an open archive where authors can deposit scholarly documents from all academic fields, available 983 420 resources)</li> <li>• <u>1 submissions</u>: Polish – CENSYM &lt;<a href="http://www.cku.zgora.pl">www.cku.zgora.pl</a>&gt; and global - EUROPEAN PEN INTERNATIONAL: <a href="http://europen.info/">http://europen.info/</a> (Polish and worldwide practice enterprises network. European is network of over 7,500 Practice Enterprises, connects learners and trainees to classrooms and virtual offices in in schools, colleges, universities, vocational training institutions, companies and training centres in 42 countries around the world.)</li> <li>• <u>1 submission</u>: Wychowanie fizyczne &lt;<a href="http://wychowaniefizyczne.pl">wychowaniefizyczne.pl</a>&gt; (regularly updated portal with 44122 users - Polish sport teachers) <ul style="list-style-type: none"> <li>• <u>2 submissions</u>: SALTO youth-platform</li> <li>• <u>1 submission</u>: European Trainer Network</li> <li>• <u>1 submission</u>: SchoolNet</li> </ul> </li> </ul>	Table 2
3	In your opinion, would a European teachers/trainers	<ul style="list-style-type: none"> <li>• Bring innovation in Education &amp; Second Chance Education: 15 of 165 submissions (9,09%)</li> </ul>	See chart 2 above the table.

	<p>Community be useful to ?</p> <ul style="list-style-type: none"> <li>• Bring innovation in Education &amp; Second Chance Education</li> <li>• Collaborate with other teachers (share ideas, cooperate and participate in projects, find new learning tools)</li> <li>• Peer/self-assessment</li> <li>• Mobility projects for school education staff</li> <li>• Development of EU projects and twinning between schools</li> <li>• Connect with other teachers across Europe</li> <li>• Improve professional competences</li> <li>• Other, please, specify: ...</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with other teachers (share ideas, cooperate and participate in projects, find new learning tools): 33 of 165 submissions (20%)</li> <li>• Peer/self-assessment 6 of 165 submissions (3,64%)</li> <li>• Mobility projects for school education staff 20 of 165 submissions (12,12%)</li> <li>• Development of EU projects and twinning between schools: 28 of 165 submissions (16,97%)</li> <li>• Connect with other teachers across Europe: 28 of 162 submissions (16,97%)</li> <li>• Improve professional competences: 31 of 165 submissions (18,97%)</li> <li>• Other 4 of 165 submissions (2,42%)</li> </ul>	
4	<p>Do you currently work with teachers, schools of other European countries?</p> <p>yes no</p> <p>Why? .....</p>	<ul style="list-style-type: none"> <li>• 23 yes (42,59%)</li> <li>• 31 no (57,41%)</li> </ul> <p><u>Why yes?</u></p> <ul style="list-style-type: none"> <li>• 2 submissions: to exchange experience</li> <li>• 1 submission: Such cooperation develops horizons, makes you open-minded</li> <li>• 1 submission: Polish-German Exchange</li> <li>• 1 submission: To apply for Erasmus+ project</li> </ul>	See chart 3 above the table.



		<ul style="list-style-type: none"> <li>• 1 submission: I take part in the Comenius project</li> <li>• 1 submission: I work on exchange of information about practice/simulation companies and participate in the International Trade Fair of Practice / Simulation Firms.</li> <li>• 1 submission: We organize International work placements in France</li> <li>• 2 submissions: project</li> <li>• 2 submissions: Student exchange, development projects</li> <li>• 2 submissions: To become part of the global environment</li> <li>• 1 submission: For the development of European Projects between schools</li> <li>• 1 submission: The work of the Trainer in non-formal education across Europe is truly European and it is normal to cooperate with trainers, teachers and schools from different European and other countries.</li> <li>• 1 submission: Because we are involved in EU projects</li> </ul> <p><u>Why not?</u></p> <ul style="list-style-type: none"> <li>• 1 submission: I did not think about it so far</li> <li>• 1 submission: I did not get any proposals for such cooperation</li> <li>• 1 submission: Lack of time – overloaded with everyday teachers' work</li> <li>• 1 submission: I have no such possibilities</li> <li>• 1 submission: It is difficult to find schools ready for cooperation</li> <li>• 1 submission: I finished my participation in international project in 2013</li> <li>• 1 submission: Last year I finished my work on Comenius-Socrates Project and I plan to apply again in the close future</li> <li>• 1 submission: I did not take initiative</li> <li>• 1 submission: I look for partners to the Project</li> <li>• 1 submission: I do not really know</li> </ul>	
--	--	---	--

		<ul style="list-style-type: none"> <li>• 1 submission: I have no access to portals</li> <li>• 1 submission: I am not involved in any projects these time</li> <li>• 1 submission: currently it's not in my line of work</li> </ul>	
5	<p>(only if yes) Why would you take part in a European Teachers/Trainers Community?</p> <ul style="list-style-type: none"> <li>• to improve your teaching skill</li> <li>• to find new training materials</li> <li>• to share problems and difficulties</li> <li>• to share pedagogical methodologies</li> <li>• to keep update on education initiatives across Europe &amp; European-level initiatives for school</li> <li>• Other, please, specify: ...</li> </ul>	<ul style="list-style-type: none"> <li>• to improve your teaching skill: 20 of 86 submissions (24,42%)</li> <li>• to find new training materials: 18 of 86 submissions (20,93)</li> <li>• to share problems and difficulties: 10 of 86 submissions (11,63%)</li> <li>• to share pedagogical methodologies: 15 of 86 submissions (17,44%)</li> <li>• to keep update on education initiatives across Europe &amp; European-level initiatives for school: 20 of 86 submissions (23,26)</li> <li>• Other, please, specify: ...:</li> <li>• 2 of 84 submissions (2,33%):</li> <li>• To organize exchanges of learners and teachers;</li> <li>• broaden their knowledge of the industry in which I work, meet interesting people, grind knowledge</li> </ul>	See chart 4 above the table.
6	<p>How could you contribute to a European Teachers/Trainers Community?</p> <ul style="list-style-type: none"> <li>• sharing resources and learning tools</li> <li>• evaluating other teachers/trainers</li> <li>• updating other members</li> </ul>	<ul style="list-style-type: none"> <li>• sharing resources and learning tools: 33 of 84 submissions (39,29%)</li> <li>• evaluating other teachers/trainers: 3 of 84 submissions (3,57%)</li> <li>• updating other members about information regarding school education: 12 of 84 submissions (14,29%)</li> <li>• discussing your opinions with other members: 34 of 84 submissions (40,48%)</li> </ul>	See chart 5 above the table.

	<p>about information regarding school education</p> <ul style="list-style-type: none"> <li>• discussing your opinions with other members</li> <li>• Other, please, specify: ...</li> </ul>	<ul style="list-style-type: none"> <li>• Other: 2 of 84 submissions (2,38%) please, specify:</li> <li>• cooperation within the projects</li> </ul>	
7	<p>Which skills an online European Teachers/Trainers community would help to develop?</p> <ul style="list-style-type: none"> <li>• teaching/professional</li> <li>• personal</li> <li>• technical/ICT</li> <li>• pedagogical</li> <li>• linguistics</li> <li>• Other, please, specify: ...</li> </ul>	<ul style="list-style-type: none"> <li>• teaching/professional: 32 of 131 submissions (24,43%)</li> <li>• personal: 32 of 131 submissions (24,43%)</li> <li>• technical/ICT: 13 of 131 submissions (9,92%)</li> <li>• pedagogical: 19 of 131 submissions (14,5%)</li> <li>• linguistics: 35 of 131 submissions (26,72%)</li> <li>• Other, please, specify: 0 (0%)</li> </ul>	See chart 6 above the table.
8	<p>If you should be a member of European online Community how often would you have access to the platform?</p> <ul style="list-style-type: none"> <li>• daily</li> <li>• weekly</li> <li>• monthly</li> <li>• quarterly</li> <li>• I don't know</li> <li>• It depends on: ...</li> </ul>	<ul style="list-style-type: none"> <li>• daily: 4 of 47 respondents (8,51%)</li> <li>• weekly: 18 of 47 respondents (38,3%)</li> <li>• monthly: 8 of 47 respondents (17,02%)</li> <li>• quarterly: 0 of 47 respondents (0%)</li> <li>• I don't know: 10 of 47 respondents (21,28%)</li> <li>• It depends on: ...: 7 of 47 respondents (14,89%) - the amount of interaction and posts</li> </ul>	See chart 7 above the table.

		<ul style="list-style-type: none"> <li>- topics discussed on the platform</li> <li>- quality and curiosity of the materials published. If it was an email notification about the appearance of something interesting, I would certainly access more often.</li> <li>- current and up-to-dated problems or established forms of cooperation</li> <li>- depending on the amount duties / work: 1x 2x week or month</li> <li>- whether it would be interesting, curious and inspiring</li> </ul>	
9	<p>When having access to a European Teachers/Trainers Community would you represent?</p> <ul style="list-style-type: none"> <li>• yourself</li> <li>• yourself as a teacher/trainer</li> <li>• your class(es)</li> <li>• your school</li> <li>• Other, please, specify: ...</li> </ul>	<ul style="list-style-type: none"> <li>• yourself : 5 of 62 submissions (8,06%)</li> <li>• yourself as a teacher/trainer: 31 of 62 submissions (50%)</li> <li>• your class(es): 3 of 62 submissions (4,84%)</li> <li>• your school: 20 of 62 submissions (32,26%)</li> <li>• Other, please, specify: 3 of 62 submissions (4,84%) <ul style="list-style-type: none"> <li>- my region / country</li> <li>- my institution</li> </ul> </li> </ul>	See chart 8 above the table.
10	<p>If you were a member of a European Teachers/Trainers Community which are the resources would you like to access?</p> <ul style="list-style-type: none"> <li>• Weekly articles</li> <li>• Inventory of training materials</li> <li>• Good practices</li> </ul>	<p>Weekly articles: 2 of 47 respondents (4,26%)</p> <p><u>Please list at least three topics you would like to discuss within an European Teachers/Trainers Community:</u></p> <p><u>themes for articles:</u></p> <ul style="list-style-type: none"> <li>- Educational and Professional consultancy</li> <li>- Unemployment of graduates</li> <li>- Trends in employemnt in Europe</li> <li>- Basketball to get young involved</li> </ul>	See chart 9 above the table.

<ul style="list-style-type: none"> <li>• Self and peer assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>- How to reach / gain the trust of young people?</li> <li>- Professional development</li> <li>• Inventory of training materials: 31 of 47 respondents (65,96%)</li> <li>• Good practices: 14 of 47 respondents (29,79%)             <ol style="list-style-type: none"> <li>1. <u>Which kind of GPs would you like to find in an European Teachers/Trainers Community?</u> <ul style="list-style-type: none"> <li>- Innovative teaching practices</li> <li>- Sharing of results of education</li> <li>- Management and methodological system</li> <li>- Concerning vocational training in EU</li> <li>- Working with learners, environmental education, healthy eating</li> <li>- Counseling, behavioral problems - how to solve them? youth exchanges</li> <li>- Programms and forms of using best practices</li> <li>- Apprenticeships, job trainings</li> <li>- Project activities, methods of work with learners</li> </ul> </li> <li>2. <u>Which information on GPs would you need?</u> <ul style="list-style-type: none"> <li>- How it was implemented, results, impact</li> <li>- pedagogic and technological solutions</li> <li>- How to organize nature activity after school hours</li> <li>- offering good results and achievements of professional practice placement in various forms and different methods (including simulation methods),</li> <li>- Practical training / practice placement / apprenticeships</li> <li>- examples of solutions to educational problems and about providing career advices</li> <li>- offering best practices for different professions</li> </ul> </li> </ol> </li> </ul>	
--	---	--

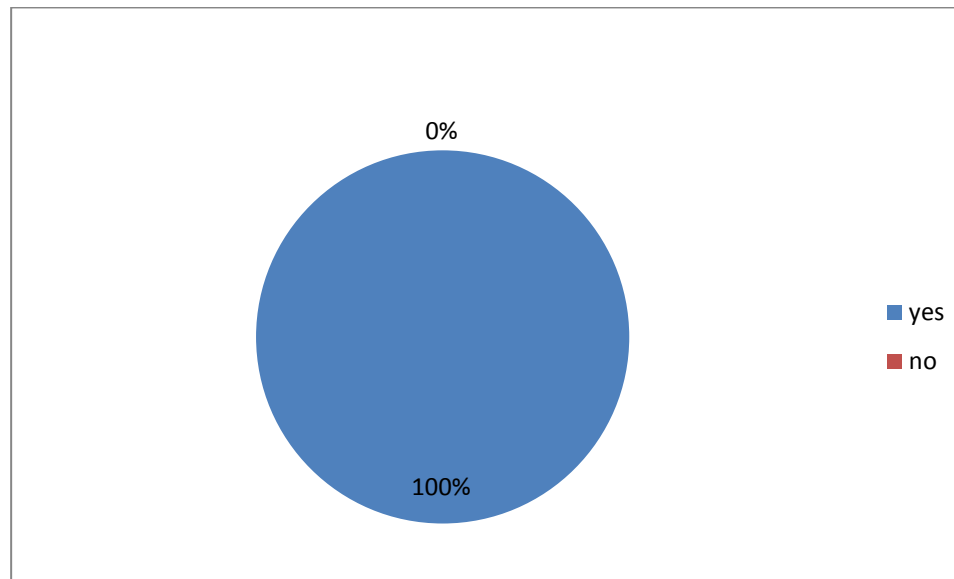
		<ul style="list-style-type: none"> <li>- planning teamwork</li> <li>3. <u>How the GPs could contribute to your daily work?</u></li> <li>- Improve the daily work</li> <li>- depends on what I get/I can give</li> <li>- I would use it during my work with students</li> <li>- I would use it when working in the school</li> <li>- I would use it when organising learners exchange</li> <li>- I could use tested and proven programs and methods in delivering practice training.</li> <li>- I could use it during working with VET learners</li> <li>- I could use it during my work with students</li> <li>• Self and peer assessment tools: 0 (0%)</li> </ul>	
11	<p>How would you like to interact with your peers?</p> <ul style="list-style-type: none"> <li>• blog</li> <li>• forum</li> <li>• social media (LinkedIn, Facebook, Twitter): ... Other:...</li> </ul> <p>Other, please, specify: ...</p>	<ul style="list-style-type: none"> <li>• blog: 10 of 65 submissions (15,38%)</li> <li>• forum: 35 of 65 submissions (53,84%)</li> <li>• social media: 19 of 65 submissions (29,23%)</li> <li>• Please, specify: • (Facebook=11; LinkedIn=6; Twitter=2):</li> <li>• Other, please, specify: • 1 of 65 submissions (1,53%)= e-mail</li> </ul>	See chart 10 above the table.
12	Additional comments and recommendations: ...	<p>Comment 1: Interesting idea of the project. It would be good to disseminate the idea on a bigger scale and encourage teachers / trainers and educational institution to active participation in the European network</p> <p>Comment 2: I have no comments</p> <p>Comment 3: greetings!</p>	

**Desk Research -Evaluation results and analysis**

**A) ONLINE COMMUNITIES**

**1. Do online communities of European Teachers/Trainers exist in your language?**

*Chart 1-Source: own elaboration*



Yes	No
100%	0%

**Comments of evaluator**

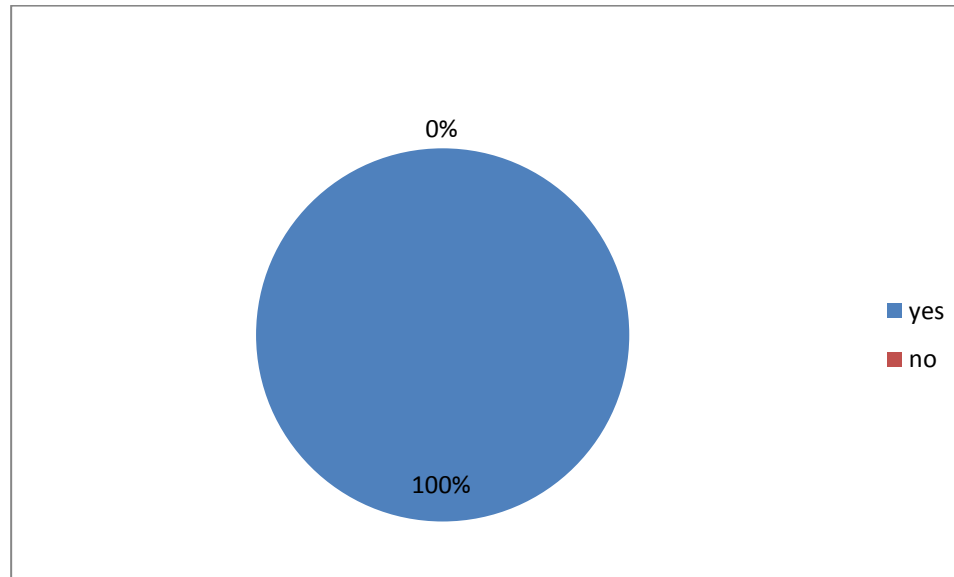
Online Communities of European Teachers/Trainers exist in all partners' countries involved in the research.



SecondChanceEducation.eu is an initiative from the Digital Second Chance Opportunities project. This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Agreement 2014-1-DE02-KA204-001549\

## 2. Do your national organisations take part in the online community?

Chart 2-Source: own elaboration



Yes	No
100%	0%

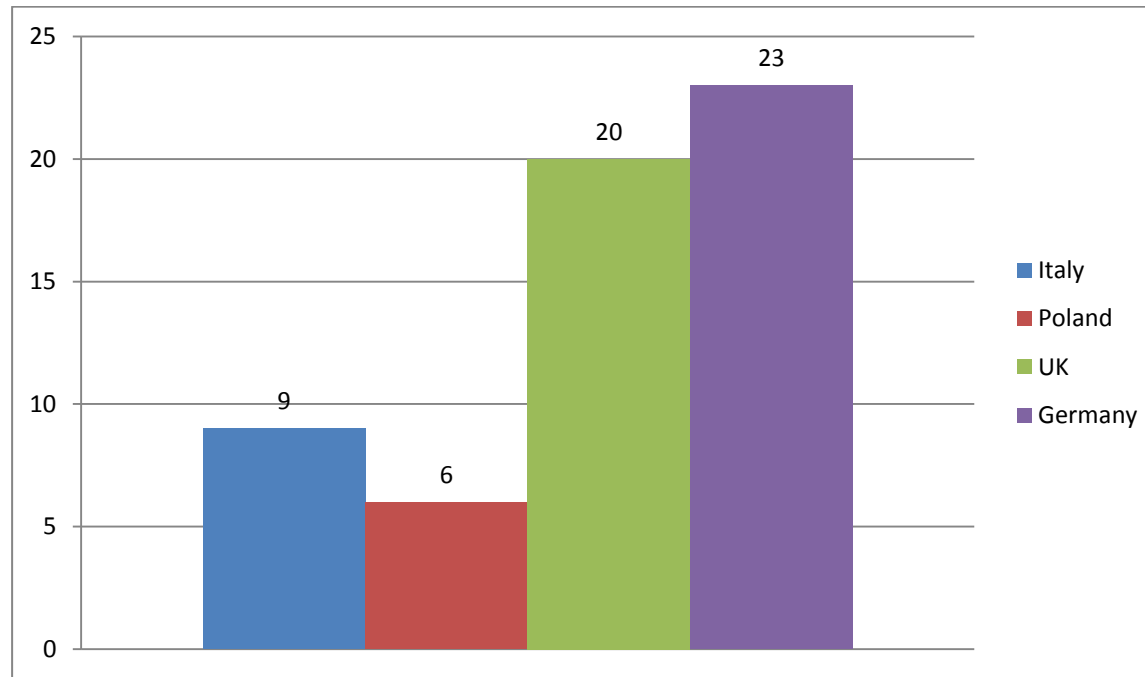
### Comments of the evaluator

100% of partners involved in the research stated that their national organisations took part in an online community.



### 3. Number of online communities identified:

Chart 3-Source: own elaboration



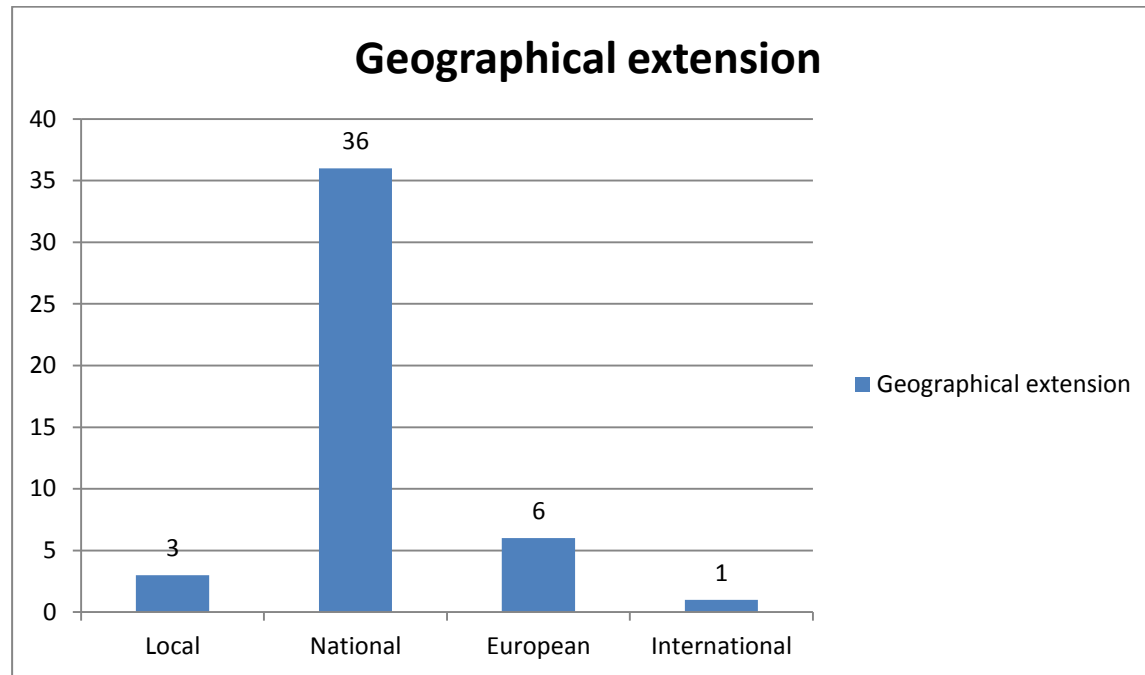
Italy	Poland	UK	Germany
9	6	20	23

#### Comments of the evaluator

Out of 58 Online Communities analysed during the research, 40% have been identified in Germany, 35% in UK, 15% in Italy and 10% in Poland.

#### 4. Number of online communities identified:

Chart 4-Source: own elaboration



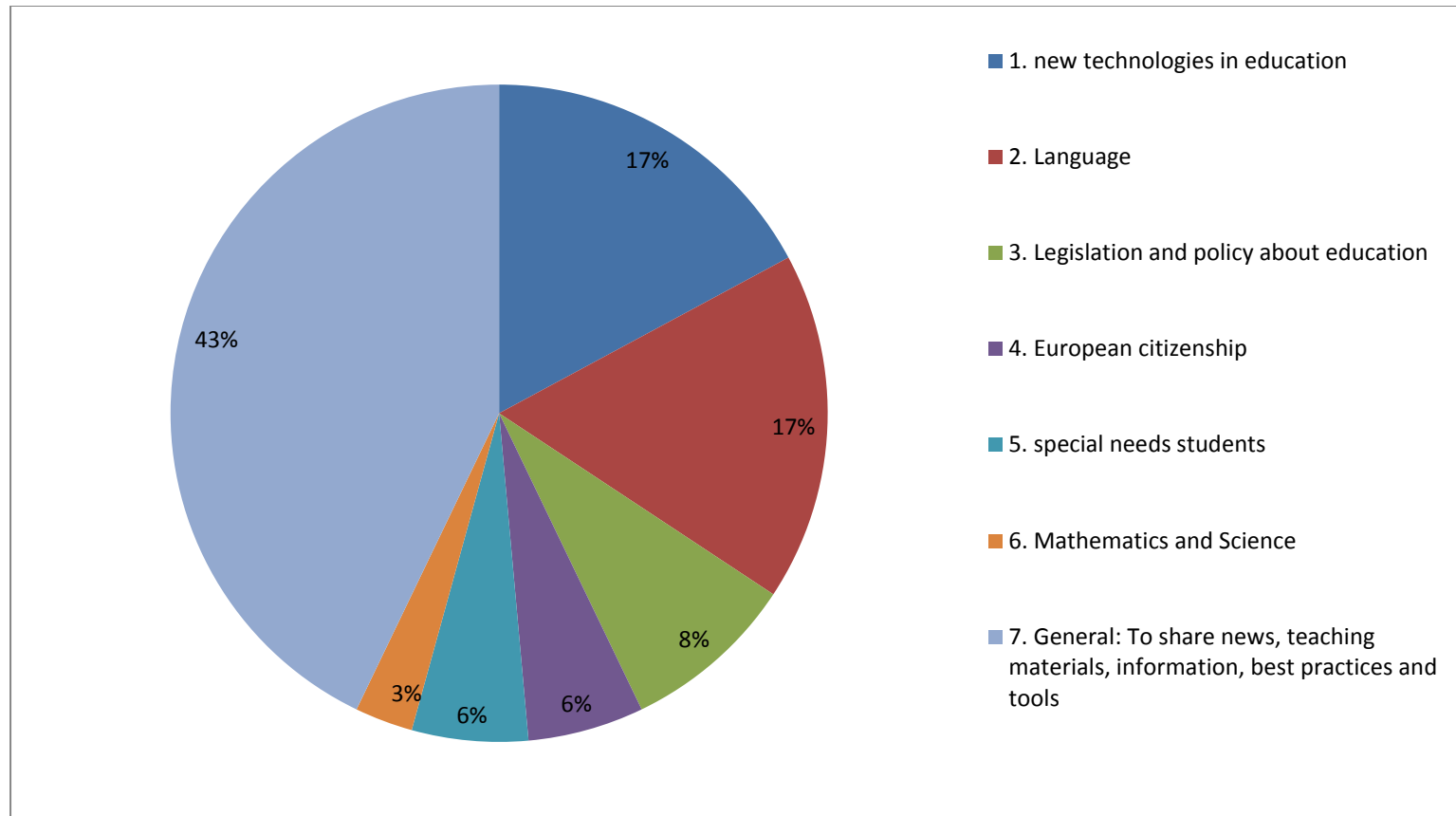
#### Comments of the evaluator

The majority of the online communities identified (78%) have a national geographical scope.

Local	National	European	International
3	36	6	1

## 5. Main Communities' aims:

*Chart 5-Source: own elaboration*



To share news, teaching materials and contents, information, best practices and tools,	Use of the new technologies in education	Communities of language teachers	To discuss and inform about education legislation and policy	To share experiences and contents for teachers who work with special needs students	To raise awareness about European themes and citizenship	Communities of teachers of mathematics and science
43%	17%	17%	8%	6%	6%	3%

#### Comments of the evaluator

43% of identified Online Communities aim to share news, teaching materials and contents, information, best practices and tools. Any on-line community is directly addressed to DISCO project's topic and target, namely Second Chance education.

Table 1. Collective summary from the Desk Research of online communities in all countries involved (April 2015).

Question	Italy (CESIE)	Poland (Centre for Continuing Education in Sopot)	United Kingdom (PSE)	Germany (WBK)	Charts
Do offline communities of European Teachers/Trainers	Yes	Yes	Yes	Yes	Chart 1

exist in your country?					
If they exist please list them:	<ol style="list-style-type: none"> <li>1. Diesse Lombardia</li> <li>2. AIIG - Associazione Italiana Insegnanti Geografia</li> <li>3. AIF Associazione per l'insegnamento della fisica</li> <li>4. SIEM - Società Italiana per l'educazione musicale</li> <li>5. LEND - Lingua e nuova didattica</li> <li>6. ANISA</li> <li>7. ANISN</li> </ol>	<ol style="list-style-type: none"> <li>1. Education Development Center</li> <li>2. National Centre for Supporting Vocational and Continuing Education</li> <li>3. Centre for Teachers' Education</li> <li>4. Polish Association of the Principals of the Centres for Continuing Education</li> <li>5. Pomeranian Network of Principals of the Centres for Continuing Education and the Centres of Vocational Training and Continuing Education</li> <li>6. Sopot Teachers Training Centre in the Centre for Continuing Education in Sopot</li> </ol>	<ol style="list-style-type: none"> <li>1. CEOP Centre</li> <li>2. BESIG</li> <li>3. ES(O)L SIG</li> <li>4. Literature, Media and Cultural Studies Special Interest Group</li> <li>5. Teacher Training and Education SIG</li> <li>6. ABPI</li> <li>7. ICT4L T</li> </ol>	<ol style="list-style-type: none"> <li>1. Deutscher Bildungsserver</li> <li>2. www.lehrer-online.de</li> <li>3. Zentrale für Unterrichtsmedien im</li> <li>4. Deutsch als Fremdsprache</li> <li>5. www.4teachers.de</li> <li>6. www.klicksafe.de</li> <li>7. www.planet-schule.de</li> <li>8. www.learningapps.org</li> <li>9. www.bildungsserver.de/elixier</li> <li>10. Methodenpool der Universität Köln</li> <li>11. Green-Institut Rhein-Ruhr</li> <li>12. Bundeszentrale für politische Bildung</li> <li>13. Goethe Institut</li> </ol>	NA

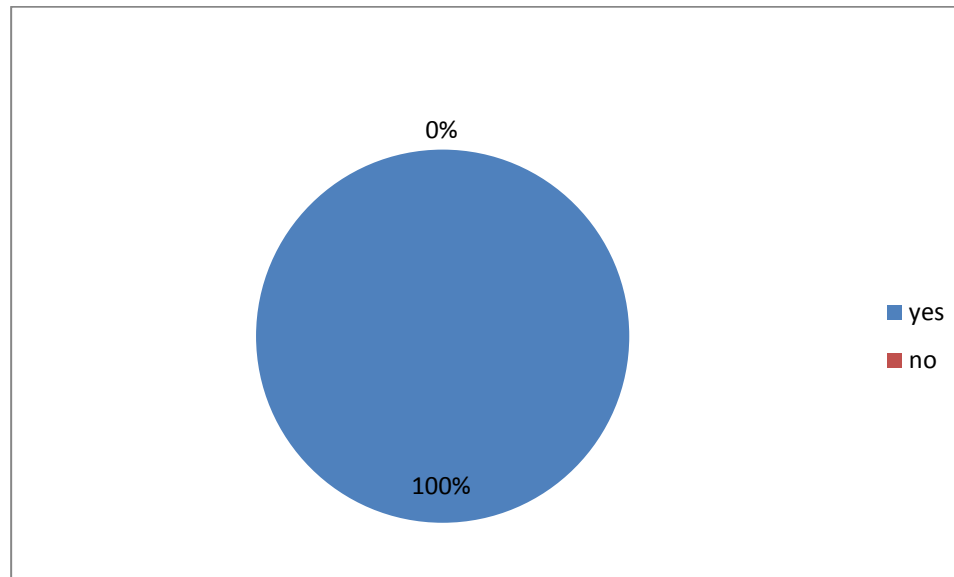
		7. Association Labour-Education- Health		14. Schule.at 15. Educa.ch 16. Blick 17. Planet Beruf 18. Beroobi 19. SINUS 20. Mued e.V. 21. Serlo 22. www.moodlesch ule.de 23. Landesinstitut für Pädagogik und Medien Saarland	
Type of community	3 out of 7 : Teachers Associations 4 out of 7: Cultural/no profit organizations	3 out of 7: Training Centre 4 out of 7: Association 1 out of 7: Network	NA	1 out of 23: Association, 1 out of 23: Non-profit institution	NA
Geographical extension (local, regional, national, European)	1 out of 7 : regional 6 out of 7: national	2 out of 7: local 2 out of 7: regional 3 out of 7: national	6 out of 6: national	1 out of 23:local 4 out of 32: International 18 out of 23: national	Chart 4
Main aim and thematic	1 out of 7: to exchange experiences and improve the training offer for teachers	4 out of 7: Trainings for teachers 1 out of 7: Collaboration with other organizations, promotion of lifelong	2 out of 6: professional development and networking opportunities	16 out Of 23 to keep updated, sharing resources, best practices and training materials 2 out of 23: to provide information on the	Chart 5

	6 out of 7: to bring together teacher of the same matters (geography, music, history and art, physics, science, language) and to disseminate publications and researches, to improve the training offer in these matters.	learning as well as active and healthy life through the whole life 1 out of 7: exchanging good practices; sharing knowledge about innovation 1 out of 7: supporting VET education and adult education; better cooperation between schools and employers.	2 out of 6: to bring together teachers of English as a Second Language (ESL) 2 out of 6: to share resources and training materials	German education 2 out of 23: database with OER best practice example 2 out of 23: to discover vocational training fields and to train for applying for a job 1 out of 23: database of Multimedia applications	
--	---	--	---	---	--

**B) OFFLINE COMMUNITIES**

**6. Do offline communities of European Teachers/Trainers exist in your language?**

*Chart 6-Source: own elaboration*



Yes	No
100%	0%

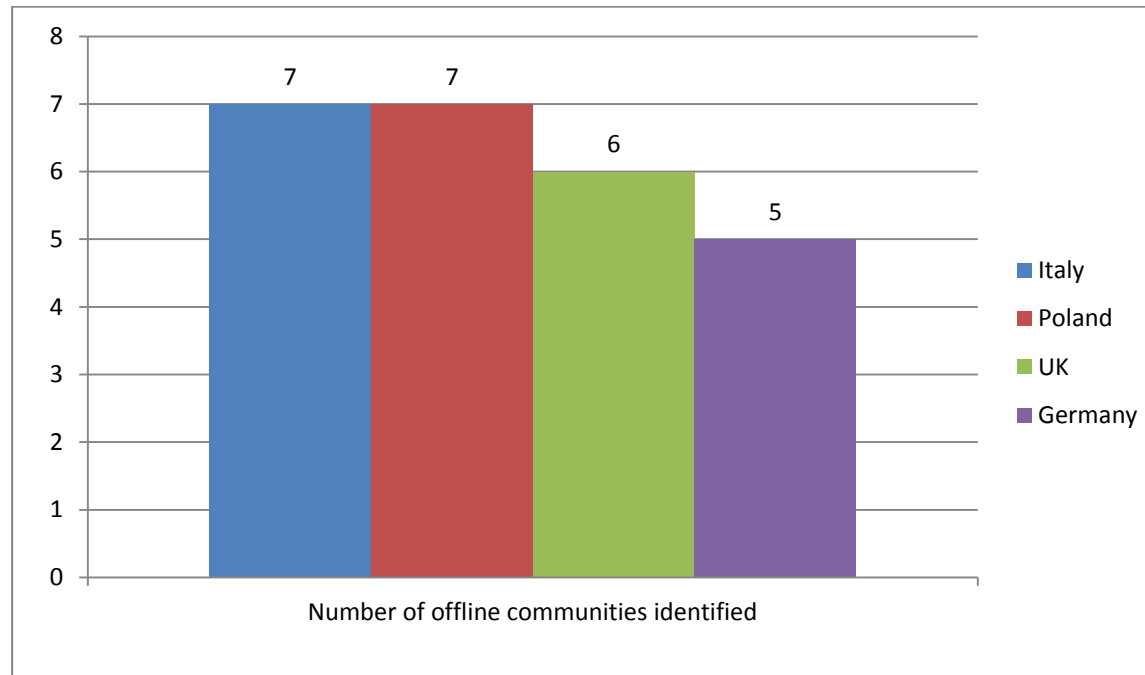
Comments of evaluator

All partners (100%) stated that Offline communities of European teachers/Trainers exist in their country.



## 7. Number of offline communities identified:

Chart 7-Source: own elaboration



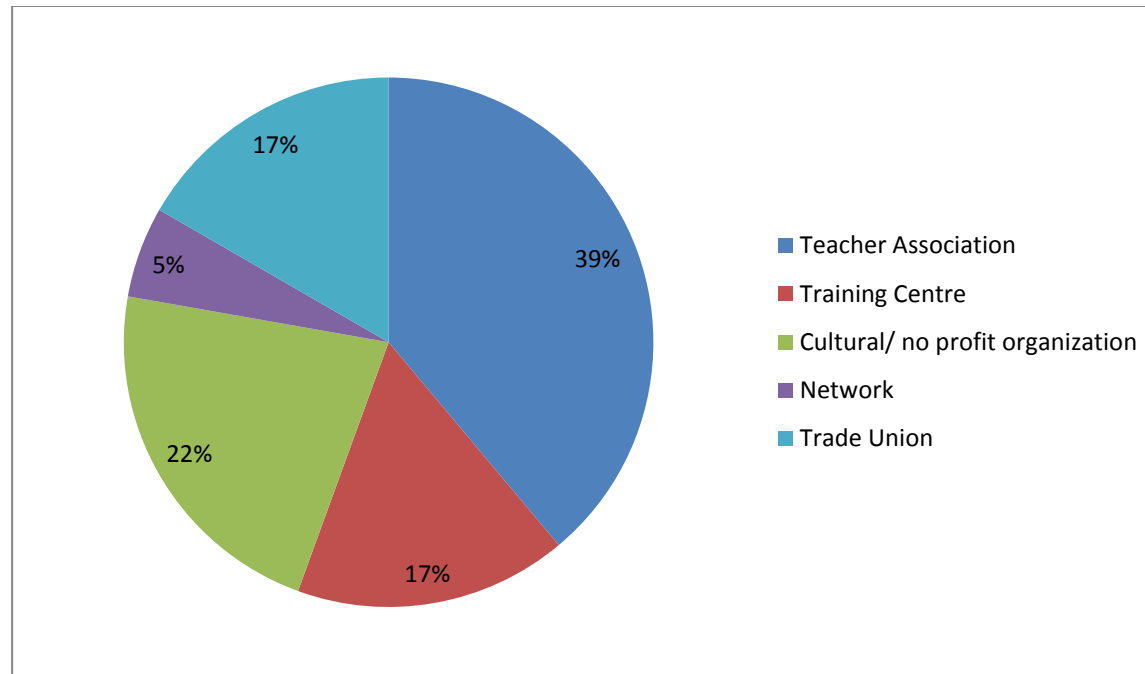
Italy	Poland	UK	Germany
7	7	6	5

### Comments of evaluator

Out of 25 Offline Communities identified during the research 27,5% are established in Italy and Poland, 25% in UK and 20 % in Germany.

## 8. Type of offline community

Chart 8-Source: own elaboration



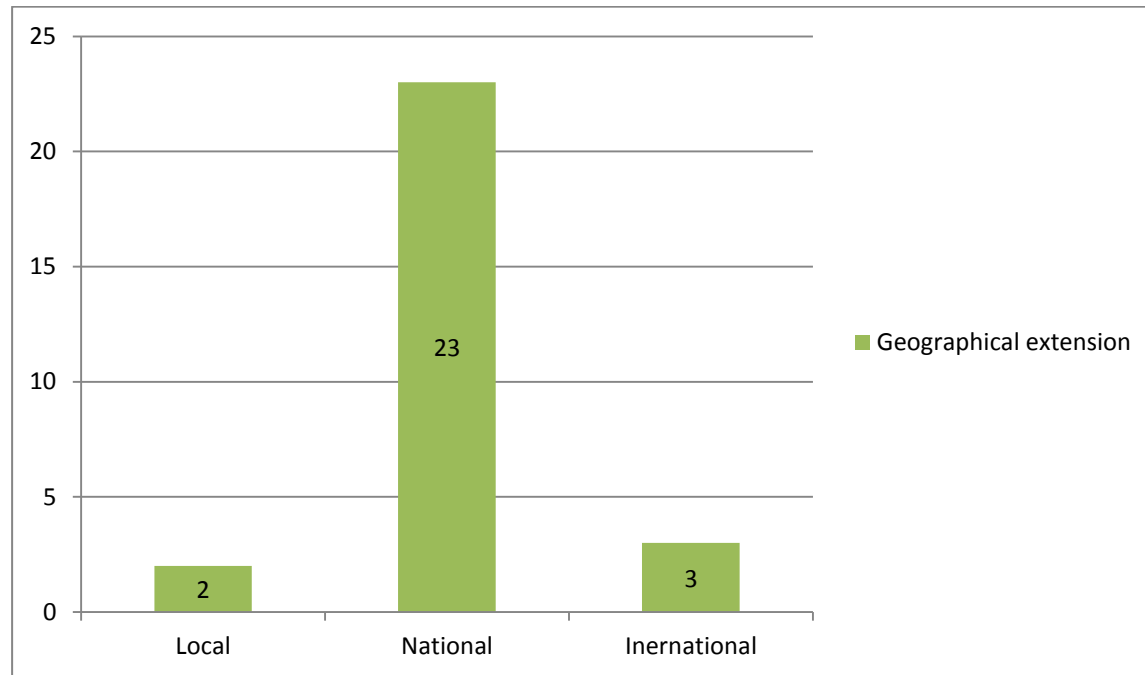
### Comments of the evaluator

The majority of the offline communities (39%) identified represents associations of teachers, 22% are cultural/no profit organisations, 17% constitutes both the training centres and trade unions, and finally 5% of the offline communities are networks.

Teacher Association	Training Centre	Cultural/no profit organization	Trade Union	Network
39%	17%	22%	17%	5%

## 9. Geographical extension

Chart 9-Source: own elaboration



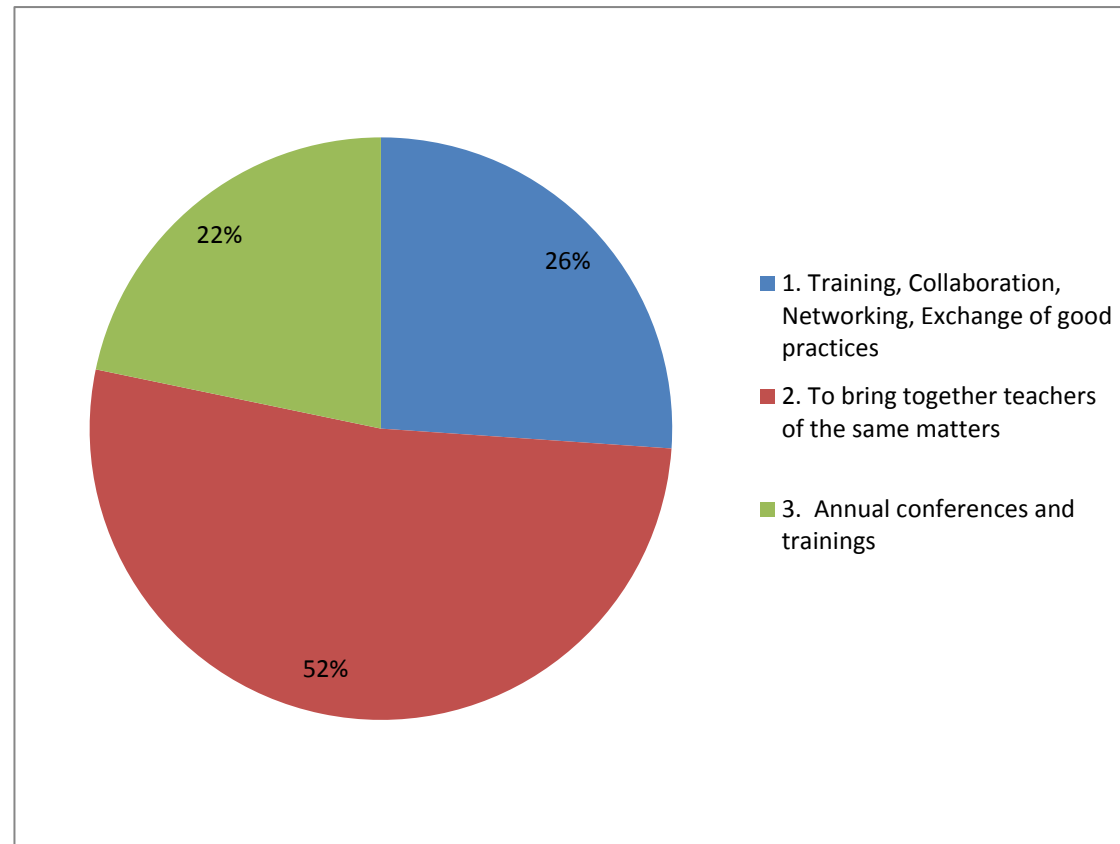
### Comments of the evaluator

The majority of the offline communities identified (82%) have a national geographical scope.

Local	National	International
2	23	3

## 10. Main Communities' aims:

*Chart 10-Source: own elaboration*



Comments of evaluator

52% of the Offline Communities identified aim to bring together teachers of the same subject matter in order to share problems, difficulties and resources.

Training, Collaboration, Networking, Exchange of good practice	To bring together teachers of the same matter	Annual conferences and trainings
26%	52%	22%

Table 3. Collective summary from the Desk Research of offline communities in all countries involved (April 2015)

Question	Italy (CESIE)	Poland (Centre for Continuing Education in Sopot)	United Kingdom (PSE)	Germany (WBK)	Charts
Do offline communities of European Teachers/Trainers exist in your country?	Yes	Yes	Yes	Yes	Chart 6
If they exist please list them:	<ol style="list-style-type: none"> <li>1. Diesse Lombardia</li> <li>2. AIIG - Associazione Italiana Insegnanti Geografia</li> <li>3. AIF Associazione per l'insegnamento della fisica</li> <li>4. SIEM - Società Italiana per l'educazione musicale</li> <li>5. LEND - Lingua e nuova</li> </ol>	<ol style="list-style-type: none"> <li>1. Education Development Center</li> <li>2. National Centre for Supporting Vocational and Continuing Education</li> <li>3. Centre for Teachers' Education</li> <li>4. Polish Association of the Principals of the Centres for Continuing Education</li> <li>5. Pomeranian Network of Principals of the Centres for Continuing</li> </ol>	<ol style="list-style-type: none"> <li>1. CEOP Centre</li> <li>2. BESIG</li> <li>3. ES(O)L SIG</li> <li>4. Literature, Media and Cultural Studies Special Interest Group</li> <li>5. Teacher Training and Education SIG</li> <li>6. ABPI</li> <li>7. ICT4LT</li> </ol>	<ol style="list-style-type: none"> <li>1. Gewerkschaft Erziehung und Wissenschaft</li> <li>2. Philologenverband</li> <li>3. Verband Bildung und Erziehung</li> <li>4. Deutscher Germanisten Verband</li> <li>5. MNU - Deutscher Verein zur Förderung des mathematisch naturwissenschaftlichen Unterrichts</li> </ol>	NA

	didattica 6. ANISA 7. ANISN	Education and the Centres of Vocational Training and Continuing Education 6. Sopot Teachers Training Centre in the Centre for Continuing Education in Sopot 7. Association Labour-Education-Health			
Type of community	3 out of 7 : Teachers Associations 4 out of 7: Cultural/no profit organizations	3 out of 7: Training Centre 4 out of 7: Association 1 out of 7: Network	NA	3 out of 5: Trade union 2 out of 5: Association of teachers	Chart 8
Geographical extension (local, regional, national, European)	1 out of 7 : regional 6 out of 7: national	2 out of 7: local 2 out of 7: regional 3 out of 7: national	6 out of 6: national	5 out of 5: national	Chart 9
Main aim and thematic	1 out of 7: to exchange experiences and improve the training offer for teachers 6 out of 7: to bring together teacher of the same matters (geography, music, history and art, physics, science, language) and to disseminate	4 out of 7: Trainings for teachers 1 out of 7: Collaboration with other organizations, promotion of lifelong learning as well as active and healthy life through the whole life 1 out of 7: exchanging good practices; sharing knowledge about innovation 1 out of 7: supporting VET	2 out of 6: professional development and networking opportunities 2 out of 6: to bring together teachers of English as a Second Language (ESL) 2 out of 6: to share resources and training materials	5 out of 5: participation to annual conferences, congresses and trainings	Chart 10

	publications and researches, to improve the training offer in these matters.	education and adult education; better cooperation between schools and employers.			
--	--	--	--	--	--



## *Summary and overall evaluation*

Generally, the questionnaire's results show that teachers and trainers involved in Second Chance Education (SCE) are very interested in taking part in a European on-line community, even if most of them were not aware of this kind of community before. As a matter of fact, only 15 people out of 54 (27,77%) already knew an on-line community, but none of them is familiar with any on-line communities of teachers/trainers focused on SCE.

According to the majority of respondents, a European online Teachers/Trainers community could be useful mainly to cooperate with other teachers across Europe, to improve their teaching competences and to ease their access to new training materials, especially within the world of SCE, where they have to work on a daily basis with disadvantaged young people and NEETs.

The main aim of the questionnaire was to explore teachers' needs in the SCE and the possibilities that a European online Teachers/Trainers community could open for them.

The table below shows the most relevant results arisen from the data analysis:

	<b>Teachers' needs to be satisfied</b>	<b>Teachers' possibilities which could be opened</b>
<b>European online Teachers/Trainers community</b>	To improve the quality of adult education and Second Chance Schools	To collaborate with other teachers (share ideas but also problems and difficulties, cooperate and participate in EU projects, find new learning tools, new training materials and pedagogical methodologies)
	To raise teachers and trainers' awareness about the qualitative improvement and the digital aspects of their work	To improve professional competences in particular teaching skills, ICT skills, but also personal and linguistics abilities
	To promote a borderless European perspective on Second Chance Education. To promote opportunities for participating in the European society and in the labour market.	To connect with other teachers across Europe and develop EU projects between schools. To keep up-to-date on Education activities across Europe.

The Desk research about the existing European online and offline Teachers/Trainers communities was conducted in Italy, UK, Poland and Germany. According to the results collected, online and offline communities exist in all partners' countries, even if their concentration varies from a country to another:

- Out of 58 Online Communities analysed during the research, 40% have been identified in Germany, 35% in UK, 15% in Italy and 10% in Poland;
- Out of 25 Off-line Communities identified during the research, 27,5% are established in Italy and Poland, 25% in UK and 20% in Germany.

The majority of online and offline communities identified have a national geographical scope

- 78 % on-line communities
- 82% off-line communities

The majority of off-line communities (39%) are teachers' associations which aim to share training materials, exchange good practices and create networking among teachers. The main aim of the online communities is to share news, teaching materials, best practices and tools among participants.

Teachers and trainers working with NEET young people, need to take part in the European developments of the thematic areas covered, namely: digital engagement, peer-to-peer and self-assessment, social interaction.

This way, the DISCO community will be built from a strong content basis; in a bottom-up perspective, end-users' involvement will be essential and will be ensured via the stimulus of online tools and the involvement of teachers/trainers in the development of the DISCO-outputs.

According to these results, an online European community for teachers and trainers working in Second Chance Education could revitalise adult education in Europe.

A European-wide online platform for second chance education is built as knowledge and quality center. The tools developed give the opportunity to think and act borderless in European second chance education. The centre will upgrade national developments to a European, transversal, setting: further education of teachers, qualitative benchmarking of schools, tools for working with beneficiaries and recognition of international placements are the heart of the centre.

### Results

- An online grading system for good practices in second chance education to prosper European exchange of the best tools, methods and curricula
- An online assessment tool for (continuous) organizational benchmarking and improvement of second chance education providers
- A tailor-made e-portfolio tool to validate (international) placements in second chance education
- An user driven and demand led European community of teachers and trainers to share and create a European area of second chance education
- A training database for continuous education for teachers/trainers to prosper competence development, increasing knowledge and sharing of ideas
- A self-assessment tool for teachers/trainers in second chance education for personal reflection and professional development



SecondChanceEducation.eu is an initiative from the Digital Second Chance Opportunities project. This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Agreement 2014-1-DE02-KA204-001549\