differences in regional policies and practices, cannot be changed, some factors in the area of concept transfer and on school level can be easily influenced in order to improve the sustainability of the program and its further implementation. Firstly, communicating the character, prerequisites and outcomes of the program in a clear way and to a broader audience of teachers and school principals can have a considerable positive effect. Similarly, the example of tutors and participating teachers and their attitude and satisfaction with the program has a strong influence on the interest of teachers, who have not participated in this professional development offering. Strengthening the presentation of the program to teachers with demonstrations of the learning process and the available resources and support can increase teachers' interest and participation rate. However, the exact way to realize that in a way accepted positively by teachers in not clear. Further investigation of teachers' preferences for media and format of such communication and presentation of the program, for instance online or face-to-face, can contribute to the planning of measures for improvement.

Second group of factors, which can be positively influenced, is related to the school organization and the role of tutors and school principals for the successful implementation and maintenance of the program. Actions in this direction can be stimulating more teachers to take the role of tutors through incentives, as well as providing more information to school leadership about the positive findings of the program evaluation about improved teacher competencies, increased use of technology-enhanced learner-centred teaching, and higher student motivation and interest. The importance of effective teamwork during participation in the program can also be capitalized on, through improving the conditions and support for collaborative work within the program design.

The outlined findings and implications about factors which influence the sustainability of the teacher professional development program "Intel Teach – Advanced Online" provide limited evidence for generalization. However, it can be speculated that a similar program for technology integration will be affected in a similar way by the contextual conditions if implemented in Germany. In this respect understanding the comprehensive set of factors and how they contribute or impede the success and sustainability of a program can be advantageous for future planning of such initiatives. Thus, improving teacher professional development offerings will be more successful if it includes not only design and implementation adjustments, but also measures to influence the context.

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